

GCSE

Geography B

Unit **A772/02**: Key Geographical Themes (Higher 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

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.
	Correct response
	Incorrect response
	Benefit of the doubt not given
	Information omitted
	Unclear
	Open bracket
	Close bracket
	Development
	Example/reference
	Relevant place detail
	Level 1
	Level 2
	Level 3
	Just

MARK SCHEME

Question			Answer/Indicative content	Mark	Guidance
1	a	i		1	Credit all candidates 1 mark! (✓)
	a	ii	1230	1	(✓) If more than 1 tick = 0
	a	iii	North west / west north west / west	1	(✓)
	b		Labelled arrows to indicate: Strongest current (X) Erosion (E) and deposition (D) River cliff (C) Slip-off slope (S)	4	4 x 1 (✓) Both erosion and deposition needed for 1 mark Credit labels without arrows if correct positions See page 24 for diagram
	c	i	Ideas such as: Homes flooded ✓ so must move out / homeless DEV Water contaminated by floodwater/waste ✓ so unpleasant smell / danger of infection DEV Roads blocked / bridges destroyed ✓ so unable to get to work / get from one side of town to another DEV Business / workplace / shop flooded ✓ so lose job / income DEV Homes / possessions damaged ✓ so expensive to repair / high insurance premium / owners suffer trauma / stress DEV Electricity supply damaged ✓ so homes / business without power DEV Facilities flooded (football ground) flooded ✓ so unable to watch / play DEV School flooded / shuts ✓ so children not learning / lose education DEV Farmland flooded / crops damaged / livestock killed ✓ so	4	2 x 2 marks 1 mark for each explanation (✓) 1 mark for each valid development which must be coherently linked to the explanation (DEV). Credit flooded / damaged / destroyed as alternatives NOT: people died lost profits for industry NOT: LEDC effects e.g. people starve, cholera outbreak

Question		Answer/Indicative content	Mark	Guidance
c	ii	<p>farmer loses income DEV People drowned ✓ so relatives left to grieve DEV</p> <p>Ideas such as: Two rivers meet / confluence ✓ so too much water for channel to hold / lot of water arrives at same time / discharge is greater / flood defences overpowered DEV Tributaries flow from surrounding uplands ✓ so bring rainwater to the main confluence DEV Large catchment area surrounding town ✓ so large amount of rainwater comes to the town DEV Town centre is built up / impermeable surfaces ✓ so more surface run off / less infiltration DEV Town centre is on lower land / surrounding land is higher ✓ so water drains to that point DEV Land in town centre is flat ✓ so water easily spreads out DEV Town centre is on river flood plain ✓ so water easily spreads out DEV Bridges over the river ✓ so debris blocks channel DEV Lack of vegetation / trees ✓ so more overland flow / less interception DEV</p>	4	<p>2 x 2 marks</p> <p>1 mark for each reason (✓)</p> <p>1 mark for each valid development which must be coherently linked to the reason (DEV).</p> <p>Do not credit river overflows / river bursts its banks - this is the same as flooding</p> <p>Evidence must come from map or photograph so not heavy rainfall</p> <p>NOT: trees chopped down / deforestation</p> <p>Houses / business affected (^)</p>
d	i	<p>The volume / amount of water (in a river) ✓ Which passes a point in a given / certain amount of time / second ✓ Determined by speed / velocity of the river & cross-section area of channel ✓</p>	2	<p>2 x 1 (✓)</p> <p>No credit for cumecs</p>
d	ii	<p>Ideas such as: Large amount of rainfall <u>in short period of time</u> / intense rainfall / 100 – 120mm in 6 hours / 12mm in 15 mins ✓ which results in overland flow / surface runoff / rain does</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p>

Question	Answer/Indicative content	Mark	Guidance
e	<p>not soak into ground / ground is saturated DEV Short time lag ✓ so river level rises quickly / rainwater gets to river quickly DEV High peak / large discharge / more than 50 cumecs ✓ which is much higher / 7 times higher than base flow DEV <u>Sudden</u> increase in discharge ✓ which results in too much water for channel to hold / exceeds channel capacity DEV DEV</p> <p>Case study: coastal landforms and processes</p> <p>Indicative content</p> <p>Coastal area may be in any location.</p> <p>Landform may be changed by erosion or deposition, e.g. cliffs, headland, bay, cove, wave-cut platform, cave, arch, stack, stump, beach, spit, tombolo, bar.</p> <p>Credit a sequence of landform formation, if appropriate, e.g. cliff, arch, stack.</p>	9	<p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Only credit ideas which relate to the hydrograph, so no credit for ideas such as impermeable rock</p> <p>discharge is higher than base flow (^) high rainfall (^) heavy rainfall (^) discharge increases (^)</p> <p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p>Use EG to indicate example of a coastal area</p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> Award mark at top of level</p> <p><i>Answer meets the criteria but with some inconsistency</i> Award mark at middle of level</p> <p><i>Answer just meets the criteria for the level</i> Award mark at bottom of level</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe the landform and explain how it has been formed.</p> <p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe the landform and/or explain how it has been formed.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through</p>		<p>Level 3 = 7-9 marks</p> <p>Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place detail (such as location, rock type, beach deposits, named feature such as Durdle Door) as PLC.</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p> <p>Level 2 = 4-6 marks</p> <p>Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named coastal area / wrong named coastal area, credited up to middle of level</p> <p>One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks</p> <p>Simple ideas which are not developed from either question focus</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>simple / undeveloped ideas which describe the landform and/or explain how it has been formed.</p> <p>0 marks No evidence submitted or the response does not address the question.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.</p>		<p>At least 3 simple ideas and named coastal area credited at top of level</p> <p>Simple ideas but with no named coastal area credited up to middle of level</p> <p>Appropriate named coastal area only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks No example and irrelevant answer – e.g. river valley feature</p>

Question			Answer/Indicative content	Mark	Guidance
2	a	i	Gross domestic product ✓ <u>Average</u> wealth of people in a country / <u>average</u> income / <u>average</u> amount people earn ✓ Total value of goods and services produced / amount of money a country earns ✓ Divided by number of people in the country ✓	2	2 x 1 (✓) how much a person earns (^)
		ii	As GDP decreases, number of children dying under 5 increases OR Higher GDP equals less children dying under 5 OR Inverse / negative relationship As GDP decreases, number of years of schooling decreases OR Higher GDP equals higher number of years of schooling OR Positive relationship	2	2 x 1 (✓)
	iii	Ideas such as: Better diet / adequate food supply ✓ so less prone to malnutrition DEV Better sanitation / hygiene ✓ so less outbreak of disease / epidemics DEV Clean or reliable water supply ✓ so less chance of dehydration / water related diseases such as cholera or diarrhoea DEV Better access to medical or health care / doctors / hospitals / medicines ✓ so more chance of being cured / recover from illness / vaccination against disease DEV Less likely to do hard manual work / child labour ✓ so safer working environment DEV More government spending on services ✓ so provide specialised support such as pension / care home DEV Better housing ✓ so more protection against severe	4	4 x 1 1 mark for each valid explanation (✓) 1 mark for each valid development which must be coherently linked to the explanation identified (DEV) 3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max. No credit for <u>description</u> of relationship, i.e. higher GDP equals higher life expectancy NOT: country is more developed less people die people are richer or more money(^)	

Question	Answer/Indicative content	Mark	Guidance
b	<p>weather DEV Higher standard of living / better quality of life ✓ so can buy healthier food etc DEV Education about disease prevention / nutrition / looking after children / farming / to get a better job ✓ so ... (must link to stem and lead to increased life expectancy) DEV</p> <p>Ideas such as: More natural resources / raw materials in a country ✓ so they can be sold to increase wealth / used to manufacture products DEV The workforce is skilled / well-educated ✓ so can produce high-value goods / services DEV There is high population growth ✓ so that there is not enough housing / education / food for the people DEV A country with access to the sea / not landlocked ✓ so trade can be developed / sell their goods abroad DEV A country which experiences natural disasters ✓ so money / resources must be used in recovery / infrastructure is destroyed / cannot farm DEV A country with good/ democratic government ✓ so money / resources are available to help development DEV A country has corrupt government ✓ so spend money on themselves / weapons DEV A country which is richer / people have more money ✓ to spend on education / healthcare / housing / food DEV A country which developed earlier / earlier industrial revolution ✓ so more time to develop industry DEV A country at war ✓ so spend money on weapons / not attract investment DEV Exploited as colony ✓ so raw materials taken by ruling country DEV Country is in debt ✓ so has less money for development / must pay back money DEV</p>	4	<p>can support families (^) education by itself (^)</p> <p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Do not need to refer to LEDC / MEDC in each explanation</p> <p>climate – cold, wet, hot (^) primary, secondary, tertiary, quaternary industry (^)</p>

Question		Answer/Indicative content	Mark	Guidance
c	i	Milk / manure / food / income / money / education / <u>another</u> cow	1	(✓)
	ii	<p>Ideas such as: The scheme is a cycle / self-sustaining / doesn't use up resources / cow is replaced or increased ✓ so it doesn't rely on continued external support / more aid DEV</p> <p><u>Social</u> Benefit is passed onto children ✓ so they don't have to depend on aid DEV It is long-term / leads to improvement in peoples' lives ✓ so better diet / health DEV Local people can manage the scheme ✓ so there is no expensive external influence / management DEV Food reduces malnutrition ✓ so farmer can work harder DEV</p> <p><u>Economic</u> It involves little / low / appropriate technology ✓ so it is inexpensive to run DEV Pay tax on income ✓ so economy improves / government has more money to spend DEV Children can go to school / learn ✓ so get better or skilled jobs / earn more money DEV</p> <p><u>Environmental</u> Manure keeps soil fertile/ ✓ so improves yields / grow more crops DEV Not using fertilisers_✓ which protects environment DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>No credit for just repeating the ideas / words on Fig. 6</p> <p>No credit for identifying social, economic or environmental</p>
c	iii	<p>If used inappropriately benefits are short-lived ✓ so does not encourage long-term planning DEV Takes time to be effective ✓ so will not help in short-term</p>	4	<p>2 x 2</p> <p>1 mark for each disadvantage (✓)</p>

Question	Answer/Indicative content	Mark	Guidance
d	<p>disaster / hardship DEV Cows require grass / grazing land ✓ which is not available / will not grow DEV Cows require vet care ✓ which people cannot afford / is expensive / is not available DEV Overgrazing by cows ✓ which results in desertification DEV Cow dies ✓ so aid cycle breaks down / become poor again DEV Not everyone benefits from the gift of a cow / aid ✓ so others remain poor DEV Family sells / eats the cow ✓ so lose the long-term benefit DEV Family needs to be taught how to use project ✓ so they use resource effectively DEV</p> <p>Case study: a multi-national company</p> <p>Indicative content The company can operate in any area or country</p> <p>Positive or negative effects could be on local people, the economy of the country or the local environment.</p> <p>Do not credit positive or negative effects for the MNC</p>	9	<p>1 mark for each valid development which must be coherently linked to the disadvantage suggested (DEV)</p> <p>Ideas could relate to other types of local project , e.g. water, goat aid</p> <p>ideas must relate to bottom-up aid not aid in general</p> <p>NOT: drought / storms stop farming cow needs feeding / food (instead of feeding family) locals are poor so won't be able to buy surplus crops methane from cows adds to global warming depends on donations (true for all aid)</p> <p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p>Use EG to indicate located example of economic activity</p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i> Answer consistently meets the criteria for the level Award mark at top of level</p> <p>Answer meets the criteria but with some inconsistency Award mark at middle of level</p> <p>Answer just meets the criteria for the level Award mark at bottom of level</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which describe both the positive and negative effects of MNC investment.</p> <p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe both the positive and/or negative effects of MNC investment.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which describe the positive</p>		<p>Level 3 = 7-9 marks</p> <p>Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place details (such as location, type of pollution, working conditions, specific benefit) as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p> <p>Level 2 = 4-6 marks</p> <p>Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named and located MNC example / wrong named or located MNC example credited up to middle of level</p> <p>One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks</p> <p>Simple ideas which are not developed from either question focus</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>and/or negative effects of MNC investment.</p> <p>0 marks No evidence submitted or the response does not address the question.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.</p>	<p>3</p>	<p>At least 3 simple ideas and named example credited at top of level</p> <p>Simple ideas but with no named example credited up to middle of level</p> <p>Appropriate named example only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks An answer which is not about an MNC</p>

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

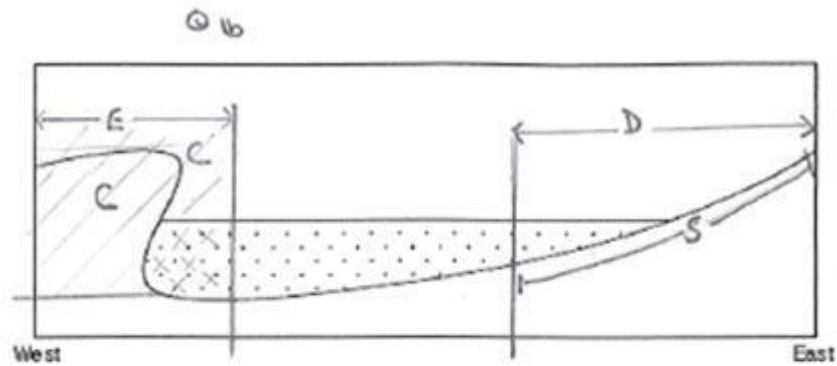
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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.

Maximum of 1 mark if candidate has only written one sentence



Extent of S ← →

C on land / air //

E / D on land or in water - left + right of meander

X - in water x x not surface
 x not bed/channel



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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