GCSE MARKING SCHEME

SUMMER 2023

GEOGRAPHY SPECIFICATION B
COMPONENT 1
C112U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCSE GEOGRAPHY B – COMPONENT 1

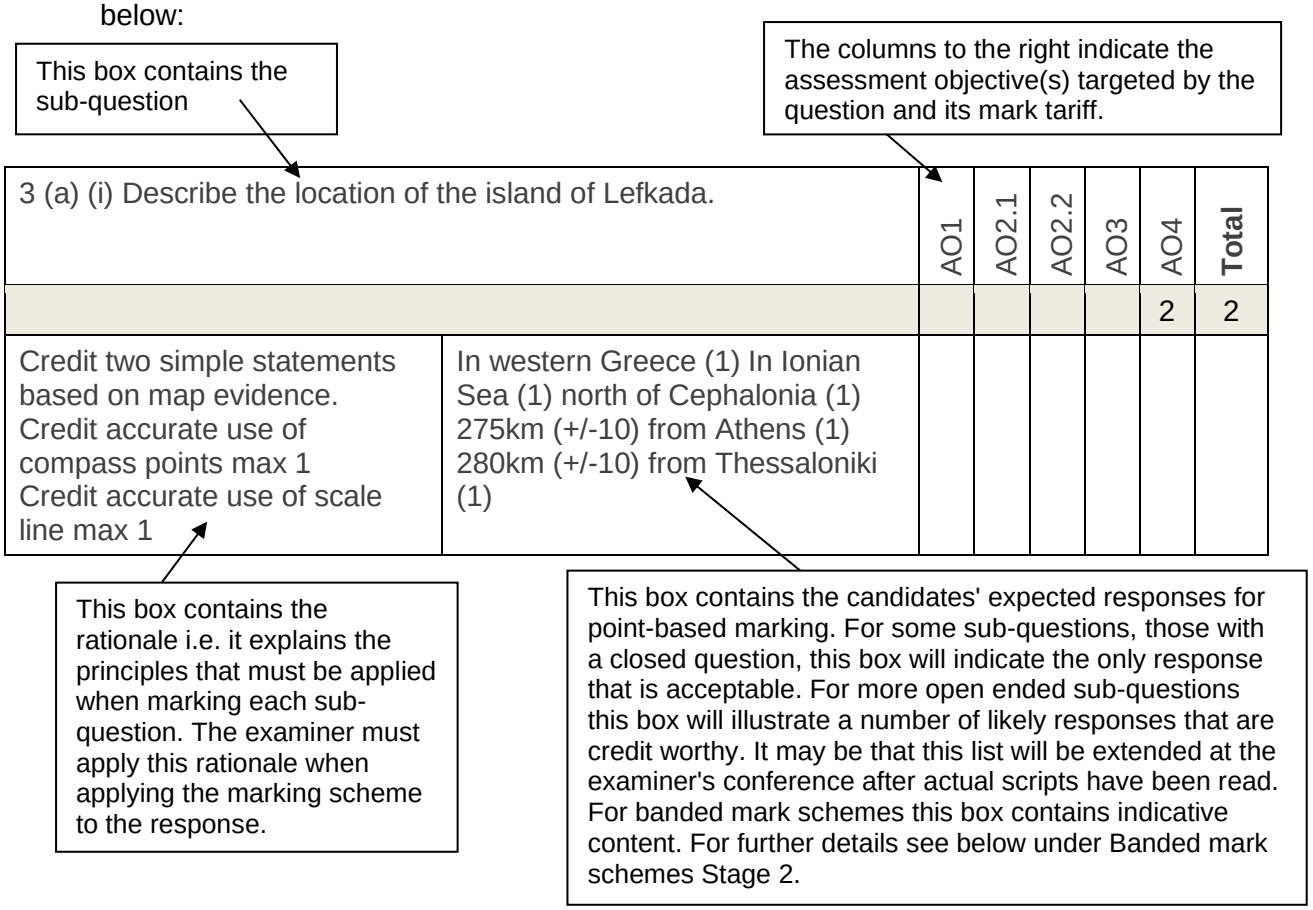
SUMMER 2023 MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:



3 (a) (i) Describe the location of the island of Lefkada.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
						2	2
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)						

2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question, then the examiner should enter a dash (-) or use the not attempted icon on E-marker.

3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Theme 1, Question 1

1. (a) (i) Study **Figure 1.1 – Percentage of rural and urban population in England 2020.** Tick (✓) the **two** correct statements about rural and urban population in 2020.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit these responses only. One mark for each correct response.	Rural areas have a higher percentage of people aged 80+ than urban areas. (1) The smallest age group is 90+ in both rural and urban areas. (1)

1. (a) (ii) Complete the sentence using words from the box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	2						**2**

Credit these responses only. One mark for each correct response.	depopulation (1) greenfield (1)

1. (b) (i) State **two** ways in which leisure use benefits rural areas.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	2						**2**

Credit two simple statements.	Examples of responses • may create jobs (1) • helps the local economy (1) • may lead to more/improved facilities (1) but not just 'improved the area ' • health benefits for both locals and visitors (1) • raises profile of the area (1)

1. (b) (ii) Describe how leisure use has been managed in an area in the UK you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	4						**4**

Use a banded mark scheme. Work upwards from the lowest band.

Band	**Mark**	**Band descriptor**
2	3-4	Clear understanding of management through some elaborated statements. Some specific reference to the chosen area.
1	1-2	Simple valid statement (s) that may be generic in nature. Lacks elaboration.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Responses will depend on chosen area and scale – could be a small local park or a National Park.

To reach Band 2 it should be clear that they are referring to a specific area and not just making generic points.

Responses could include:

- Created AONB to preserve wildlife/culture
- Appointment of rangers/warden
- Improvements to facilities such as toilets or information centres
- Repairs to damaged footpaths
- Creation of cycleways
- Visitor surveys to find out public opinion
- Improvements to parking facilities

1. (c) Explain why different groups of people might find it difficult to access services in rural areas.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		6					**6**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	Thorough and elaborated response where the candidate shows clear understanding. Refers to more than one named group.
2	3-4	Elaboration in the response shows understanding. Should refer to more than one named group of people.
1	1-2	Valid but basic points made. May not identify different groups.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Responses should relate to services, not housing. Must relate to rural.

Possible responses might include:

<u>Elderly people</u>
- Closure of banks/shops/post offices
- May have to travel further to get pensions or shopping
- Rural bus services cut, so find it hard to travel
- Problems for people with walking difficulties who may have relied on local shops/bank.
- Increased cost of travel by taxi if not car driver
- May not have access to a computer to do online shopping.

<u>Teenagers</u>
- Lack of bus services means harder to get to meet friends
- Have to rely on parents to take them to activities and events
- May have to travel greater distances to school which is time consuming and could restrict participation in out of school activities.

<u>Young Children</u>
- Closure of small rural primary schools means they have to travel further
- Loss of play facilities that a school might provide
- Closure of health centres/clinics may result in poorer health care.

1. (d) (i) Study the **OS Map** in the **Resource Folder**. The distance by road from the church with a tower at 245736 to the Scott Monument at 256739 measures 4.4 cm. What is the distance in kilometres (km)? Tick (✓) the correct distance in the box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit this response only	1.1 km (1)

1. (d) (ii) Study **Figure 1.2** below and the **OS Map** in the **Resource Folder**. Use the **OS Map** to name the features shown on **Figure 1.2**	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					4		**4**

Credit these responses only.	Princes Street Gardens (1) Calton Hill (1) Castle (1) Waverley Station (1)

1. (d) (iii) Area X on the **OS Map** in the **Resource Folder** is the site of the new St James Quarter Development. Give the 4-figure grid reference for Area X.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit this response only	2574

1. (d) (iv) Give **one** reason why technology has changed the way people shop.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		2					**2**

Credit one reason with an elaboration. (1+1)	Responses may include: • growth of online shopping (1) so less visits to shopping centres (1) • online shopping available 24/7 (1) so can shop whenever convenient (1) • more people order online (1) and have home deliveries of food (1) • increased use of freezers in homes (1) so can bulk buy (1)

1. (e) Analyse the advantages and disadvantages of the new development at St James Quarter, Edinburgh. You should use evidence from the **OS Map**, **Figures 1.2** and **1.3** to support your answer. Your ability to spell, punctuate and use grammar and specialist terminology accurately will be assessed in your answer to this question.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8		4	**12**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider understanding of both advantages and disadvantages • Makes clear reference to resources.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated analysis • Wider geographical understanding of both advantages and disadvantages, but may not be balanced. • Evidence of use of resources
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis • Limited appraisal from wider geographical understanding to support points • May refer to just advantages **or** disadvantages
1	1-2	Some basic application of knowledge and understanding. • Limited and weak appraisal of the arguments • May be generic with little evidence of analysis
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Do not credit copied statements from the resources.

This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this to analyse advantages and disadvantages.

There must be references to the resources in order to reach Bands 3 and 4.

<u>Possible advantages</u>

- Infrastructure already in place such as transport (trams in Fig 1.4 or Waverley Station or bus station on OS Map) which would reduce costs.
- Is making good use of a brownfield site, so sustainable
- In the heart of the CBD of Edinburgh as shown by Fig 1.4, 1.3 and OS map so already established footfall and threshold
- Redeveloping a run-down shopping mall will improve the appearance of the area
- New hotel (Fig 1.4) will bring more customers to the area
- Provision made for electric vehicles in car park, so reducing air pollution in a city (Fig 1,4)

<u>Possible disadvantages</u>

- Is a new shopping centre really needed given the growth of online shopping
- May take customers away from existing shops in Princes Street (Fig 1.4) which may lead to closures
- May become congested at busy times as it is an indoor mall (Fig 1.4) unlike Princes Street which is more spread out
- Plans for apartments may not meet local need for affordable housing

After awarding a level and mark for the geographical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

Band	Marks	Performance descriptions
High	4	• 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
Intermediate	2-3	• 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
Threshold	1	• 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
	0	• 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

END OF QUESTION 1

Theme 2: Changing Environments

2. (a) (i) Study **Figure 2.1 – Weather map of an area of low pressure (depression) over the UK.** Complete the table by circling the correct term in each box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	4						**4**

Credit these responses only.	Cold front (1) Warm sector (1) Cold front (1) Warm sector (1)

2. (a) (ii) Describe the pattern of rainfall shown. Use figures in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					3		**3**

Credit one mark for each correct statement of pattern. Max 2 if no correct use of figures.	Highest rainfall in the W of UK (1) especially some parts of Wales/NW England (1) 100-150mm rain (1) Least in SE/E England (1) and Central Scotland (1) with below 20mm (1) Smaller areas of 100mm in SW/ NE England (1)

2. (a) (iii) Study **Figure 2.3 – Rainfall totals from Storm Christoph for some UK places**. Calculate the percentage (%) of typical January rainfall recorded at **Sale, Greater Manchester** during Storm Christoph. Show your working in the box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit working for one mark. One mark for correct response. (accept correct answers using decimal points)	76.6 ÷ 77.2 (1) x 100 = 99% (1)

2. (a) (iv) Select an appropriate technique from the table below to show the rainfall total **and** typical January rainfall in **Figure 2.3**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit this response only.	A bar chart with two bars for each location (1)

2. (a) (v) Explain why your chosen technique is the most appropriate.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit either two simple statements or one statement with elaboration 1+1 or (1+1) Not allowing 'easy to read/understand' Or 'easy to draw'.	• data is in discrete categories (1) • bars are easily compared (1) because they are next to each other (1) • easy to identify patterns (1)

2. (a) (vi) Storm Christoph caused widespread flooding in the UK. Give **one** reason why heavy rainfall causes flash flooding.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		2					**2**

Credit one mark for a suitable reason and one mark for elaboration. (1+1) Do not allow two different reasons.	• ground becomes saturated quickly (1) resulting in rapid overland flow (1) • urban areas have more impermeable surfaces (1) so rapid run-off (1) • drains and sewers can't cope with the amount of water (1) so they overflow (1) • rapid overland flow gets water to rivers quickly (1) so they reach bank full quickly (1)

2. (b) (i) Areas of high pressure (anticyclones) bring different weather conditions to the UK. Complete the sentences by adding the correct words from the box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	4						**4**

Credit these responses only.	clockwise (1) dry (1) cools quickly (1) frost (1)

2. (b) (ii) Choose an extreme high pressure weather event **outside the UK** you have studied. Explain the impacts on different groups of people.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6				**6**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	Thorough and elaborated response where the candidate shows clear understanding. Refers to more than one named group of people.
2	3-4	Elaboration in the response shows understanding. Should refer to more than one named group of people.
1	1-2	Valid but basic points made. May only refer to one group of people
	0	Award zero marks if answer is incorrect or wholly irrelevant.

If low pressure e.g. cyclones 0 marks.

No named groups Max B1

Likely examples could be California, Australia, Spain

<u>Farmers</u>

- Droughts cause crops to die leading to lack of food
- Farmers lose money for lost crops or animals dying
- Long sunshine hours help crops grow and produce a higher yield for farmers
- A dry spell is essential to harvest crops
- In winter, cold frosty conditions break up soil and destroy pests
- Need to irrigate crops which is expensive and uses up supplies held in reserve

<u>Local people</u>

- Extreme heat leads to heatstroke and dehydration especially for elderly
- Brings long spells of good weather so people enjoy being outdoors
- Reduced crop yields lead to higher prices in shops
- Increase in wildfires so people could lose homes
- May be restrictions to water use such as hosepipe bans and car washing

<u>Tourists</u>

- Water shortages may mean restricted use of swimming pools/showers
- Some facilities may be closed because of fire risk/lack of water in rivers and lakes

<u>Local Authorities</u>

- May have to pay compensation to farmers for loss of crops
- Cost of repairing cracks in roads
- Increased pressure on health services.

<u>Charities</u>

- Increased demand for aid

2. (c) Physical processes create distinctive river landscapes in the UK. Erosion is the most important **physical** process in the formation of distinctive river landscapes in the UK, such as those shown in **Figure 2.4**. How far do you agree?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8			**8**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider understanding of different named physical processes in detail. • Clear indication of a detailed level of agreement/disagreement with the statement.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated response. • An appraisal draws together an understanding of different physical processes but some may not be detailed. • There is a discussion of a level of agreement/disagreement with the statement.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding of physical processes to support agreement/disagreement with the statement • More than one process is referred to.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • May be generic points with little evidence of evaluation. • Some geographical understanding to support ideas. • Limited and weak understanding of physical processes.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this to evaluate a range of physical processes involved in the creation of river landscapes and landforms.

Points might include

- **Erosional processes** such as hydraulic action, abrasion, attrition and solution should be referred to by name and their impact on the landscape discussed. Responses might refer to the importance of erosion in creating features such as waterfalls. Reference could be made to vertical erosion in the case of v-shaped valleys.
- Reference could be made to **transportation processes** such as traction, saltation, suspension and solution.
- The combination of **erosional and depositional processes** could be discussed in relation to meanders ox-bow lakes and estuaries and the relative importance of each.
- **Weathering processes and mass movement** could also be referred to as well as reference to geology.

Responses should not include reference to human activity.

There should be a clear attempt to show a level of either agreement or disagreement with the statement in the form of a conclusion, or as statements made throughout the response.

END OF QUESTION 2

Theme 3: Environmental Challenges

3. (a) (i) Many hot semi-arid areas suffer from desertification. Choose the correct terms from the box to complete some definitions linked to desertification.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	4						**4**

Credit these responses only	evaporation (1) interception (1) evapotranspiration (1) microclimate (1)

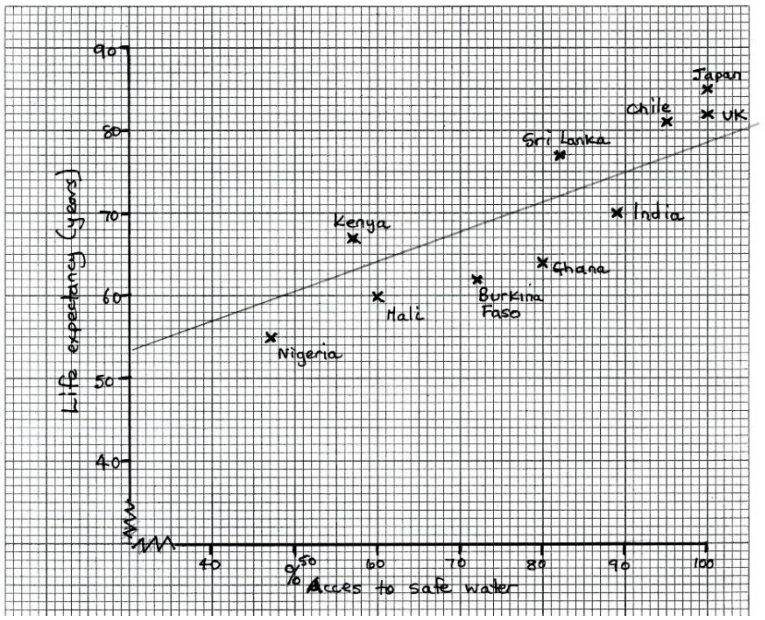
3. (a) (ii) Describe **two** ways human activity damages hot semi-arid areas.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	4						**4**

Credit two statements, with up to two additional marks for elaboration. (1+1) (1+1) (1+1+1)+1 Not allowing just the words Farming Building Roads Pollution or litter Climate change/Global warming	• Slash and burn (1) removes vegetation (1) • Cutting down trees (1) removes shade for animals (1) • Overgrazing (1) leads to soil erosion (1) • Over extraction of ground water (1) leads to lowering of water table (1) • Poaching (1) leads to loss of species (1) • Trampling (1)

3. (a) (iii) Work to reduce desertification is often done through Non-Government Organisations (NGO's). Explain **one advantage** and **one disadvantage** of this for the local community.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			4				**4**

Credit two reasons, with up to two additional marks for elaboration. (1+1) (1+1) (1+1+1)+1	<u>Advantage</u> • There may be financial support for planting trees/cost of crops (1) which could increase yields/profits (1) • May encourage communities to work together (1) and lead to sharing equipment/ideas to benefit larger numbers (1) <u>Disadvantage</u> • Local people may feel ideas imposed from outside (1) which may ignore local context/traditions (1) • Money may be used for administrative purposes (1) and not reach the people who need help most (1) • Strategies might be short term (1) so projects may not be completed (1)

3. (b) Study **Figure 3.1 – Scatter graph showing life expectancy and people's access to safe water for some countries**. Draw the line of best fit on to **Figure 3.1** to show the relationship between the two variables.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Award one mark if the line runs in the direction of a positive corelation (1) Second mark awarded if there is an equal number of plots either side of the line. Must be a straight line.	

3. (b) (ii) Give **one conclusion** about the relationship between life expectancy and access to safe water shown in **Figure 3.1**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit one mark for a simple statement.	• there is a positive correlation (1) • as access to safe water increases, so does life expectancy (1)

3. (b) (iii) Explain why a lack of water security has a negative **economic** impact.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			4				**4**

Credit valid reasons, with further marks for elaboration. (1+1) (1+1) (1+1+1) +1 (1+1+1+1) 1+1+1+1 – can be awarded if all economic	• lower yields (1) if not enough water to grow crops (1) which the individuals/country may not be able to afford to supplement (1) which could incur further debt (1) • may put increased strain on limited health care budgets (1) because of water borne diseases from dirty water (1) • industrial output may be limited (1) through lack of water for processing/cooling (1) • which may reduce possible skilled workforce in the future (1) as children may still have to collect water (1)

3. (c) Study **Figure 3.2 – Location of Lake Mead in the USA** (i) Describe the location of Lake Mead in the USA.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit two simple statements.	• In **SW** USA (1) • on the border between Nevada and Arizona (1) • In Nevada (1) In Arizona (1) • nearest town in Las Vegas (1) or Las Vegas lies to the NW (1) or SE of Las Vegas (1) • lies NE of Los Angeles (1)

3. (c) (ii) Study **Figure 3.3 – Changes in the water level of Lake Mead at the Hoover Dam from 2000 to 2021** Describe the changes in water levels at the Hoover Dam from 2000 to 2021. You should use figures in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					3		**3**

Credit one mark for each correct statement. 1 mark for correct use of figures	• Overall level decreased (1) • Small annual fluctuations (1) • Level was 1215 ft in 2000 (1) to • (1095-1099 ft) in 2020 (1) or (1063-1073 ft) in 2021(1) • Overall level dropped by (145-152 ft) (1) • 2012 peak was 1135ft (1)

3. (d) How far do you agree that reducing water supplies taken from the Colorado River is the most effective solution to manage this water crisis? You should refer to **Figure 3.2**, **Figure 3.3** and **Figure 3.4** in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8			**8**

Use a banded mark scheme. Work upwards from the lowest band

Band	Mark	Band descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Coherent appraisal draws together wider understanding of this water management issue in some detail. • Clear indication of a detailed level of agreement/disagreement with the statement.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated response. • Appraisal draws together wider geographical understanding of this water management issue. • There is a discussion of a level of agreement/disagreement with the statement.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal from wider geographical understanding of this water management issue. • May be little evidence of agreement/disagreement. with statement
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • May be generic points with little evidence of evaluation. • Limited and weak appraisal of issue.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information that requires judgement. All elements of AO3 are targeted.

Responses should apply their knowledge and understanding of water management policies and assess the relative merits of reducing water supplies.

Candidates should make reference to the resources, using them to support their argument.

Possible responses may refer to:

- Unfair to just target these states when California, Utah and Colorado also use the water (Fig 3.2) California likely to be a high water user.
- If farmers do not have enough water to irrigate crops, they will have to leave some land fallow which will reduce yield and income and have a negative impact on their families.
- Situation likely to get worse in the future with climate change predictions, so something has to be done.
- Continued reduction in water levels in Lake Mead (Fig 3,3) mean relying on just large reservoirs as a source is unsustainable.
- Not necessarily the only solution. Need to look at alternative ways of reducing water use and storage and encourage reductions in use

Responses may refer to other examples of reliance on dams such as Mekong and China.

END OF QUESTION 3