



# Cambridge O Level

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**GEOGRAPHY**

**2230/02**

Paper 2 Geographical Skills

**For examination from 2021**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **10** pages. Blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

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| <p>GENERIC MARKING PRINCIPLE 1:</p> <p>Marks must be awarded in line with:</p> <ul style="list-style-type: none"> <li>the specific content of the mark scheme or the generic level descriptors for the question</li> <li>the specific skills defined in the mark scheme or in the generic level descriptors for the question</li> <li>the standard of response required by a candidate as exemplified by the standardisation scripts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <p>GENERIC MARKING PRINCIPLE 2:</p> <p>Marks awarded are always <b>whole marks</b> (not half marks, or other fractions).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>GENERIC MARKING PRINCIPLE 3:</p> <p>Marks must be awarded <b>positively</b>:</p> <ul style="list-style-type: none"> <li>marks are awarded for correct / valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate</li> <li>marks are awarded when candidates clearly demonstrate what they know and can do</li> <li>marks are not deducted for errors</li> <li>marks are not deducted for omissions</li> <li>answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.</li> </ul> |
| <p>GENERIC MARKING PRINCIPLE 4:</p> <p>Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>GENERIC MARKING PRINCIPLE 5:</p> <p>Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question  | Answer                                                                                                                                                                                                                                                      | Marks | Guidance                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------|
| 1(a)(i)   | 6002                                                                                                                                                                                                                                                        | 1     |                                                                                |
| 1(a)(ii)  | 5.2–5.4 (km)                                                                                                                                                                                                                                                | 1     |                                                                                |
| 1(a)(iii) | SE / SSE                                                                                                                                                                                                                                                    | 1     |                                                                                |
| 1(a)(iv)  | Church (1)<br>School (1)                                                                                                                                                                                                                                    | 2     |                                                                                |
| 1(a)(v)   | size: similar / Mahaut larger (1)<br>shape: St. Joseph compact / nucleated / clustered, Mahaut linear / elongated / dispersed (1)                                                                                                                           | 2     | Must COMPARE                                                                   |
| 1(a)(vi)  | 633 or 4 983 or 4                                                                                                                                                                                                                                           | 1     |                                                                                |
| 1(b)(i)   | Any two physical features, such as:<br><br>sand / mud / beach (1)<br>cliffs (1)<br>river / stream / watercourse (1)                                                                                                                                         | 2     | NOT<br>Scrub<br>Low forest<br>as along coast.                                  |
| 1(b)(ii)  | 1076 (ft)                                                                                                                                                                                                                                                   | 1     |                                                                                |
| 1(b)(iii) | Slope: Desjardin flatter / Deux Jardins steeper / Desjardin gently sloping,<br>Deux Jardins steep slope<br>Height: Desjardin higher than Deux Jardins / Desjardin >1000 ft, Deux Jardin <1000 ft<br>Feature: Desjardin on plateau, Deux Jardins near valley | 2     | Must COMPARE                                                                   |
| 1(c)(i)   | 4 (km <sup>2</sup> )                                                                                                                                                                                                                                        | 1     |                                                                                |
| 1(c)(ii)  | Coconut                                                                                                                                                                                                                                                     | 1     |                                                                                |
| 1(c)(iii) | River needs to follow indent in cultivation area<br>Layout (on Fig. 1.1)<br>arrow right to left (on Fig.1.1)                                                                                                                                                | 3     |                                                                                |
| 1(c)(iv)  | Dot (or H if no dot) should be located in the gap between the road and the river, but not touching either. (1)<br>Dot should be positioned on the river, just north of bend at 634027 OR on the river at 641035. (1)                                        | 2     | If no dot, letter must be in correct position.<br>Either bridge is acceptable. |

| Question  | Answer                                                                                                                                                                                                                   | Marks | Guidance                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 2(a)(i)   | Increase / accelerating / fluctuating                                                                                                                                                                                    | 1     |                                                                                                                                                   |
| 2(a)(ii)  | 110 <u>thousand</u>                                                                                                                                                                                                      | 1     | Must have 000 or thousand                                                                                                                         |
| 2(a)(iii) | 2009 and <u>2012</u>                                                                                                                                                                                                     | 1     | Need BOTH years for 1 mark<br>Allow 2008 and 2011 as tourists went down during these years                                                        |
| 2(a)(iv)  | Any two from ideas such as:<br>natural hazard;<br>recession / falling incomes;<br>fear of disease;<br>increase holiday costs / exchange rates;<br>other destinations more popular;<br>fear of terrorist attacks;<br>etc. | 2     | Needs to be specific not too vague.<br><br>NOT<br>Pollution<br>Crime<br>Lack of promotion<br><br>Needs to be a reason why numbers have gone down. |
| 2(b)(i)   | Line should join Manila to Boracay to Puerto Princesa to Kota Kinabalu to Bandar Seri Begawan <u>by sea</u>                                                                                                              | 1     | NOT overland                                                                                                                                      |
| 2(b)(ii)  | Arrow direction Hong Kong towards Singapore                                                                                                                                                                              | 1     |                                                                                                                                                   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks    | Guidance                                                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 2(c)     | <p>1 mark for statement of how effective or ineffective they feel that the poster is.</p> <p>2 marks for justification</p> <p>Any two ideas from<br/>Features of the poster:</p> <ul style="list-style-type: none"> <li>• attractive images</li> <li>• colourful and eye catching</li> <li>• the language used in the marketing messages.</li> </ul> <p>How appealing the range of attractions, environments and activities are.</p> <p>The poster shows a broad range:</p> <ul style="list-style-type: none"> <li>• activities: scuba-diving / boat trips / golf</li> <li>• natural environment / nature in Brunei: rainforest / river</li> <li>• architecture / famous buildings in Brunei: mosques / Jame'asr Hassanil Bolkiah Mosque</li> <li>• culture / tradition of Brunei: mosques (MAX 1 / NO REPETITION) / traditional dress</li> </ul> <p>Candidates may state that this is not representative of Brunei, i.e. does not show all the appealing features of Brunei:</p> <ul style="list-style-type: none"> <li>• activities: does not show rainforest walkway etc.</li> <li>• natural environment / nature in Brunei: does not show coast / beaches etc.</li> <li>• architecture / famous buildings in Brunei: does not show Royal Regalia Museum / Sultan Omar Ali Saifuddin Mosque / Istana Nurul Imnan etc.</li> <li>• culture / tradition of Brunei: does not show Kampung Ayer etc.</li> </ul> | <b>3</b> | Candidates may argue that it is likely to attract some tourists but not all tourists depending on what the tourists want out of a holiday. |

| Question  | Answer                                                                                                                                                                                                                                                                                                                                                                                   | Marks | Guidance                                                                           |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------|
| 3(a)(i)   | Any one example, such as:<br>fisherman;<br>lumberjack;<br>miner;<br>quarry worker.                                                                                                                                                                                                                                                                                                       | 1     |                                                                                    |
| 3(a)(ii)  | inverse / negative correlation / as GDP goes up, percentage in agriculture goes down                                                                                                                                                                                                                                                                                                     | 1     | 0 for when GDP is high, % in agriculture is low – needs some indication of change. |
| 3(a)(iii) | Vietnam<br>GDP per person (US\$ thousands) 4<br>% of people employed in agriculture (farming) 48<br><br>Cross must be labelled Vietnam and centred where the lines intersect.                                                                                                                                                                                                            | 1     |                                                                                    |
| 3(a)(iv)  | Any three reasons, such as:<br><br>less developed countries;<br>agricultural product prices are low (so GDP low);<br>not enough money / demand to develop industry;<br>lack of technology;<br>lack of education;<br>etc.                                                                                                                                                                 | 3     |                                                                                    |
| 3(b)(i)   | 30(%)                                                                                                                                                                                                                                                                                                                                                                                    | 1     |                                                                                    |
| 3(b)(ii)  | Any three features, such as:<br><br>Primary: Laos more than Japan / difference 69% / Laos 73% c.f. Japan 4%<br>Secondary: Laos less than Japan / difference 20% / Laos 6% c.f. Japan 26%<br>Tertiary: Laos less than Japan / difference 49% / Laos 21% c.f. Japan 70%<br>Laos has most in primary but Japan has most in tertiary<br>Laos secondary is lowest but Japan primary is lowest | 3     | No credit for copying figures from table.<br>Candidates must COMPARE               |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks | Guidance                                             |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------|
| 4(a)     | Any two ideas from:<br>Agree methodology on what measurements to take;<br>Find out what doesn't work / change it / avoid mistakes;<br>Practise fieldwork techniques / learn how to do;<br>Test / learn how to use equipment;<br>Experience of working as a team / team organisation;<br>Find out how long to allocate each task.                                                                                                                                                                                                                         | 2     |                                                      |
| 4(b)     | Any four ideas from:<br><u>width of river channel</u><br>Stretch tape measure across river / from bank to bank / side to side;<br>Keep tape measure taut / horizontal / stretched / tight;<br>Measure perpendicular / at right angles to banks / straight across / directly opposite;<br>Measure where tape touches the bank.<br><u>depth of river</u><br>Rest ruler on river bed / bottom;<br>Measure vertically / perpendicular to surface;<br>Measure where water level is / wet part of ruler;<br>Measure at equal points / 25–30 cm across channel. | 4     | Reserve 1 mark for width<br>Reserve 1 mark for depth |
| 4(c)(i)  | 0.5 m at 2.9 m and 0.35 m at 4.2 m (1)<br>Joining line to complete cross section (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2     | No credit for shading                                |

| Question  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks    | Guidance                                                                                                                                                                                                |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4(c)(ii)  | <p>It can be interpreted to show it is true / partially true / mainly true / is true except for (1)</p> <p>Is partially true / mainly true / except for – 1 mark for stating there is/are anomaly(ies)</p> <p>Up to two marks for supporting data – 1 supporting general trend; 1 for anomaly.</p> <p>Wider: 1.2 m at site 1 to 12.4 m at site 5 / increases by 11.2 m (credit any 2 sites)</p> <p>Deeper: 0.2 m at site 1 to 0.6 m at site 5 / increases by 0.4 m (credit any 2 sites)</p> <p>Anomaly between sites 4 and 5 – depth is 0.9 m at site 4 and 0.6 m at site 5</p> | <b>4</b> | If stating true – no credit for anomaly                                                                                                                                                                 |
| 4(d)(i)   | <p>Any two ideas from:</p> <p>pebbles selected may not be truly random at that site / student preference; anomalies / not representative;</p> <p>all pebbles may have been taken from same area of river bed / not across river channel / areas missed out.</p>                                                                                                                                                                                                                                                                                                                 | <b>2</b> | Credit weakness if candidate states the advantage another method has over random                                                                                                                        |
| 4(d)(ii)  | <p>angular = 4, slightly angular = 6, slightly rounded = 1</p> <p>1 mark for dividing lines,</p> <p>1 mark for shading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>2</b> |                                                                                                                                                                                                         |
| 4(d)(iii) | <p>evidence very angular / angular or slightly angular changes downstream supporting hypothesis (1)</p> <p><b>OR</b></p> <p>evidence very rounded / rounded or slightly rounded changes downstream supporting hypothesis (1)</p> <p>evidence very angular / angular or slightly angular changes downstream showing an anomaly (1)</p> <p><b>OR</b></p> <p>evidence very rounded / rounded or slightly rounded changes downstream showing an anomaly (1)</p>                                                                                                                     | <b>2</b> | <p>Evidence can be quoted from either Fig. 4.6 or Table 4.2.</p> <p>Both do not need to be identified as the sources of evidence for full marks as they essentially both show the same information.</p> |

| Question | Answer                                                                                                                                                                                                                                       | Marks    | Guidance |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| 4(d)(iv) | <p>pebbles crash into each other / pebbles crash into bed or banks / collide with each other (1)</p> <p>longer duration of transport / longer time to be eroded / been in river longer / water smooths pebbles as they go downstream (1)</p> | <b>2</b> |          |