

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

## MARK SCHEME for the June 2005 question paper

### 2217 GEOGRAPHY

2217/02

Paper 2, maximum mark 90

This mark schemes is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 must be read in conjunction with the question papers and the *Report on the Examination*.

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**June 2005**

**GCE O LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 90**

**SYLLABUS/COMPONENT: 2217/02**

**GEOGRAPHY**

Page 1	Mark Scheme	Syllabus	Paper
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- 1 (a) (i)** 573 (or 4) 213 (or 2) [1]
- (ii)** Post office [1]
- (iii)** North East [1]
- (b)** 1900-2000 metres [1]
- (c)** Radial [1]
- (d) (i)** North has high cliffs and wave-cut platforms, west has sand and mud bays and lower cliffs [2]
- (ii)** North is highland, west is lowland/erosion by waves/sheltered deposition [2]
- (e) (i)** Linear
- (ii)** Along roads and tracks [2]
- (iii)** Positive: coast is lower, flatter, better agricultural land  
Negative: inland is high, with steep slopes
- 0 = fish/supply of water [2]
- (f)** (A number of) estates, agricultural centre, banana loading/boxing plant, jetty for possible export, land under cultivation
- Any four [4]
- (g)** Highland, watershed in north, river Palmasonian valley in south [3]
- 2 (a)** Credit for: use of line graph, axes labelled correctly, general accuracy  
Max 1 if bar graph, etc [3]
- (b)** South Asia [1]
- (c)** East and South-east Asia [1]
- (d)** Population growth, war, drought
- Any one
- 0 = natural disaster [1]
- 3 (a)** A = pyramid peak      B = arete      C = corrie/cirque
- 0 = peak [3]
- (b) (i)** Freeze-thaw/frost shattering
- 0 = frost action [1]
- (ii)** Melting of snow freezes in cracks in rock, forcing the rock apart, along the joints/bedding planes, repeated process, rock breaks up [3]
- 4 (a)** 30-34 [1]
- (b)** 7-8/8-9 [1]

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- (c) (i) Both high/long, but more women live longer/about 85 years [2]
- (ii) Old people's homes/health care for the elderly are most likely but any answer which is supported by a valid reason acceptable
- If no valid reason given, no marks [2]
- 5 (a) (i) Akassa [1]
- (ii) Hot season/summer, May-September [1]
- (iii) Steady decline, from south to north/away from the sea; or steady increase from north to south or from inland to the coast/upwards [2]
- (iv) It gets shorter from south to north/with distance from sea
- 0 = across region [1]
- (b) (i) Agades [1]
- (ii) It is further from the sea, further from the Equator, less rain in summer so less cloud to cover sun
- Any one [1]
- 6 (a) Scattered, mainly in southern half, mainly along roads, mostly away from the coast, virtually none in the north [3]
- (b) (i) The oil terminal [1]
- (ii) Scattered nature, distant from the oil terminal, would suggest that they are farming, not oil workers/agriculture/planting [2]
- (c) (i) To bring in supplies, oil terminal workers
- 0 = more people [2]
- (ii) For oil exports/imports, deep water channel/exporting goods [1]
- 7 (a) (i) Maize [1]
- (ii) Millet [1]
- (b) (i) Double/increase from 2000-4000 Birr
- 0 = 2000 [1]
- (ii) High cost of chemicals, organic compost is free, so with some crops greater incomes is obtained/higher profits
- 0 = better for environment [2]

Page 3	Mark Scheme	Syllabus	Paper
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- 8 (a) (i)** On Insert plot 550, 350 and 108 at the correct site location  
Correct curved/freehand/smooth line drawn from source on axis joining points 4 @ 1 mark  
Max 3 if no line or not freehand [4]
- (ii)** Expect to see: 2 @ 1 mark  
must have both features correct
- Site **A** – waterfalls and rapids also interlocking spurs, v shaped valleys – Not meanders
- Site **C** – ox bow lakes and flood plains also meanders, levées, delta
- so credit other appropriate river features [2]
- (b) (i)** i.e. what makes the sketch identifiable after the event  
Date; Name; Time; weather conditions 2 @ 1 mark
- Not labels or annotation or season or month [2]
- (ii)** Advantage 2 @ 1 mark  
e.g. visual/see rather than memory; add explanations
- Disadvantage  
e.g. depends on skill of student; no scale; can be inaccurate/subjective/biased; slow compared to photo [2]
- (c)** Minimum general comment of friction influencing speed;  
Friction – rocks increase friction; bigger rocks produce more friction;  
Speed – increased friction reduces the speed of the water  
Flow – rocks make the flow turbulent/uneven/less smooth; diverted flow  
Credit the use of the term ‘wetted perimeter’ 4 @ 1 mark credit development  
Res 1 mark for each friction, speed and flow [4]
- (d) (i)** Correct bar graph completion of 9 and 7.5  
Appropriate accuracy of bar widths 2 @ 1 mark  
Max 1 if incorrect format [2]
- (ii)** Pebbles become eroded/worn away with move downstream;  
Method of erosion named or described as development 2 @ 1 mark  
Credit dev [2]
- (iii)** Student bias/error 1 @ 1 mark [1]
- (iv)** Credit ideas such as quadrat use;  
select 19 pebbles and line up; systematic/regular intervals; increase number in sample/more than one student; measured distance. Must be practical and relate to data collection, not site selection 2 @ 1 mark [2]

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(e)	(i) The velocity increased ( <b>A – B</b> ) then decreased ( <b>B – C</b> ) Must have both parts of change	1 @ 1 mark	[1]
	(ii) I: velocity decreased (how) due to less water and increased friction with river bed (why)  II: insufficient energy for the stream to carry the load so deposits	3 @ 1 mark res 1 mark for each point	[3]
(f)	Levels marking  <u>Level 1- (1)</u> Only mentions one change  <u>Level 2- (2 – 3)</u> Comment includes one or two points with some data or mention of sketch  <u>Level 3- (4 – 5)</u> Comment includes height/gradient or distance from source linked to pebble size and velocity with data to support each. Top level should include human influence	Level marking Max 3 if no data  Also credit evaluation comments of data collection methods	[5]
<b>Total 30 marks</b>			
9	(a) How – noisy/noise pollution; congested/slows traffic; air pollution; lack of parking space  Why – employment; services/offices/shops located in centre; historically small/narrow roads; meeting point of roads;  Not pollution on its own	3 @ 1 mark res. 1 mark for each how and why	[3]
	(b) (i) Fast recording method; quick to total/read; more accurate than writing numbers; easy to use; easy to total/read; efficient  Not just 'accurate' on own. Easy is same as simple	2 @ 1 mark	[2]
	(ii) Correct construction of proportional squares on Insert S = 12mm x 12mm U = 9mm x 9mm	4 @ 1 mark Max 3 if incorrect shading	[4]
	(iii) Comments to reflect that total traffic generally decreases but credit development of further description – no explanation required  1 mark = simple 'decrease' 2 <sup>nd</sup> mark for further comment or data to support	2 @ 1 mark	[2]

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- (c) (i) That Site **V** always has more traffic than **U**  
Comments should identify that both sites have more traffic flowing towards the centre at 08.30 than other times but then it decreases and at 16.30 the flow is greatest away from the centre  
4 @ 1 mark  
max. 1 mark if no comparative data  
Max 3 if no V>U List = 0 marks  
**[4]**
- (ii) Site **Q** Towards = 14 so 7 mm  
Away = 44 so 22mm  
1 @ 1 mark  
need both correct  
**[1]**
- (iii) % at **R** flowing towards at 08.30 is 26 vehicles out of 64 total therefore 40%/41% (actual = 40.625%)  
Also accept 78%/79% as total of day i.e. **R** is 26/33  
1 @ 1 mark  
**[1]**
- (d) (i) Key is land use and changing traffic flow  
e.g. Residential – traffic flow away in am and to in pm  
e.g. Education – to in morning and away in afternoon  
e.g. Stadium – event day traffic flow  
3 @ 1 mark  
**[3]**
- (ii) Must be land use related  
Ideas such as:  
Observe/survey buildings; organise in groups/divide town; classify/function of buildings; transect/systematic survey; record/mapping; land values  
Not people count or Questionnaires = 0 marks  
4 @ 1 mark  
credit dev up to 2 marks  
**[4]**
- (e) Hypothesis 1 = true; but depends on the route/direction;  
Hypothesis 2 = true; but depends on location as to the extent of the change;  
6 @ 1 mark  
max 4 if no data used  
Max 5 if no evaluation  
Credit data to support statements  
Data collection evaluation may include only one day; only for 5 minutes; single student may not be accurate; depends on the location chosen;  
Evaluation comments can be positive too.  
**[6]**

**Total marks = 30**