

GCSE

Edexcel GCSE

Geography A (1312 2F)

Summer 2006

Mark Scheme (Results)

## Question 1

a) Look at Figure 1. It is a sketch map of Blandford Forum.

Also look at Photographs A, B and C in the Map and Photograph Booklet.

(i) Complete the sentences below by crossing out the wrong word.

Point mark

- Flood bank, housing, south west, washlands, soft. (5)

ii) Photographs A and B show flood defences. What are the advantages of these types of flood defences?

Point mark

- can be advantages of the two techniques shown or soft engineering in general
- less disruptive to river systems
- more natural looking
- the land can be used in a different way when not flooded eg washlands
- costs less than hard engineering

(3)

iii) Look again at Figure 1a. What is being protected to the south of the river? Circle the correct answer

Point mark

- brewery or breweries or brewing

(1)

iv) Look at Photograph C and Figure 1a. What type of flood defence was the photographer standing on to take Photograph C?

Point mark

- flood bank

(1)

b) Look at Figure 1b. It shows West Bay in Dorset in two different years.

i) Name three coastal defence techniques that have been added to West Bay since 2000.

Point mark

- (rock) groynes
- beach replenishment or nourishment
- rip rap

(3)

(ii) The beach at A has grown wider since 2000. By how many metres has the beach grown? Circle the correct answer.

Point mark

- 20(m)

(1)

(iii) The area to the west of West Pier has been defended. The paragraph below gives reasons for these defences. Fill in the blank spaces. Choose from the list.

Point mark

- longshore drift, tourists, houses

(3)

*iv) Cliff recession causes many problems for people who live in coastal areas. Choose a case study of a stretch of coastline or coastal area that is suffering from cliff recession. Chosen stretch of coastline or coastal area. Explain the causes and effects of cliff recession in this area.*

Levels mark

- Walton case study
  - Section 1A of appendix
- Do not credit management

Level 2 5-4	Specific detail of a case study must be included to reach level 2 There should also be explanation of causes or effects
Level 1 3-1	Descriptive comments only about causes and/or effects. Likely to be very general. Not related to case study.

(5)

*c) Resource exploitation can damage fragile environments. Choose a case study of a fragile environment damaged by resource exploitation. Chosen case study.*

*i) Describe the causes of the damage to the environment.*

Point mark

Case Study - Ecuador  
Section 1B of appendix

- Specific case study information for 3 marks (3)

*ii) Explain the causes of the damage to the environment and on the local people.*

Levels mark

Agriculture + tourism = max level 1

Level 2 5-4	Specific detail of a case study must be included to reach level 2. Explanation for top of level. For top of level there is use of Geographical terminology and candidates are expected to spell, punctuate and use the rules of grammar with some accuracy.
Level 1 3-1	Descriptive comments only about effects. Likely to be very general. Not related to case study.

(5)

Total for question: 30 marks

## Question 2

a.) Look at Figure 2a. It shows the impact of the Mt St Helens eruption in 1980.

i) A pyroclastic flow moved out of the crater in a northerly direction for 4 km.

Draw the pyroclastic flow onto Figure 2a. Use an arrow of the correct length.

Point mark

- accurate measurement of 4km Should be a measurement between 1.8 and 2.2 cms. Accurate direction. (1)

ii) Complete the following sentences by crossing out the wrong words.

Point mark

- South Fork Toutle River, north east, 350kmsq, (3)

iii) Name two types of deposit that resulted from the eruption of Mt St Helens.

Point mark

- mud (deposits), mudflow
- avalanche (deposits) (1)

iv) Some responses to the eruption are listed on Figure 2a. The sentences below give reasons for these responses. Fill in the blank spaces. Choose from the list below.

Point mark

- eruption, vegetation, communications, dredging. (4)

b) Look at Figure 2b. It is advice given to people in Japan to help them prepare for earthquakes.

(i) Choose two of the suggestions from Figure 2b and explain why each suggestion is a good idea.

Point mark

No mark for their choice of suggestion.

- fix heavy furniture so that it doesn't fall on you
- have a plan to avoid panic (2)

ii) Instructions are also given on what to do during an earthquake. Look at the cartoons in Figure 2c. An earthquake is happening in each of these cartoons. Circle the person or car driver in each cartoon who is being sensible.

Point mark

- Answer on script
- Correct answers are not under bridge
- Under bed
- Away from building (3)

iii) Look at Figure 2d. It shows a tall building which is earthquake proof. There are five boxes on Figure 2d. Complete three of the boxes.

Point mark

- Rubber foundations to absorb tremors
- Rolling weights on roof to restrict swaying
- Steel framework to allow for swaying
- Shutters on windows to stop glass falling on people
- Special glass in windows to stop them shattering
- Read all boxes and take any three (3)

*iv) People respond to earthquakes in different ways. Choose an earthquake you have studied. Chosen earthquake.*

*Explain how [people responded in the short term and in the long term.*

Levels mark

- Volcano credit at max level 1
- Tottori earthquake, Japan.
- Turkey
- Section 2A of appendix

Level 2 4-5 marks.	Specific detail needed for entry to this level. Top of level there should be some explanation for either short or long term.
Level 1 1-3 marks	Simple descriptive comments about responses to earthquakes.

(5)

*c) Tropical storms have an impact on people and the environment. Choose a case study of a tropical storm. Name of chosen tropical storm*

*i) Describe the impact (effects) of the storm.*

Point mark

Case study - Floyd or Bangladesh

Section 2B of appendix

- Specific case study information for 3 marks

(3)

*ii) Explain how the effects of the storm are related to the state of development of the country.*

Levels mark

Level 2 5-4	Specific detail of a case study must be included to reach level 2. Top of level explanation needs to be present. For top of level there is use of Geographical terminology and candidates are expected to spell, punctuate and use the rules of grammar with some accuracy.
Level 1 3-1	Descriptive comments only about impact / effects and levels of development. Likely to be very general. Not related to case study.

(5)

Total for question: 30 marks

### Question 3

a) Look at Figure 3a. Also look at Photography D I the Map and Photograph Booklet. These show tourist activities on a beach in Cuba.

i) Active or passive is one way of classifying tourists. Use the words active or passive to complete the labels on Figure 3a.

Point mark

- Pedalo active
- Sunbathing passive
- Sailing active (3)

ii) Duration (length) of their trip and locational preference are also ways of classifying tourists. Are the following statements true or false? Tick the correct answers.

Point mark

- true, true, false, (3)

b) Look at Figure 3b. It shows climate data for Cuba.

i) On Figure 3b, complete the precipitation graph for Cuba. Use the figures in the table below.

Point mark

- Two accurately drawn lines, no allowance for error. No daylight! (2)

ii) Cuba is known as a year-round holiday destination. Complete the sentences below to give reasons why. Use Figure 3b to find information.

Point mark

- 31°C, October, 150mm
- 150mm for last statement or whatever is correct for month given; if month is wrong. (3)

c) Look at Photograph E in the Map and Photograph Booklet. It shows a coastal area in Cuba.

i) Use Photograph E to complete the table below. Name three physical attractions and three human attractions.

Point mark

- 1 or 2 = 1 mark; 3 or 4 = 2 marks; 5 or 6 = 3 marks
- Physical - (blue) sea, coral, reef, (white) sand, sunny
- Human - sun umbrellas, sun beds, boats, hotels
- Do not allow activities (3)

ii) Tourism can have positive and negative impacts (effects) on a coastal area. How has tourism had an impact on this coastal area? Use Photograph E to help you.

Point mark

- Reserve one mark if both positive and negative not covered
- Reserve one mark for evidence
- Comments about human attractions being unattractive with reference to beach
- Extra jobs (3)

iii) Choose a mountain area that you have studied. Chosen mountain area.....  
 Explain the negative environmental and social impacts (effects) of tourism.

Levels mark

Case study Malham or Peru

- Must only credit negative
- Can be LEDC or MEDC
- Section 3A of appendix
- Level 1 max for coasts

Level 2 5-4	Specific detail of a case study must be included to reach level 2. For top there should be explanation of environmental or social impacts.
Level 1 3-1	General comments about social and environmental impacts. Not linked to a case study

(5)

d) Tourism in fragile environments requires sustainable management. Choose a case study that you have made of an area in an LEDC. Chosen LEDC case study.....

i) Describe the problems that tourists could cause or have caused in this area.

Point mark

Case study - Yosemite or Maldives

Section 3B of appendix

- 2 marks only if no specific detail of a case study

(3)

ii) Explain how these problems have been managed.

Levels mark

Level 1 max for MEDC

Level 2 5-4	Specific detail of a case study must be included to reach this level. Explanation must be evident for the top. For top of level there is use of Geographical terminology and candidates are expected to spell, punctuate and use the rules of grammar with some accuracy.
Level 1 3-1	Descriptive comments only about management strategies.

(5)

Total for question: 30 marks

Question 4

a) Look at Figure 4a and Figure 4b in the Map and Photograph Booklet. Figure 4a shows a plan of Feltham town centre in 1998. Figure 4b shows the proposed changes to the town centre by 2006.

i) Inner city areas can be either redeveloped or renewed.

Are the following sentences true or false?

Tick (✓) the correct answers.

Point mark

- False, false, true

(3)

ii) Complete the table below to show changes in land use between 1998 and 2006 in Feltham town centre.

Point mark

- Only allow land use for that area, do not allow just any land use on the map.

1998	2006
<i>Waste land, tower blocks, housing</i>	Asda Supermarket
Wasteland	<i>Car parking</i>
<i>Offices above shops</i>	Park
600 car parking spaces	<i>1000 car parking spaces or apartments above shops or offices above public services such as library, nursery and medical centre.</i>

(4)

iii) Choose one of the changes that has occurred. Suggest reasons for this change.

Point mark

- Can be any change on Figure 4a, 4b.
- Tower blocks demolished because they were vandalised (1) people didn't like living in them (1)
- More car parking because of increased car ownership (1). Spaces needed for office workers(1).
- Highfield road redirected to provide better access (1). To allow more space for the new development.(1)

(2)

b) Look at Figure 4c. It shows some of the shops which are going to locate in the new centre in Feltham. Complete the bar graph. Use the figures in the table below.

Point mark.

- Two accurately drawn lines, no allowance for error. No daylight!

(2)



c) Look at Photograph F in the Map and Photograph Booklet. It shows Kibera, a shanty town in Nairobi, Kenya.

i) Shanty towns are one feature of rapid growth in LEDCs. Figure 4d is a sketch of Photograph F in the Map and Photograph Booklet. Label the sketch to show characteristics of a shanty town.

Point mark

- dirt roads
- houses made from waste materials
- shop with no proper frontage
- animals wandering around
- no layout to the buildings
- tin roofs
- no proper windows
- built on waste land

(3)

ii) Shanty towns like Kibera are found in many LEDCs. Complete the sentences below to give reasons why. Cross out the wrong word in each sentence.

Point mark

- Cannot, do not provide, low.

(3)

iii) Choose an urban area in an LEDC that you have studied. Chosen urban area..... Explain how the problem of rapid growth has been managed.

Levels mark

- MEDC max level 1
- Sao Paulo case study
- Do not allow population policies
- Section 4A of appendix

Level 2 5-4	Specific detail of a case study must be included to reach level 2. For top there should be explanation.
Level 1 3-1	General comments about management schemes. Not linked to a case study

(5)

d) Urban areas suffer from air pollution and land-based pollution. Choose an urban area you have studied. Name of chosen area.....

Cairo case study

Section 4B of appendix

i) Describe the effects of air pollution and land-based pollution.

Point mark

- 2 marks only if no specific detail of a case study
- 3 marks can be achieved for either air or land

(3)

*ii) Explain the policies that have been introduced to reduce the effects of air pollution and land-based pollution.*

Levels mark

Level 2 5-4	Specific detail of a case study must be included to reach this level. For the top of the level explanation should be evident. For top of level there is use of Geographical terminology and candidates are expected to spell, punctuate and use the rules of grammar with some accuracy.
Level 1 3-1	General descriptive comments about air and land based pollution.

(5)

Total for question: 30 marks

Total for paper: 60marks