

GCSE

Geography B

Unit **A772/01**: Key Geographical Themes (Foundation Tier)

General Certificate of Secondary Education (Short Course)

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.














All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. Use for additional pages where candidate's response does not have an annotation or did not gain any credit.
	Unclear
	Use to indicate incorrect content for case study response (with red colour highlighter)
	Use DEV within a case study answer to show creditable detail/development
	Use DEV within a three/four mark answer to show valid detail/development of a basic idea
	Use green highlighter within case study answer to show creditable detail located in the wrong section of the case study page
	Use J within a case study answer if only one basic valid idea for bottom of Level 1
	Annotate end of answer with L1 for overall level.
	Annotate end of answer with L2 for overall level.
	Annotate end of answer with L3 for overall level.
	Use PLC to indicate place specific detail for Level 3
	Correct point. Place tick where credit given or point awarded within the answer.
	Omission mark. Use to indicate something missing from response

Question	Answer	Marks	Guidance
1a) i)	1 mark for River Derwent	1	1 x 1
1a) ii)	1 mark for 373 metres	1	1 x 1
1a) iii)	1 mark for 2.5 sq km	1	1 x 1
1b) i)	Effects of river flooding could include: Residential property flooded ✓ need to live elsewhere (dev) Places of work flooded ✓ unable to work (dev) Stress/emotional impact ✓ damage to property (dev) Insurance issues ✓ due to damage to property (dev) Access issues ✓ roads/transport links disrupted (dev) Unable to work / go to school ✓ transport links disrupted (dev) Utilities disrupted/destroyed ✓ e.g. power cuts (dev) Risk of water borne diseases ✓ contaminated water (dev)	4	4 x 1 or up to 3 marks for a well developed explanation of one idea At least two effects needed for full marks. Credit detail about an effect, cause of effect or consequences for people in Cockermouth. (dev) Credit relevant OS map/photo evidence such as effects on farmland (dev), named transport routes (dev)
1b) ii)	Reasons for flooding in centre of Cockermouth could include: Rivers meet in Cockermouth ✓ maximum discharge (dev) Cockermouth at end of a river network ✓ excess discharge channelled there (dev) High/steep relief in catchment around Cockermouth ✓ excess discharge transferred quickly as surface flow to Cockermouth (dev) Low lying land in Cockermouth ✓ excess water spreads over land (dev) Flat land/floodplain in Cockermouth ✓ excess water spreads over land (dev) Road bridges in Cockermouth ✓ could become blocked with flood debris (dev) cause discharge to exceed channel (dev) Built up area ✓ impermeable surfaces/lack of infiltration (dev) Lack of woodland ✓ reduced interception/infiltration (dev)	4	2 x 2 1 mark for valid reason, second mark for explanation Max 2 marks for each explained reason Reasons must be linked to OS map evidence No credit for general causes of river flooding such as: heavy rainfall, saturated soil, rock type, lack of flood defences No credit for simply stating that there is a river in Cockermouth
1c) i)	1 mark for a period of time/time lapse (or similar) 1 mark for between peak rainfall and peak/highest discharge	2	2 x 1

	(or similar)		Clear reference to peak/highest needed for second mark
1c) ii)	<p>Reasons for short time lag shown in Fig 2 could include heavy rainfall ✓ antecedent rainfall ✓ saturated soil ✓ hard/frozen ground ✓ impervious/impermeable bedrock ✓ steep relief ✓ small catchment area ✓ canalisation or changes to river channel(s) ✓ concrete surfaces in urban areas/settlements ✓ network of streams head towards place that flooded ✓</p> <p>(dev) for explanation of how reason(s) given cause rapid surface flow to stream/river/flood location</p> <p>Location, where discharge was measured may be close to area of high rainfall ✓</p>	4	<p>4 x 1 for basic ideas or up to 3 marks for a well developed explanation of one reason</p> <p>At least two reasons needed for full marks.</p>
Question	Answer	Marks	Guidance
1d) i)	1 mark for meander	1	1 x 1
1d) ii)	1 mark for label E on or near outside bend of cross section	1	1 x 1 label E can be in river or on river bank
1d) iii)	1 mark for faster flow causes erosion on outer bend 1 mark for river has more energy to erode	2	2 x 1 No credit for ideas which describe erosion

Question	Answer	Marks	Guidance
1(e)	<p>Case Study: one type of coastal landform.</p> <p>Indicative content <i>Coastal landform could be stated on the first line or on the diagram or within the text or clearly recognisable in the sketch</i></p> <p><i>Credit if sketch shows a coastal landscape or sequence of change (from crack to stump), provided one landform is clearly stated or shown in the response as a valid coastal landform.</i></p>	9	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p>

<p><i>Valid type of coastal landform needed</i> <i>Specification Content = cliffs, headland, cave, arch, stack, beach, spit.</i> <i>Accept other valid coastal landforms such as wave cut platform, stump, bar, tombolo.</i></p> <p><i>Sketch must look like the stated landform.</i> <i>Accept sketch maps.</i></p> <p><i>Characteristic features in sketch will show shape/structure of landform.</i> <i>Dev within the sketch could include labels for size/relief, rock type and/or other relevant features e.g. recurved end, blowhole, beach ridge.</i></p> <p><i>Credit ideas about landform features if given in text section.</i></p> <p><i>Explanation of how process(es) of erosion and/or deposition may change the landform, must be coherently linked to the example given. Detail could include specific named processes and how they operate, and/or clear reference to how the landform may be changed over time. Credit process ideas if labelled on sketch.</i></p> <p><i>Valid PLC could include: the name of the landform, coastal location, rock type, beach materials, data such as height of cliff/length of beach.</i></p> <p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of the features of a type of coastal landform and the processes which change the landform.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the features of a type of coastal landform and the processes which change the</p>	<p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific details for Level 3</p> <p>Level 3 Valid example and sketch needed for top of Level 3 Top of level will have an accurate coastal landform sketch showing detail for the features, and detail about how natural processes may change the landform, with some valid place specific information linked to the coastal landform.</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Valid example and sketch needed for top of Level 2 Top of level will have an accurate coastal landform sketch showing a valid feature, and a valid idea about how natural processes may change the landform, with valid detail for either the features or ideas about natural processes.</p> <p>Bottom of level will have an basic sketch, with a valid feature and a valid natural coastal process idea or</p> <p>A basic sketch with added detail but no valid process ideas or</p> <p>A basic sketch with process ideas but no valid features added to sketch</p> <p>Level 1 Valid example and sketch needed for top of Level 1 Top of level will have a basic sketch with a stated landform or basic process idea</p> <p>Bottom of level will have a stated coastal landform with no further information; or a basic coastal landform sketch with no</p>
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	landform. With valid detail for either the features or processes. Level 1 (1-3 marks) Demonstrates limited knowledge of a coastal landform with basic ideas about the features or a process.		further information; or a basic natural coastal process idea with no sketch.
	Spelling, punctuation and grammar (SPaG) are assessed Using the separate marking grid on page 15	SPaG 3	
Question	Answer	Marks	Guidance

Question	Answer	Marks	Guidance
2a) i)	1 mark for Zambia	1	1 x 1
2a) ii)	1 mark for 21,100 (unit of currency not needed)	1	1 x 1
2a) iii)	1 mark for six	1	1 x 1
2b) i)	Valid indicator is either expected number of years of schooling or adult literacy rate Accept a valid definition of what is measured such as: years a child expects to attend school (dev) or % of adults can read and write (dev) or that a higher score indicates a developed education system (dev)	2	2 x 1 1 mark for valid indicator, 2 nd mark for explanation (dev)
2b) ii)	Valid indicator is either life expectancy or under 5 mortality rate Accept a valid definition of what is measured such as: Average age a person is expected to live (dev) or number of children that die before the age of 5 (dev)	2	2 x 1 1 mark for valid indicator, 2 nd mark for explanation (dev)

	or that high life expectancy or low infant mortality indicates developed health care (dev)		
2c)	<p>Improvements to family's quality of life could include:</p> <p>milk from cow ✓ better diet (dev) better health (dev) manure ✓ as fertiliser (dev) increased crop yields (dev) sale of surplus crops ✓ higher income (dev) education for children (dev)</p>	4	<p>4 x 1 for basic ideas, up to 4 marks for detailed coverage of one idea</p> <p>(dev) for quality of life ideas coherently linked to specific features of the project</p> <p>Maximum 2 marks for valid quality of life ideas without clear reference to features of the project</p>
2d)	<p>Valid sustainability features could include:</p> <p>Environmental – fertility of soil improved by manure ✓ for future use (dev)</p> <p>Economic – calves are produced ✓ for future use/sale (dev)</p> <p>Social – family control the project ✓ can pass on knowledge and skills to others in their community (dev)</p> <p>Improved career prospects ✓ improved access to education (dev) Improved diet ✓ health of family improved for future (dev)</p> <p>New cow at the end of the year ✓ Project can continue into the future and/or expand (dev)</p> <p>1 mark for simple statements such as: the cycle continues or it does no harm to the environment.</p>	4	<p>2 x 2</p> <p>1 mark for valid sustainability feature, 2nd mark for explanation of why this is sustainable</p> <p>Two valid ideas needed for full marks</p> <p>Must be clear ideas about future operation/success of project</p> <p>No credit for quality of life ideas unless clearly linked to the future sustainability of the project or its benefits</p>
Question	Answer	Marks	Guidance
2e)	Valid problems could include:	2	2 x 1

	<p>Cow could die ✓ cow is stolen ✓ no benefits for family (dev) Overgrazing by cow ✓ causes soil erosion (dev) Small scale of project ✓ limited contribution to overall economic development of LEDC (dev) such as GDP (dev) Dependent on MEDC based NGO ✓ may be limited by donations (dev) or priorities of NGO (dev) Cow becomes ill ✓ family cannot afford vet's fees (dev) Long term aid ✓ family have to wait for benefits (dev)</p>		<p>1 mark for a valid problem, 2nd mark for explanation (dev) No credit for a second valid problem if no explanation of first.</p>
2f)	<p>Benefits for MEDCs giving aid could include: Aid linked to trade ✓ LEDC may buy related goods/services (dev) LEDC becomes dependent on MEDC (dev) Links to other types of economic activities ✓ such as infrastructure development (dev) access to natural resources (dev) access to consumer markets within LEDC (dev) Linked to economic activities in MEDC ✓ such as jobs (dev) Image/reputation/prestige ✓ MEDC seen to be doing good (dev) Strategic benefits ✓ political/military influence in LEDC/region (dev) LEDC pays back loans with interest ✓ MEDC profits (dev)</p> <p>Benefits for LEDCs receiving aid could include: Emergency/food aid ✓ saves lives (dev) helps recovery after a disaster (dev) Investment in water supply ✓ improved health (dev) Investment in health care ✓ improved health (dev) Investment in education ✓ improved literacy (dev) better job prospects (dev) Investment in farming ✓ improved diet (dev) higher income (dev) Investment in infrastructure ✓ increased trade (dev) higher income (dev)</p>	4	<p>2 x 2 1 mark for a valid benefit, 2nd mark for explanation (dev) Two valid ideas needed for full marks</p>

	Investment in industry ✓ increased income (dev) multiplier effect (dev) Environmental schemes such as tree planting ✓ reduced soil erosion (dev) increased income (dev)		
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Qu	Answer	Marks	Guidance
2(g)	<p>Case Study: an example of a multi-national company (MNC) Indicative content <i>Example must be a valid named MNC with operations in a valid named LEDC or MEDC</i> <i>Valid reasons for MNC operation in an LEDC/MEDC could include:</i> <i>Low labour costs to increase profit margins</i> <i>Access to natural resources at low cost</i> <i>Tax breaks offered by LEDC/MEDC to attract investment</i> <i>Access to emerging consumer markets</i> <i>Less stringent environmental regulations</i></p> <p><i>Valid good points of the MNC for the LEDC/MEDC could include:</i> <i>Jobs created, wages spent in local economy</i> <i>Investment in infrastructure such as improved roads</i> <i>Multiplier effect such as local suppliers to MNC operation or further MNC investment</i> <i>Tax revenue for LEDC/MEDC</i> <i>MNC goods/services for LEDC/MEDC consumers</i></p> <p>No credit for bad points of MNC for LEDC/MEDC</p> <p><i>Valid place specific information could include: credible information about the MNC operations such as products, services; accurate data about the MNC such as jobs created, profits; valid named places within the LEDC/MEDC</i></p>	9	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Valid named MNC + LEDC/MEDC needed for top of Level 3 Top of level will have detail about the location factors for an MNC in an LEDC/MEDC, and the good points for the LEDC/MEDC, with place specific detail (such as relevant place names or accurate data).</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Valid named MNC + LEDC/MEDC needed for top of Level 2 Top of level will have a valid location factor and a valid good point, with detail for either the location factors or good points</p>

	<p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of an MNC with detailed information about its LEDC/MEDC location factors and the good points of the MNC for the LEDC/MEDC.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of an MNC with information about why it operates in an LEDC/MEDC and a good point for the LEDC/MEDC. With valid detail for either the LEDC/MEDC location factors or good point for the LEDC/MEDC.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of an MNC with a basic idea about a LEDC/MEDC location factor or a good point for the LEDC/MEDC.</p>		<p>Bottom of level will have a valid location factor and a valid good point or</p> <p>Some detail for location factors without any valid good point or</p> <p>Some detail for good points without any valid location factor</p> <p>Level 1 Valid named MNC + LEDC/MEDC needed for top of Level 1</p> <p>Top of level will have a valid location factor or good point</p> <p>Bottom of level will only have ... a named MNC or a named LEDC/MEDC or a valid MNC location factor or a valid MNC good point</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15	SPaG 3	

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 3 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 2 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1 mark
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The use of 0 (zero) marks.

0 marks should be awarded when

- The candidate writes nothing;

- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Candidate has been supported by a scribe

Maximum of 1 mark if candidate has only written one sentence.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a scribe cover sheet it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.

c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point 1 above.
4. If the script has a transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet, award SPaG as normal.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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