

General Certificate of Education  
Ordinary Level

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## Mark Scheme

### Important Notice

Mark schemes have been issued on the basis of **one** copy per Assistant Examiner and **two** copies per Team Leader.

## QUESTION PAPER PREPARATION SECTION

### PROVISIONAL MARK SCHEME SHEET

Subject No. 0460/01 / 2217/01 Nov 2006

#### The features of the marking scheme

Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The marking scheme attempts to give guidance about the requirements of each answer and lists a number of responses which will earn marks along with the general principles to be applied when marking each question. It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme. **THE CANDIDATES DO NOT NEED TO USE THE SAME WORDING TO EARN MARKS.**

The notation `etc` at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked and not repetition of a previous point made credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

During coordination the mark scheme is modified to add points agreed after discussion or to delete any points not allowed. All examiners should ensure that their modified schemes is fully up-to-date before marking begins.

### **Marking mechanics.**

Point marking is used throughout the paper, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate the wording on a script where a mark has been allowed. Where a development point has been allowed the letter 'D' should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded, the mark for each sub-section should be added up and placed in the margin at the end of the sub-section. The total mark for the entire question should be added and transferred to the front of the script.

Where a candidate makes a point which is not quite sufficient for credit an upturned 'V' insert symbol should be used. If after careful consideration a mark is awarded which gives 'benefit of doubt' to the candidate the letter 'J' should be placed adjacent to the tick (ie the candidate has 'just' achieved the mark).

All answers should have signs of having been assessed by the examiner. Crosses are acceptable to signify wrong answers and a red line accompanied by the letters 'I/R' should be used to indicate those which are irrelevant.

**PROVISIONAL MARK SCHEME SHEET**

**Subject No. 0460/01 / 2217/01 November 2006**

**Question 1**

a) i) Mozambique

1 mark (1)

ii) 22 per 1000 (1 mark);  
Evidence that candidate knows that the figure is calculated by  
subtracting DR from BR (2<sup>nd</sup> mark)

2 @ 1 mark (2)

iii) A. Sudan

B. Botswana

2 @ 1 mark (2)

iv) Ideally answer should be comparative, however be prepared to link points from separate accounts. Ideas such as:  
better quality health care in USA;  
more likely to be preventative measures in USA/vaccination;  
better diet/food supply in USA/less likelihood of starvation;  
better sanitation in USA;  
AIDS is more of a problem in Botswana

3 @ 1 mark or development (3)

- b) i) Credit reasons such as:
- improved access to contraceptives;
  - education about birth control;
  - education about adverse impacts of large families;
  - mechanization of agriculture;
  - compulsary schooling;
  - pension schemes set up;
  - reduction in IMR/no need to have so many children;
  - government policy;
  - secularization/religion less of a control over decision making;
  - changing attitudes towards women;
  - women wanting a career before children;
  - increasing desire for material possessions etc

5 @ 1 mark or development (5)

- ii) Credit references **only** to natural growth rates not BR and/or DR seen in isolation. Credit development for reference to statistics. Ideas such as:
- generally small increase between 1900 and 1950;
  - less than 3 or 4 per 1000;
  - fluctuated between 1900 and 1950;
  - some years between 1900 and 1950 saw decrease/1905/1920 /1935;
  - much more rapid increase from 1950 onwards;
  - up to 30 per 1000;
  - rate of increase decreased especially from 1980 onwards;
  - to about 14 per 1000 etc

5 @ 1 mark or development (5)

c) Accept a wide variety of strategies to increase and/or decrease growth rates. Candidates should refer to at least one example which they have studied, with **one** example mark reserved but two possible if two good contrasting examples are used.

Expect reference to ideas such as:

financial incentives ;

legislation;

enforcement strategies

better hospitals/clinics/health care/more doctors;

sex education within schools;

distribution of contraceptives;

pension schemes etc

7 @ 1 mark or development of specific details in relation to selected countries. (7)

**TOTAL 25 marks**

**PROVISIONAL MARK SCHEME SHEET**

**Subject No. 0460/01 / 2217/01 November 2006**

**Question 2**

b) i) Settlement which has grown up around/spread out from a nucleus/central point.

1 mark (1)

ii) Ideas such as:  
Steep slope preventing expansion to east;  
Marshy land preventing expansion to west;  
Growth along main road etc  
It is long and thin = 1

2 @ 1 mark (2)

iii) Ideas such as:  
spread out/1 to 3 km away from each other;  
in lines/linear pattern;  
north – south;  
on/below 30 metres;  
both sides/east and west of river;  
at least a mile away from River Ancholme;  
closer together east of river  
along roads etc

3 @ 1 mark or development (3)

iv) Reasoning such as:  
spread out to serve farming communities;  
in lines/on roads for access/communications;  
away from river to avoid flooding;  
below 30 metres for shelter;  
water supply nearby etc

4 @ 1 mark or development (4)

- c) i) Types of services such as:  
retail or example eg specialist shops/department stores;  
leisure or example eg cinema/theatre;  
educational or example eg school/university;  
medical or example eg hospital etc

3 @ 1 mark (3)

- ii) Candidates need to describe and suggest reasons for the differences in the spheres of influence. Ideally answers should be comparative but be prepared to link statements from discrete accounts. MAXIMUM 3 for each of description/explanation.

Ideas such as:

King`s Lynn has a larger sphere of influence;  
As the population of King`s Lynn is larger;  
It will have higher order services;  
Holbeach has a more regular shaped sphere of influence;  
King`s Lynn`s position close to the coast affects shape;  
Impact of competing market towns etc

5 @ 1 mark or development (5)



- d) Candidates need to refer to an example they have studied, for which **one mark is reserved** and should be awarded only if the correct function is identified. They can refer to any urban settlement in an LEDC or MEDC and any function can be identified. Credit reasons for the growth of the town, and specific references to reasons for the function.

Eg Liverpool is a port:

located on estuary of Mersey river;

deep water anchorage;

sheltered anchorage;

space for expansion of warehouse facilities;

opposite side of Atlantic to USA encouraged trade;

hinterland of industrial towns/cotton manufacturing;

well developed road/rail communications;

impact of Manchester Ship Canal etc

7 @ 1 mark or development (7)

**TOTAL 25 marks**



- b) i) Features should ideally be evident from photographic evidence though some observations may be 'by implication'.. Ideas such as:  
bare rock surfaces;  
rocks with joints;  
lichens growing on rocks;  
high land etc

3 @ 1 mark

(3)

- ii) Candidates should describe the process of freeze-thaw weathering. Credit written answers or information included as part of labelled diagrams (do not double credit here). Expect ideas such as:

freeze thaw weathering;  
rain collects in cracks/joints;  
temperature falls;  
water freezes – expands;  
stress on cracks/joints;  
joints opened;  
melting;  
more water enters the joints/repetition etc

4 @ 1 mark or development

NB Accept reference to processes involved in weathering of Limestone. (4)

- iii) Ideally this answer should be comparative, however accept ideas expressed in two discrete accounts. Ideas such as:

tropical regions have higher temperatures;  
and more rainfall;  
which encourages more chemical weathering;  
doubles with every rise of 10C;  
encourages more biological weathering;  
as there is far more plant growth;  
more likelihood of tree roots in cracks;  
more rapid release of CO<sub>2</sub> from decay of plants etc

5 @ 1 mark or development (5)



**PROVISIONAL MARK SCHEME SHEET**

**Subject No. 0460/01 / 2217/01 Nov 2006**

**Question 4**

a) i) 3C

1 mark (1)

ii) Total amount is 1811mm (accept 1760 to 1860 mm);  
2<sup>nd</sup> mark for indication of need to add monthly figures

2 @ 1 mark (2)

iii) Characteristics should ideally be evident from Fig. 6a though some observations may be `by implication`. Ideas such as:  
distinct layers;  
emergents;  
canopy;  
shrub layer;  
buttress roots;  
lianas/vines;  
adundant vegetation/thick forest;  
many different species/great variety etc

3 @ 1 mark (3)

iv) Candidates should explain how characteristics of natural vegetation and climate are interlinked, rather than simply describing those characteristics. Credit reference to any vegetation characteristics not just those shown in Fig. 6a. Expect ideas such as:  
abundant vegetation due to hot/wet climate;  
evergreen due to lack of a cold season/limited seasonal change;  
drip tip leaves to repel heavy rain;  
emergents reach for sun;  
variety of species as growing conditions are ideal/hot/wet etc

4 @ 1 mark or development (4)

- b) i) Evidence such as;  
they have policies/practices which protect the global environment;  
eg they do not use former rainforest land for their beef;  
their beef suppliers use well established cattle ranches;  
eg they use recycled paper etc

3 @ 1 mark or development (3)

ii) Candidates should explain why there is concern over rainforest destruction. Whilst there are various angles expect reference to ideas such as:

- loss of species;
- impact on food chains/ecosystems;
- possible future cures for disease;
- increased run off;
- soil erosion;
- flooding;
- pollution of rivers;
- impact on tribes/cultures;
- impact on oxygen/carbon dioxide balance;
- global warming etc

5 @ 1 mark or development (5)

c) Ideally this answer should be comparative, however be prepared to link ideas from two discrete accounts. Expect reference to factors such as:

- latitude;
- influence of overhead sun;
- distance from oceans;
- presence/absence of moderating influence of water body
- wind direction/trade winds/doldrums;
- lack of/presence of evaporation;
- presence/absence of cloud cover;
- air pressure etc

No MAXIMUM on any one factor, providing adequate development of points.

7 @ 1 mark or development (7)

**TOTAL 25 marks**

# PROVISIONAL MARK SCHEME SHEET

Subject No. 0460/01 / 2217/01 November 2006

## Question 5

f) i) 86/87%

1 mark (1)

ii) Ideas such as:  
many are employed in subsistence agriculture/grow there own food;  
as a result of large rural poulation;  
there is little manufacturing/industry/factories;  
as a result of lack of technology;  
service provision is limited;  
as a result of lack of money etc

3 @ 1 mark or development (3)

iii) A Primary  
B Tertiary  
C Secondary

All 3 correct = marks, 1 or 2 correct = 1 mark (2)

iv) Candidates should give reasons for their views – MAX 1 for simple description of likely changes. Expect ideas such as:  
Increased proportion of secondary/tertiary/decrease proportion of primary (MAX 1);  
further decline of plantations/growth of other forms of commercial agriculture;  
greater use of technology in farming;  
movement to the cities;  
growth of new manufacturing/industry/factories;  
as a result of development of technology;  
increase in service provision/schools/hospitals;  
further tourist development etc

4 @ 1 mark or development (4)

b) i) MAX 2 marks for description of changes, full marks can only be obtained by use of supporting examples and figures. Also MAX 2 for figures alone. Ideas such as:  
decrease in export of primary products;  
eg farm products down from 66 to 4%;  
increase in export of secondary products;  
eg electronics up from 3 to 30%

3 @ 1 mark (3)

ii) Ideas such as:  
cheap labour supply/low wages/can make goods cheaply;  
plenty of available workers/creation of jobs;  
potential workers are skilled/educated;  
large potential global market/high demand for electrical products;  
increased reputation for high quality;  
don't require large amounts of raw materials/fuel;  
investment by multinational companies;  
production for export/foreign exchange etc

3 @ 1 mark or development (5)



- c) Candidates should describe the impacts of economic growth on local people, positive and negative impacts are acceptable with no maximum mark on either. Ideas such as:
- more people in employment;
  - higher/more regular wages;
  - possibility of exploitation/low wages/poor working conditions;
  - improvements in infrastructure;
  - increased congestion;
  - increased atmospheric/water/noise pollution;
  - rising standard of living or specifics (eg housing/sanitation);
  - improvement in public services or specifics (eg health care/education) ;
  - greater demand for products of local industry;
  - multiplier effect;
  - rural to urban migration        etc

No MAXIMUM on any one factor, providing adequate development of points.

7 @ 1 mark or development        (7)

**TOTAL 25 marks**

**PROVISIONAL MARK SCHEME SHEET**

**Subject No. 0460/01 / 2217/01 November 2006**

**Question 6**

g) i) 14.5C

1 mark (1)

ii) Ideas such as:  
temperatures have increased;  
from 14C to 14.4C/by 0.4C/but fluctuated;

2 @ 1 mark (2)

iii) There are three distinct stages of the explanation here:  
heat from some passes through atmosphere;  
bounces back from surface;  
it is trapped by layer of gases

3 @ 1 mark (3)

iv) Ideas such as:

Human activities produce many of the gases which trap the heat;  
eg carbon dioxide from burning fossil fuels/coal/oil;  
in vehicles/power stations/factories (MAX2);  
CFCs from fridges/packaging aerosols (MAX 2);  
Methane from agriculture/cattle grazing/paddy fields  
Deforestation reduces use of carbon dioxide by trees etc

4 @ 1 mark or development (4)

- h) i) Ideas such as:  
rising sea level;  
threat of high/`king` tides;  
all land is below 4.5 metres above sea level/low land;  
the country consists of a series of islands/atolls etc

3 @ 1 mark (3)

- iii) Expect reference to ideas such as:  
Tuvalu may be flooded but USA/Australia will not;  
lives of people in Tuvalu are threatened;  
long with their property/or examples;  
and their livelihoods/or examples;  
Australia/USA are partially responsible for the emissions;  
as their economies depend on industry/transport etc

5 @ 1 mark or development (5)

