



9 Marks

Name: _____

Class: _____

Date: _____

Time: **58 minutes**

Marks: **51 marks**

Comments:

Q1. Study **Figure A**, a photograph showing an area affected by an earthquake in 2010, and **Figure B**, a photograph showing an area affected by a volcanic eruption in 2006.

Figure A



Figure B



Q4. 'Transnational corporations (TNCs) only bring advantages to the host country.'

Do you agree with this statement?

Yes No

Justify your decision.

(Total 9 marks)

Q5. For **one** of your geography enquiries, to what extent were results of this enquiry helpful in reaching a reliable conclusion(s)?

Title of fieldwork enquiry:

(Total 9 marks)
[+ 3 SPaG marks]

SPAG**Spelling, punctuation and grammar (SPaG)****High performance**

- Learners spell and punctuate with consistent accuracy
- Learners use rules of grammar with effective control of meaning overall
- Learners use a wide range of specialist terms as appropriate

3

Intermediate performance performance

- Learners spell and punctuate with considerable accuracy
- Learners use rules of grammar with general control of meaning overall
- Learners use a good range of specialist terms as appropriate

2

Threshold performance

- Learners spell and punctuate with reasonable accuracy
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
- Learners use a limited range of specialist terms as appropriate

1

No marks awarded

- The learner writes nothing
- The learner's response does not relate to the question
- The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

0

M1.

| Level | Marks | Description |
|-----------------|-------|--|
| 3 (Detailed) | 7–9 | <p>AO1 Demonstrates detailed knowledge of the primary and secondary effects of a tectonic hazard on people and the environment.</p> <p>AO2 Shows thorough geographical understanding of the interrelationships between places, environments and processes in the context of a tectonic hazard.</p> <p>AO3 Demonstrates application of knowledge and understanding in a coherent and reasoned way in evaluating the relative significance of primary and secondary effects on people and the environment.</p> |
| 2 (Clear) | 4–6 | <p>AO1 Demonstrates clear knowledge of the primary and secondary effects of a tectonic hazard on people and the environment.</p> <p>AO2 Shows some geographical understanding of the interrelationships between places, environments and processes in the context of a tectonic hazard.</p> <p>AO3 Demonstrates reasonable application of knowledge and understanding in evaluating the significance of primary and secondary effects on people and the environment.</p> |
| 1 (Basic) | 1–3 | <p>AO1 Demonstrates limited knowledge of the primary and secondary effects of a tectonic hazard on people and the environment.</p> <p>AO2 Shows slight geographical understanding of the interrelationships between places, environments and processes in the context of a tectonic hazard.</p> <p>AO3 Demonstrates limited application of knowledge and understanding in evaluating the significance of effects on people and the environment.</p> |
| | 0 | No relevant content. |

Indicative content

- The command phrase is 'to what extent', so the focus of the question is an evaluation of the relative importance of primary and secondary effects. There should be a discursive element which addresses whether, and to what extent, primary effects are more significant than secondary effects.
- Credit only effects (not causes or responses). Answers should refer to one of the photo images as well as a named example, although the two do not have to be balanced in coverage. The distinction should be made between primary impacts, which occur as a direct consequence of the earthquake or volcanic eruption and secondary impacts which occur as a result of the primary effects.

Earthquakes

Expect details of the event itself with data to support points.

Allow wide range of effects, e.g:

Primary effects

- Collapsing bridges and buildings; homes may be destroyed.
- Cracked and twisted roads and other damaged transport links.
- Death and injuries to individuals.
- Panic and shock of the people affected.

Secondary effects

- Fires caused by broken gas mains and electrical cables; fires develop due to the lack of water from broken pipes.
- Tidal waves or tsunamis often result from an earthquake such as the Boxing Day tsunami in 2004 or Japan 2011.
- Landslides in steep-sided valleys where the rocks are often weak.
- Shops and businesses destroyed.
- Tourists put off from visiting areas that had suffered e.g. Boxing Day tsunami.
- Damage to transport and communication links makes trade difficult.
- Disease and famine due to lack of clean water and medical facilities.
- Death caused by the cold of winter such as in the Kashmir earthquake of 2005.

Volcanic eruptions

Expect details of the event itself with data to support points.

Allow wide range of effects, e.g:

Primary effects

- The immediate impacts of volcanic gases and lava flows. Hot pyroclastic flows cause death by suffocation and burning.
- Tephra falls can cause the collapse of roofs and may destroy homes and farmland.

Secondary effects

- Lahars, landslides, and flooding. This may lead to food / water supply being interrupted.
- Disruption to travel.
- Homelessness.
- Businesses forced to close, and unemployment.
- Cost of insurance claims.
- Long-term economic issues e.g. with the tourism industry.
- Long-term impacts such as improved soils which may develop over time as the volcanic material is weathered.

AO1 = 3
AO2 = 3
AO3 = 3

[12]

M2.

| Level | Marks | Description |
|-----------------|-------|---|
| 3 (Detailed) | 7–9 | <p>AO1 Demonstrates comprehensive and accurate knowledge of locations, places and processes in relation to a hot desert / cold environment.</p> <p>AO2 Shows thorough geographical understanding of the interrelationships between places, environments and processes in the context of a hot desert / cold environment.</p> <p>AO3 Demonstrates thorough application of knowledge and understanding in evaluating the extent to which a hot desert/cold environment provides opportunities and challenges for development.</p> |
| 2 (Clear) | 4–6 | <p>AO1 Demonstrates clear knowledge of locations, places and processes in relation to a hot desert / cold environment.</p> <p>AO2 Shows some geographical understanding of the interrelationships between places, environments and processes in the context of a hot desert / cold environment.</p> <p>AO3 Demonstrates reasonable application of knowledge and understanding in evaluating the extent to which a hot desert/cold environment provides opportunities and challenges for development.</p> |
| 1 (Basic) | 1–3 | <p>AO1 Demonstrates limited knowledge of locations, places and processes in relation to a hot desert/cold environment.</p> <p>AO2 Shows slight geographical understanding of the interrelationships between places, environments and processes in the context of a hot desert / cold environment.</p> <p>AO3 Demonstrates limited application of knowledge and understanding in evaluating the extent to which a hot desert / cold environment provides opportunities and challenges for development.</p> |
| | 0 | No relevant content. |

Indicative content for hot deserts

- The question requires consideration of the extent to which a hot desert area provides both opportunities and challenges.
- Answers may focus on the nature of economic opportunities, the scale of development and control over the inhospitable conditions.
- Opportunities include resource exploitation relating to agriculture, recreation and tourism. Economic benefits include employment, spending in the local economy, multiplier effect, and improved infrastructure. Many hot desert environments are increasingly important economically.
- Challenges include environmental constraints, costs/remoteness, and conflicts with indigenous populations.
- Relationships exist between the nature of the challenges and the desire / ability to overcome them in order for development to take place. This might reflect, for example, the value of resources and the technological advances enabling their

exploitation.

- Support for answers may be based in poorer or richer parts of the world. In HICs, south west US may be used. Economic activity may focus on water supply and how it is managed, provision for commercial farming, mining activity, supplying water, possible provision of a power source to facilitate development, development of tourism on a large scale, building areas for retirement.
- In LICs, areas such as the Thar Desert may be cited. Economic activities include subsistence farming, including nomadic pastoralism, and hunter-gathering. Commercial farming supported by irrigation may be emphasised. Resources such as limestone and gypsum are found in this desert, valuable for the building industry. Hydroelectric power is supplied. Tourism is a growing industry.

No credit for management of hot desert environments.

AO1 = 3

AO2 = 3

AO3 = 3

[9]

M3.

| Level | Marks | Description |
|-----------------|-------|--|
| 3 (Detailed) | 7–9 | <p>AO1 Demonstrates thorough and detailed knowledge of an urban transport scheme(s).</p> <p>AO2 Shows a comprehensive understanding of the effectiveness of an urban transport scheme(s) by demonstrating a detailed and balanced appreciation of its advantages and disadvantages.</p> <p>AO3 Demonstrates thorough application of knowledge and understanding in evaluating the effectiveness of an urban transport scheme(s).</p> |
| 2 (Clear) | 4–6 | <p>AO1 Demonstrates reasonable knowledge of an urban transport scheme(s).</p> <p>AO2 Shows a clear understanding of the effectiveness of an urban transport scheme(s) by demonstrating some appreciation of its advantages and disadvantages.</p> <p>AO3 Demonstrates reasonable application of knowledge and understanding in evaluating the effectiveness of an urban transport scheme(s).</p> |
| 1 (Basic) | 1–3 | <p>AO1 Demonstrates limited knowledge of an urban transport scheme(s).</p> <p>AO2 Shows limited understanding of the effectiveness of an urban transport scheme(s) by demonstrating limited appreciation of its advantages and disadvantages.</p> <p>AO3 Demonstrates limited application of knowledge and understanding in evaluating the effectiveness of an urban transport scheme(s).</p> |
| | 0 | No relevant content. |

Indicative content

- Answers should evaluate the effectiveness of a specific transport management scheme(s) and how successful it has been in helping to reduce the number of cars on the road, ease congestion, or improve efficiency of the transport system.
- Transport management might include improving public transport (e.g. the trams of Manchester), introducing park and ride schemes (e.g. Oxford), pedestrianisation (e.g. Exeter and Oxford), encouraging people to share cars into work, building ring roads (e.g. Watford), introducing congestion charging (e.g. London), vehicle-exclusion zones and permit-only parking schemes, bus lanes, increasing car park charges, introducing flexitime and staggered working times.
- Exemplification is likely to refer to a named place(s) but may be a single scheme.
- Expect a range of strategies to be described in the context of the chosen city such as London, including the introduction of a congestion charge where drivers are now charged to drive into the centre of London. The idea is to discourage people from using cars and encourage them onto public transport. Bike hire means that people can borrow bikes for a short period at minimal cost. Bike lanes are being created to make using a bike safer and easier. Trams that run on train tracks in the road have been reintroduced to south London. They are environmentally good because they run on electricity and do not release greenhouse gases. In the underground system new lines have been recently built or upgraded. The Jubilee Line was the latest big

extension and extends from central London out to east London. London is currently undertaking one of the biggest engineering projects in Europe by building a railway from east to west London under the city. This railway, called Crossrail, will decrease travel times and cut congestion as more people use public transport.

No credit for simply describing the problems.

AO1 = 3
AO2 = 3
AO3 = 3

[12]

M4.

| Level | Marks | Description |
|-----------------|-------|---|
| 3 (Detailed) | 7–9 | AO1 Demonstrates comprehensive and specific knowledge of the characteristics of one or more TNCs. AO2 Shows thorough and accurate geographical understanding of the advantages and disadvantages of TNCs for host countries. AO3 Demonstrates effective application of knowledge and understanding in making a judgement about the issues and reaching a substantiated conclusion. Justification is detailed and balanced. |
| 2 (Clear) | 4–6 | AO1 Demonstrates reasonable knowledge of the characteristics of one or more TNCs. AO2 Shows clear geographical understanding of the advantages and disadvantages of TNCs for host countries. AO3 Includes reasonable application of knowledge and understanding in making a judgement about the issues and reaching a conclusion. Justification is clear and well supported. |
| 1 (Basic) | 1–3 | AO1 Demonstrates limited knowledge of the characteristics of one or more TNCs. Answers may be largely generic. AO2 Shows some geographical understanding of the advantages and disadvantages of TNCs for host countries. AO3 May either include limited application of knowledge and understanding in making a judgement about the issues and/or reach a conclusion. Justification is limited to one or more simple points. |
| | 0 | No relevant content. |

Indicative content

- Responses will apply knowledge and understanding of the issues associated with TNCs and their effects, making a judgement based on relative advantages and disadvantages.
- The command word is 'justify', so answers should reach a conclusion and substantiate the choice made. Credit responses which highlight one side of the argument, as well as those which take a more balanced approach before reaching a conclusion.
- Advantages to the host country might include improvements to education and work skills, development of mineral wealth and energy production, better roads and airports, improved services, provision of employment and money trickling into the local economy.
- Disadvantages include poor wages/exploitation of labour, little development of industry as raw materials are exported, limited development of skills for local people, most profits go abroad, unpredictability of TNCs suddenly pulling out, lack of attention given to health and safety, environmental problems caused by air and water pollution.
- Expect specific discussion of issues in relation to named countries and/or companies. E.g. Coca-Cola in India, drop in level of water table due to considerable extraction for manufacturing process, with knock-on effects for local people, who now have to walk long distances to fetch water. However, there are some economic

benefits to India. Coca-Cola offers training and education to those who have received little already. The company runs some community schemes and has invested large amounts of money in the economy; this includes the construction of manufacturing plants and improving the local infrastructure. Many of the bottling firms are local companies, so much of the profit stays in the host country.

No credit if impacts on source country are discussed.

AO1 = 3
AO2 = 3
AO3 = 3

[9]

M5.

| Level | Marks | Description |
|-----------------|-------|---|
| 3 (Detailed) | 7-9 | AO3 Provides detailed evaluation of results. AO3 Evaluates contribution made by results to the conclusion(s) reached in detail. AO3 Provides an informed judgement as to the extent to which the results contributed to reaching a reliable conclusion. |
| 2 (Clear) | 4-6 | AO3 Provides a clear evaluation of results. AO3 Provides a clear evaluation of the contribution made by results to the conclusion(s) reached. AO3 Makes a judgement as to the extent to which the results contributed to reaching a reliable conclusion. |
| 1 (Basic) | 1-3 | AO3 Provides a basic evaluation of results. AO3 Provides a basic evaluation of the contribution made by results to the conclusion(s) reached. AO3 Any judgement as to the extent to which the results contributed to reaching a reliable conclusion will be weak and generic. |
| | 0 | No relevant content. |

Indicative content

- Answers should provide evaluations of the results, evaluate the contribution of these results on the conclusion(s), and then a judgement must be provided linking the results to the reliability of the conclusion(s).
- Results and conclusions will vary according to the investigation undertaken.
- Results may be evaluated in relation to accuracy, sample sizes, sampling strategies and variables that might have affected the fieldwork activities through which the results were collected. Results of river velocity methodology may have accuracy questioned as there may have been timing issues, any float used may not have had an unimpeded passage along the river surface, distance travelled may not have been measured accurately, not enough readings taken. Any of these factors would compromise the accuracy of the results obtained.
- The contribution of the results to the overall conclusion(s) will be evaluated. River velocity data was very helpful in allowing clear patterns of velocity over distance to be determined with changes in velocity being linked to gradient and other variables.
- A judgement linking the results to the reliability of the conclusion(s) will be made. The velocity results are not totally accurate as there were a range of factors compromising the data collection. The results were sufficient for conclusions to be reached, but these conclusions are not reliable as they are based on insecure results.

AO3 = 9

[12]