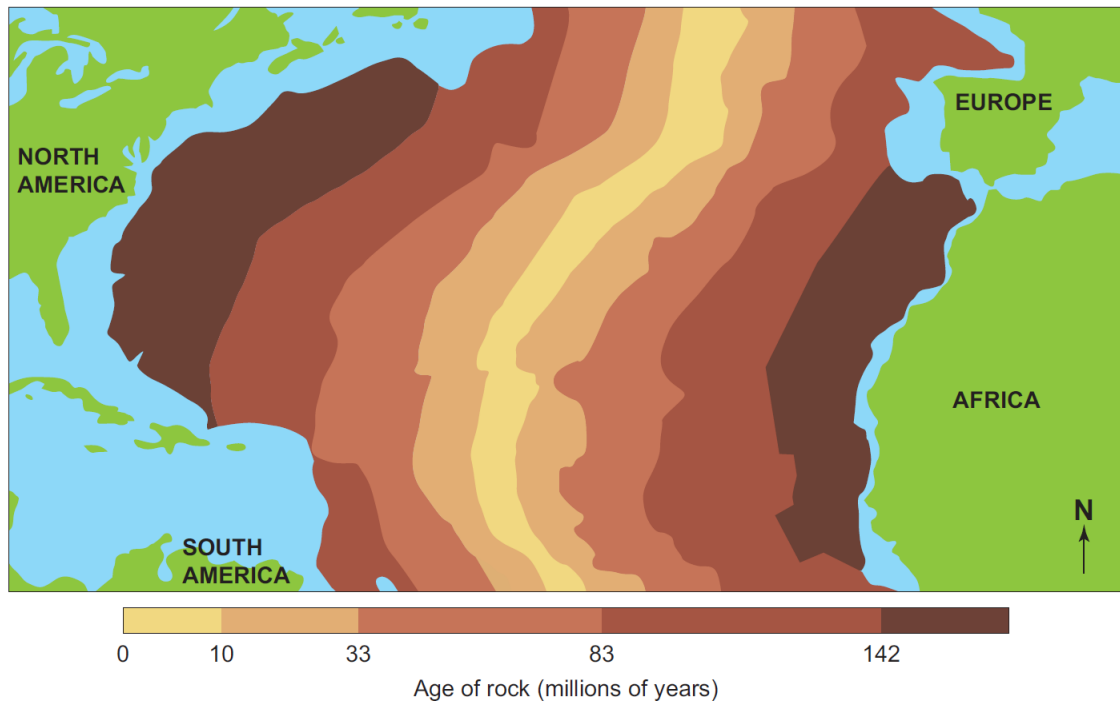


The total of all marks is 40.

TOPIC 1: PLATE TECTONICS

1. Study figure below. It shows the geological age of the rocks that form the floor of the North Atlantic Ocean.

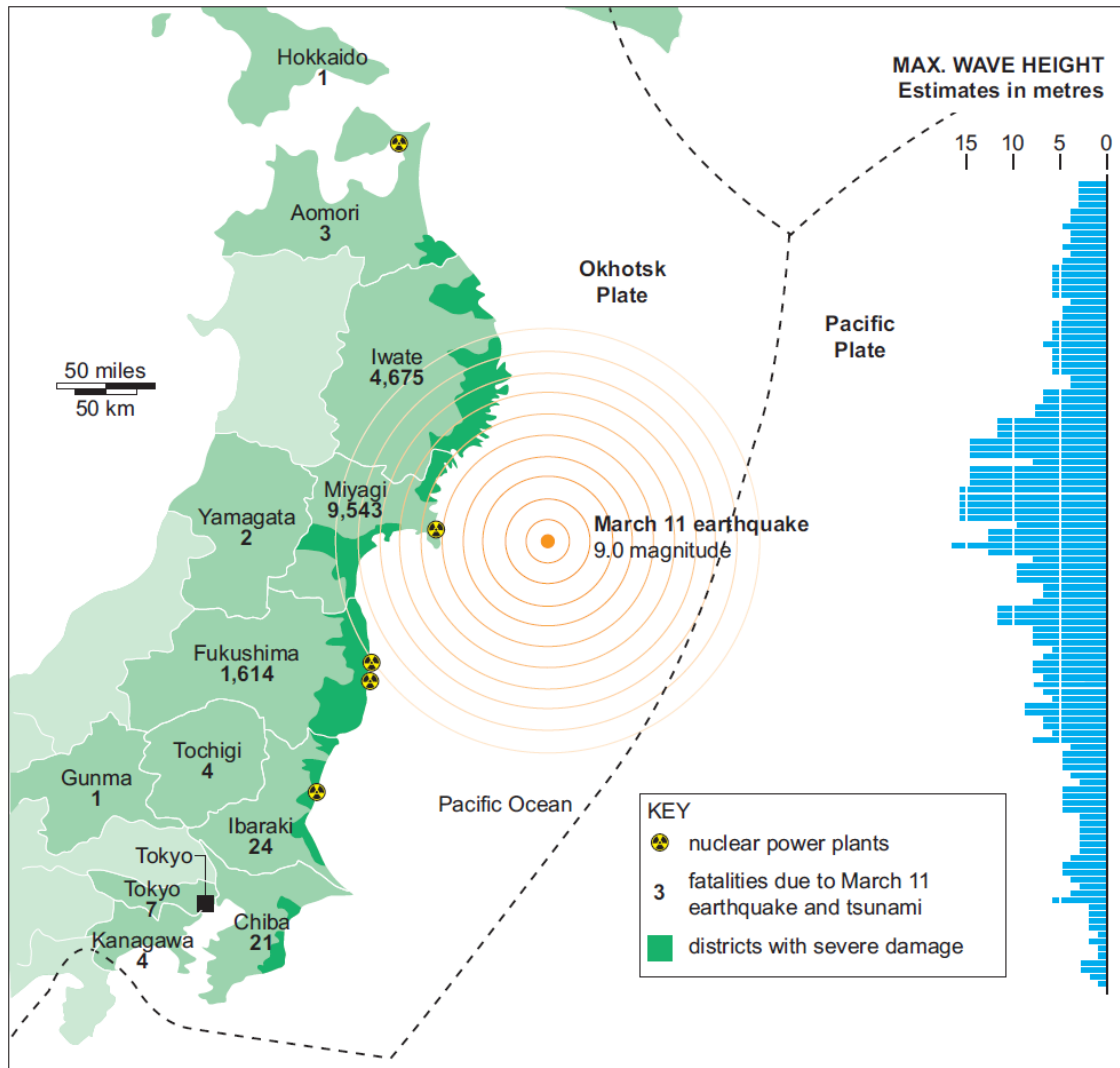


Using the figure to help you, describe and explain forms of ocean floor evidence that support the theory of plate tectonics. (max 4 marks)

Answer

Students are required to use the figure and describe features of the ocean floor that provide evidence for the theory of plate tectonics. In essence these will be supporting the process of sea-floor spreading. The figure itself provides direct evidence for the variation in the geological age of the rocks forming the ocean floor. The youngest rocks, less than 10 m years old, in yellow, are confined to the centre of the North Atlantic. The rocks age both to the east towards Africa and Europe and west towards North America in a symmetrical and parallel pattern. The oldest recorded rocks, in brown, are over 142 m years old and are located off the east coast of North America and the west coast of Africa. The pattern is explained by the expansion of the ocean floor from a central oceanic constructive margin, the North Atlantic Ridge.

2. Study figure below. It illustrates the loss of life linked to the 2011 Tohoku earthquake and tsunami in Japan.



Explain how seismic activity may create a tsunami and, with the help of the figure, explain the impacts of a tsunami event. (max 4 marks)

Answer

Students are required to explain the formation of a tsunami as the result of seismic activity. This involves the release of seismic energy with a focus beneath the ocean floor. Some of the released energy moves the ocean floor plate thus displacing the ocean water above. This in turn may produce a long wave form on the ocean surface which, if and when it approaches land, builds to create a series of huge on-shore waves – tsunami.

The second requirement is to explain the impact of a tsunami using the figure provided. A range of impacts may be explained. Those that relate to the figure would be coastal flooding, up to 50 km inland in some places, causing high loss of life (9543 in one region, >15 000 in total) and the potential risk to the coastal sites of nuclear power

stations. Names and details from the figure are required. Additional explanation of impacts could be focussed on loss of infrastructure, homelessness, economic disruption, social and psychological effects.

3. Describe and explain the socio-economic and environmental benefits of volcanic activity. (max 6 marks)

Answer

This question requires a focus on the benefits of volcanic activity and both their description and explanation. Two aspects of such benefits are highlighted, socio-economic and environmental.

5-6 marks – A range of benefits associated with volcanic activity, both socio-economic and environmental, are accurately described and explained. These benefits are illustrated with relevant and accurate exemplar material. There is a widespread and accurate use of appropriate geographical terminology. Quality of written communication is excellent.

3-4 marks – The response addresses both socio-economic and environmental benefits along with some place reference but the description and/or explanation lacks depth and detail. There is some use of appropriate geographical terminology. Quality of written communication is good.

1-2 marks – Responses may lack a valid discussion of either of the two required, socio-economic and environmental aspects. The absence of valid reference to places for illustration purposes would, similarly confine a response to this level. Alternatively, while addressing each aspect, the response may be significantly limited in its depth and detail of the description and explanation. There is little use of appropriate geographical terminology. Quality of written communication is basic.

4. ‘Effective planning is essential if a nation is to co-exist with the threat posed by volcanicity.’ Evaluate the effectiveness of the country’s preparation for and its response to volcanic activity. A specific country you can choose by yourself. (max 6 marks)

Answer

This question requires evaluation of a valid case study country regarding both its preparation for, and its response to volcanic activity.

5-6 marks – The answer presents accurate and detailed information for a relevant country for both its preparation in advance of, and its response to volcanic activity. A range of both preparation techniques and responses are described possibly including short and long-term methods. In addition, evaluation for both management aspects, preparation and response is seen. Evaluation may be provided throughout the response

and/or in a summative form. There is a widespread and accurate use of appropriate geographical terminology. Quality of written communication is excellent.

3-4 marks – While a relevant country case study is described, the detail on management (preparation and response) is restricted in depth or detail. Though evaluation comments are present these may be similarly restricted. There is some use of appropriate geographical terminology. Quality of written communication is good.

1-2 marks – An answer would be restricted to this level if it lacked a relevant case study or neglected either aspect of management (preparation and response). A lack of any evaluation (even implicit) in the answer would also confine it to this level. There is little use of appropriate geographical terminology. Quality of written communication is basic.

TOPIC 2: ETHNIC DIVERSITY

1. Study table below detailing English language proficiency for various groups in England and Wales. Use the table to explain the roles of age and gender in the perception of ethnic and social identity. (max 4 marks)

Percentage of selected ethnic groups who could not speak English,
by gender and age, England and Wales

Ethnic group	Aged 10–24		Aged 65 and over	
	Male	Female	Male	Female
White British	0.0	0.0	0.0	0.0
Black Caribbean	0.1	0.1	0.0	0.1
Black African	0.2	0.3	1.7	10.2
Indian	0.3	0.4	2.9	16.2
Pakistani	0.5	1.5	3.9	31.0
Bangladeshi	0.9	2.8	5.5	44.9

Answer

The table presents data which clearly demonstrate the impact of age and gender on English language proficiency for ethnic groups that are associated with in-migration to the UK. Older people are less likely to speak English than the young age group and females are less likely to speak English than males, especially amongst the seniors. Lack of language skills affects identity insofar as integration possibilities are compromised for those who do not have the language of the host country. Groups emanating from Anglophone regions, exemplified by the Caribbean, have better English skills than other groups. This would speak to ethnic identity but do not penalise ones who do not deal separately with ethnic and social identity.

4 marks – Details from the table are given. Both age and gender are featured and it is explained how lack of language skills affects identity. There is good use of appropriate geographical terminology.

2-3 marks – Lack of consideration of age or gender. Full answers will be of merit and make reasonable use of the table but lack the quality, depth or focus needed for higher level. There may be restricted use of appropriate geographical terminology.

1 mark – Responses that do not convey a decent understanding of the roles of age and gender in identity will be here. There may be poor use of appropriate geographical terminology.

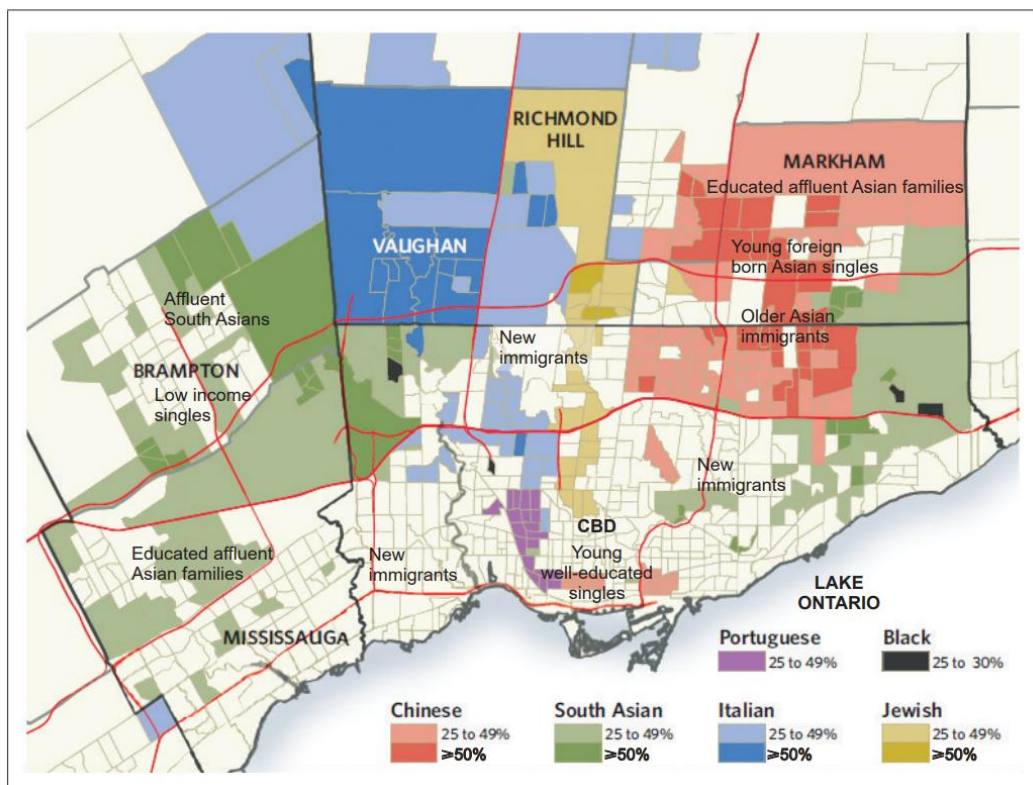
2. Explain any three of the following causes of ethnic conflict:

- **territorial disputes;**
- **sectarianism;**
- **cultural conflicts;**
- **human rights abuses;**
- **discrimination.** (*max 3 marks*)

Answer

Any three from the five listed causes of ethnic conflict.

3. Study figure below illustrating the ethnic and social geography of Toronto, Canada. Using the figure, describe how the geography of Toronto reflects both residential concentration and social identity. (*max 6 marks*)



Answer

Figure demonstrates that Toronto is a multi-ethnic city, with areas dominated by six minority ethnic groups. The notation adds further layers of social geography, sitting atop the ethnic geography. So the underlying basic ethnic diversity does not give the full picture of the city's social geography.

5-6 marks – The distinction between ethnicity and other aspects of social geography is shown. The answer is confident, has some detail and displays command of the material. There is good use of appropriate geographical terminology.

3-4 marks – Answers which do not do more than just describe the figure will be here, together with those with an explanation that lacks the depth needed for 5-6 marks. There may be restricted use of appropriate geographical terminology.

1-2 marks – Answers which do not convey proper understanding of the question will be placed here along with partial answers. There could be a lack of focus. There may be poor use of appropriate geographical terminology.

4. Discuss the assertion that colonisation has been important in the creation of ethnic diversity in both former colonies and colonial powers. (max 4 marks)

Answer

The colonial endeavour led to the creation of ethnic diversity in many colonies through the migration of settlers from the colonial power as in, for example, Australia and/or the importation of a labour force, in some cases through slavery or indentured labour as in the West Indies. Later, migration tended to go the other way as people from the colonies or former colonies moved to the metropolitan powers often to provide workers for jobs the locals were no longer keen to do. Hence the ethnic diversity of countries such as the UK and France.

4 marks – The student deals competently with both aspects of the question, in reasonable balance. Whilst place reference is not obligatory this level answers will probably have some to add depth to their work. There is detail and understanding. There is good use of appropriate geographical terminology.

2-3 marks – An otherwise excellent answer, which neglects one of the aspects can be here. Full answers, whilst having merit, may be lacking somewhat in depth and detail. There may be restricted use of appropriate geographical terminology.

1 mark – Answers here may well be partial, even unfinished. If full, the level of understanding shown will be weak or perhaps focus will be lacking. There may be poor use of appropriate geographical terminology.

5. Discuss the outcomes of ethnic conflict. (max 3 marks)

Answer

This question deals with outcomes of ethnic conflict; material on causes and the nature of conflict is redundant except where it clearly helps to explain the outcomes. Case study work is not required by the question but will add depth if used.

3 marks – Two or more outcomes are considered in good depth and reasonable balance. There might be detailed reference to their national case study. The quality of written communication is excellent. There is good use of appropriate geographical terminology.

2 marks – Answers with only one outcome can be here if otherwise good. Full answers have merit relating to the outcomes and the case study if seen. The quality of written communication is good. There may be restricted use of appropriate geographical terminology.

1 mark – Students who present partial answers will be here. Detail and understanding regarding outcomes and/or the case study if seen will be wanting. The answer may not focus on the question set. The quality of written communication may be basic. There may be poor use of appropriate geographical terminology.