

GCSE

Geography A (Geographical Themes)

Unit **J383/02**: The world around us

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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 should be read in conjunction with the published question papers and the report on the examination.

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Annotations

| Annotation | Meaning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Tick, use to show where marks gained for all short answer questions, place where mark(s) gained |
|  | Unclear, use to show mark(s) cannot be awarded as answer is illegible or unclear |
|  | Cross, use for all one mark short answer questions, where 0 is the mark given |
|  | Omission mark to show key idea(s) missing from answer that prevents mark(s) being given |
|  | Level 1 Annotate end of answer with L1 for overall level. |
|  | Level 2 Annotate end of answer with L2 for overall level. |
|  | Level 3 Annotate end of answer with L3 for overall level. |
|  | Level 4 Annotate end of answer with L4 for overall level. |
|  | Use for developed point for Q2a) Use to show developed/well developed ideas for Q 1c) 2d) 3d) |
|  | Use PLC to indicate place specific detail for Level 2 and Level 3 for 2d) 3d) |
|  | Benefit of doubt, use to show mark(s) given where answer lacked clarity |
|   | Significant amount of material which doesn't answer the question (with red colour highlighter) |
|   | Use to indicate incorrect content for case study response (with red colour highlighter) |
|  | Communicate findings = 1 mark for Q3b) |
|  | Blank page this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response. |
|  | Noted but no credit given, use for answers worth two or more marks, where no credit is given, and for NR. |

Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

| | AO1 | AO2 | AO3 |
|----------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive | A range of detailed and accurate knowledge that is fully relevant to the question. | A range of detailed and accurate understanding that is fully relevant to the question. | Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding. |
| Thorough | A range of accurate knowledge that is relevant to the question. | A range of accurate understanding that is relevant to the question. | Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding. |
| Reasonable | Some knowledge that is relevant to the question. | Some understanding that is relevant to the question. | Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding. |
| Basic | Limited knowledge that is relevant to the topic or question. | Limited understanding that is relevant to the topic or question. | Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding. |

| Question | | | Answer | Mark | Guidance |
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| 1 | (a) | (i) | Tundra (✓) | 1 | (✓) no credit for Arctic regions only credit Tundra if given with Arctic regions. |
| | | (ii) | Higher temperatures are linked to more/denser vegetation (✓) (or similar) or Lower temperatures are linked to less/sparse vegetation (✓) (or similar) Higher rainfall also linked to more/denser vegetation (✓) (or similar) or Lower rainfall also linked to less/sparse vegetation (✓) (or similar) Reference to growing conditions for vegetation (✓) (or similar) | 3 | 3 x 1 (✓) for valid point explaining the relationship between climate and vegetation No credit for opposite points, such as high rainfall - dense vegetation, low rainfall-sparse vegetation. No credit for links between vegetation and climate such as water recycling in a tropical rainforest Credit for exemplification from Fig.1 if coherently linked to a valid point about climate and vegetation. |
| | (b) | (i) | | 2 | 2 x 1 (✓) for accurately drawn line graph 2 marks for nine correct points and accurate line 1 mark for one incorrect point, missing point or error in line, show with X. 0 marks for more than one error Place ticks on line where July is and in between November and December Use X to show where error(s) occur |
| | | (ii) | A: hot desert (✓) | 1 | (✓) Accept if 'hot desert' is written or ticked/circled on list (or similar) |

| Question | Answer | Mark | Guidance |
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| (c) * | <p>Level 4 (10-12 marks) An answer at this level demonstrates comprehensive knowledge of the importance of tropical rainforest and coral reefs to humans and the planet (AO1) with a comprehensive understanding of the value of tropical rainforests and coral reefs to humans and the planet (AO2). There will be a comprehensive evaluation of whether tropical rainforests are of more value than coral reefs to humans and the planet (AO3).</p> <p>This will be shown by including well developed ideas about the value of tropical rainforests and coral reefs and whether tropical rainforests are of more value than coral reefs to humans and the planet.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (7-9 marks) An answer at this level demonstrates thorough knowledge of the importance of tropical rainforest and coral reefs to humans and the planet (AO1) with a thorough understanding of the value of tropical rainforests and coral reefs to humans and the planet (AO2). There will be a thorough evaluation of whether tropical rainforests are of more value than coral reefs to humans and the planet (AO3).</p> <p>This will be shown by including well-developed ideas about either the value of tropical rainforests and coral reefs or whether tropical rainforests are of more value than coral reefs to humans and the planet and developed ideas about the other question focus.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</p> | 12 | <p>Answer will be marked using 4 levels:</p> <p>Indicative Content</p> <p>Ideas may be about tropical rainforests and coral reefs in general or make reference to specific examples and places.</p> <p>Case study examples and details are not required, but should be credited as DEV.</p> <p>Key features of value to humans and the planet could include: biodiversity, economic activities, importance to indigenous communities, contribution to LIDC/EDC economic development, impact on global climate and global climate change.</p> <p>Evaluation will focus on significance of these features for importance and future importance to humans and the planet.</p> <p>Example of well-developed ideas: Both rainforests and coral reefs are important for their biodiversity. Coral reefs are home to over 25% of all marine species whilst rainforests are home to over 50% of the world's animal and plant species. This biodiversity supports the local communities who live there, providing food and sources of income. It is estimated that coral reef fisheries in East Asia help to feed over 1 billion people. Tourism is an important economic activity for both. Millions of tourists visit coral reefs every year which along with fisheries generate incomes of \$30 billion per year. However, tropical rainforests have a wider range of resources which can be used for economic development. Economic activities such as</p> |

| Question | Answer | Mark | Guidance |
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| | <p>Level 2 (4-6 marks) An answer at this level demonstrates reasonable knowledge of the importance of tropical rainforest and coral reefs to humans and the planet (AO1) with a reasonable understanding of the value of tropical rainforests and coral reefs to humans and the planet (AO2). There will be a reasonable evaluation of whether tropical rainforests are of more value than coral reefs to humans and the planet (AO3).</p> <p>This will be shown by including developed ideas about either the value of tropical rainforests and coral reefs or whether tropical rainforests are of more value than coral reefs to humans and the planet and simple ideas about the other question focus.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1-3 marks) An answer at this level demonstrates basic knowledge of the importance of tropical rainforest and coral reefs to humans and the planet (AO1) with a basic understanding of the value of tropical rainforests and coral reefs to humans and the planet (AO2). There will be a basic evaluation of whether tropical rainforests are of more value than coral reefs to humans and the planet (AO3).</p> <p>This will be shown by including simple ideas about the value of tropical rainforests and coral reefs and whether tropical rainforests are of more value than coral reefs to humans and the planet.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the question may not be clear.</p> <p>0 marks No response worthy of credit</p> | | <p>logging, palm oil plantations, ranching, and mining generate income and trade for LIDC and EDC countries to a greater extent than coral reefs. Scientific research into medicinal uses for rainforest plants is well established with drugs such as curare. Rainforests are also known as the ‘lungs’ of the planet. They absorb carbon dioxide, store carbon and release oxygen. Their greater biodiversity, more diverse resources and significance for global climate and global climate change means that tropical rainforests are more important to humans and the future of the planet.</p> <p>Example of developed ideas: Rainforests and coral reefs are both important for their biodiversity. Coral reefs are home to over 25% of all marine species whilst rainforests are home to over 50 % of the world’s animal and plant species. Logging and using rainforest lands for plantations, ranching and mining generate more income and trade for LIDC and EDC countries than coral reefs. Scientific research into medicinal uses for rainforest plants is well established. Rainforests play a much more important role in the global climate. Rainforests are also known as the ‘lungs’ of the planet. They absorb carbon dioxide, store carbon and release oxygen. Greater biodiversity, resources and importance for global climate means that tropical rainforests are more important to humans and the future of the planet.</p> <p>Example of simple ideas: Tropical rainforests are more important than coral reefs. There have more plants and animal species than coral reefs. They are also more useful for earning money for development through logging, farming and mining. Coral reefs only have tourism. Rainforests also absorb carbon dioxide which will help to reduce global warming.</p> |

| Question | Answer | Mark | Guidance |
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|  | Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1. | 3 | |

| Question | | Answer | Mark | Guidance | |
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| 2 | (a) | <p>Valid consequences could include:</p> <p>Increased size of urban area/urban sprawl (✓) Large influx on migrants need housing and services so urban area expands (DEV)</p> <p>Increase in population (✓) due to influx of large numbers of migrants (DEV) / increased birth rate associated with migrants (DEV)</p> <p>Growth of illegal/squatter/informal settlements/shanty towns (✓) due to large influx of poor migrants who have nowhere to live (DEV)</p> <p>Increased demand for services such as health care/education (✓) as there are more children in urban area (DEV) / poor health associated with poor living conditions (DEV)</p> <p>Increase in people working in informal sector (✓) not enough regular employment opportunities for new arrivals (DEV)</p> <p>Increased crime rates (✓) if new migrants are unable to find employment (DEV) / greater opportunities for crime as city grows (DEV) / police unable to cope/are corrupt (DEV)</p> | 4 | <p>2 x 1 (✓) for valid consequences of rapid urbanisation in LIDCs</p> <p>2 x 1 (DEV) for explanation of the consequences</p> <p>Explanation given must be coherently linked to the stated consequence. This could be how rapid urbanisation causes the consequence or further detail about the consequence.</p> <p>Credit other valid responses.</p> <p>If more than two consequences are given, credit the highest scoring examples.</p> | |
| | (b) | (i) | 70.25 (✓) or 70.3 (✓) | 1 | (✓) |
| | | (ii) | <p>Economic development focuses on money or economic features such as employment or trade (✓)</p> <p>Social development is to do with people's quality of life such as literacy or infant mortality (✓)</p> | 1 | <p>(✓) for one valid idea stating how economic development is different to social development.</p> <p>Comparative statement is not required</p> <p>No credit for 'measures the economy' or similar</p> <p>No credit for people or society only for social development</p> |

| Question | Answer | Mark | Guidance |
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| | | | <p>No credit for life expectancy (given in question)</p> <p>Credit other valid economic or social measures of development.</p> |
| (c) | (i) D: Voluntary aid (✓) | 1 | (✓) Accept 'voluntary aid' or ticked/circled on list (or similar) |
| | <p>(ii) Ideas for aid promoting development could include:</p> <p>Emergency aid can saves lives / help people in need / provide relief for victims of hazards (✓) LIDC cannot afford to do this by themselves (✓)</p> <p>Investment in industry and services creates jobs (✓) can also increase GNP/GNI per capita (✓)</p> <p>Investment in agriculture increase crop yields (✓) meaning more cash crops for trade (✓) / more income for farmers (✓) / improved diet and health (✓)</p> <p>Education / training creates better job prospects (✓) creating higher wages (✓) / help support family (✓)</p> <p>Sanitation/clean water supplies improve health (✓) reducing the demand for health care provision (✓) / and healthier people are more productive to boost economy (✓)</p> <p>Ideas for aid hindering development could include:</p> <p>Aid encourages dependency (✓) and so the LIDC may rely on aid rather than develop own ideas/solutions (✓)</p> <p>Aid could be tied, so the LIDC may have to give something back (✓) which could involve TNC access to resources or markets (✓)</p> | 4 | <p>4 x 1 (✓) for valid points explaining how aid can promote and hinder development</p> <p>Development awarded with (✓) as further explanation of or detail for a valid point</p> <p>Coverage of points for promote and hinder needed for full marks.</p> <p>Three marks maximum for points covering promote or hinder.</p> |

| Question | Answer | Mark | Guidance |
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| | <p>Aid could create debt (✓) such as loan repayment with interest (✓)</p> <p>Aid involves inappropriate technology (✓) which recipients cannot operate or repair if needed (✓)</p> <p>Aid may be appropriated by corrupt officials/government (✓) and so not reach/help the intended recipients (✓)</p> <p>Aid workers may also act inappropriately so local people are exploited (✓) and do not receive the aid / are in a worse situation (✓)</p> | | |
| (d) * | <p>Case Study: trade and economic development</p> <p>Level 3 (6-8 marks) An answer at this level demonstrates thorough knowledge of trade associated with a named LIDC/EDC (AO1) with a thorough understanding of how this affects the economic development of the country (AO2).</p> <p>There will be well-developed ideas about how trade affects the economic development of an LIDC or EDC.</p> <p>The answer must also include place-specific details for the named LIDC or EDC.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3-5 marks) An answer at this level demonstrates reasonable knowledge of trade associated with a named LIDC/EDC (AO1) with a reasonable understanding of how this affects the economic development of the country (AO2).</p> | 8 | <p>Case study will be marked 3 levels:</p> <p>Indicative Content</p> <p>Country must be named LIDC or EDC as defined by the IMF classification</p> <p>· Maximum of mid-Level 2 - 4 marks for a named AC</p> <p>Maximum of mid-Level 2 - 4 marks if no named country given but valid ideas about trade and economic development</p> <p>Ideas about trade will focus on principal imports and exports, the balance of trade and its impact on economic development.</p> <p>No credit for other factors which may inhibit or promote economic development, ideas given must focus on trade.</p> <p>Example of well-developed ideas: Ethiopia is an LIDC in east Africa. Ethiopia's main exports are primary products such as</p> |

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| | <p>There will be some developed ideas about how trade affects the economic development of an LIDC or EDC.</p> <p>Developed ideas but no place-specific details credited up to bottom of level.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge of trade associated with a named LIDC/EDC (AO1) with a basic understanding of how this affects the economic development of the country (AO2).</p> <p>This will be shown with simple ideas about how trade affects the economic development of an LIDC or EDC.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear.</p> <p>Simple ideas or appropriate named LIDC or EDC only credited at bottom of level.</p> <p>0 marks No response worthy of credit</p> | | <p>coffee, livestock, vegetables, oilseeds and flowers. These make up 80% of Ethiopia's exports and contribute to about 46% of the national GDP. Most of Ethiopia's imports are manufactured goods, with petroleum, trucks and fertilisers being the highest. Although Ethiopia is one of the world's largest producers of food and flowers this trade is vulnerable to climate and global price changes. Ethiopia's imports are relatively more expensive. This means that Ethiopia has a trade deficit with its exports worth about \$3 billion a year compared to \$11 billion spent on imports. This means that Ethiopia is in debt and this will hold back its economic development. However, trade is vital so that Ethiopia can develop its own manufacturing industries to move away from relying on primary products for its main exports.</p> <p>Example of developed ideas: Ethiopia is an LIDC in east Africa. About 80% of Ethiopia's exports are from primary products such as cash crops. They make up about half of Ethiopia's GDP. Most of Ethiopia's imports are manufactured goods and these are relatively more expensive. Although Ethiopia is one of the world's largest producers of food and flowers export earnings are affected by low prices globally. This means that Ethiopia has a trade deficit with its exports worth less than the cost of imports. This means that Ethiopia is in debt and this holds back its economic development. However, trade is vital so that Ethiopia can develop its own industries to improve its balance of trade.</p> <p>Example of simple ideas: Ethiopia is an LIDC in east Africa. Ethiopia's main exports are primary products. Most of Ethiopia's imports are manufactured goods. Ethiopia's</p> |

| Question | Answer | Mark | Guidance |
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| | | | imports are more expensive. This means that Ethiopia is in debt and this will hold back its economic development. |

| Question | | Answer | Mark | Guidance | |
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| 3 | (a) | (i) | D: solar radiation (✓) | 1 | (✓) accept if 'solar radiation' is written or ticked/circled on list (or similar) |
| | | (ii) | carbon dioxide (✓) methane (✓) nitrous oxide (✓) water vapour (✓) CFCs (✓) ozone (✓) carbon monoxide (✓) | 2 | 2 x 1 (✓) for each valid greenhouse gas |
| | | (iii) | Human activities cause an increase in greenhouse gases from activities such as burning fossil fuels for transport / energy (✓) industrial processes release CO ₂ (✓) deforestation (✓) methane emissions from increased livestock/rice farming (✓) decay of organic waste in landfill sites (✓) emissions from vehicle exhausts (✓) water vapour from power stations (✓) Explanation of how enhanced greenhouse gases increase trapped heat (✓) | 4 | 4 x 1 (✓) for valid points explaining how human activity creates the enhanced greenhouse effect Development awarded with (✓) as a further valid explanation or detail Full marks available for coverage of sources of enhanced greenhouses gases. Maximum of one mark only for explanation of enhanced greenhouse effect without any reference to greenhouses gases and human activities. No credit for named greenhouse gases. Maximum of one mark for list of sources of greenhouse gases without any explanation. |
| | (b) | Located north and south of the Equator (✓) mainly in tropical areas (✓) (C) Located north and south of the Equator (✓) in between the Tropic of Cancer and the Tropic of Capricorn (✓) (C) Along the Tropic of Cancer (✓) Along the Tropic of Capricorn (✓) (C) | 3 | 2 x 1 (✓) for description of distribution pattern 1 x 1 (C) for communicating the answer in an appropriate and logical order such as reference to lines of latitude or oceans or specific areas/regions No credit for list of places/countries which experience tropical storms that does not describe the distribution | |

| Question | Answer | Mark | Guidance |
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| | <p>Mainly located a between the Tropic of Cancer and the Tropic of Capricorn (✓) with a belt in the Indian Ocean running from Africa to Oceania (✓) (C)</p> <p>Mainly located a between the Tropic of Cancer and the Tropic of Capricorn (✓) with the highest frequency of tropical storms are located in the Pacific Ocean (✓) (C)</p> | | <p>Credit reference to tropical storm frequency if part of a valid summative statement</p> <p>COM mark can be given for one, clear valid point.</p> <p>COM mark not awarded if answer lacks clarity, but two marks available for valid points within such an answer.</p> |
| (c) | <p>Drought events could become more frequent (✓)</p> <p>Drought events could affect places not previously susceptible to drought (✓)</p> <p>Scientists/climatologists are not sure about how global warming could affect the frequency of drought in the future (✓)</p> <p>Credit for less droughts due to increased water vapour in atmosphere due to ice caps melting (✓)</p> <p>Global warming may increase the frequency of El Niño/La Niña events leading to drought (✓)</p> <p>Global warming may affect the migration of the ITCZ leading to drought (✓)</p> | 3 | <p>3 x 1 (✓) for valid suggestions of how global warming could change the frequency if drought in the future</p> <p>Development awarded with (✓) as a further valid explanation or detail</p> <p>Credit for speculative nature of these ideas</p> <p>No credit for ideas about the causes, impact or severity of drought.</p> |
| (d) | <p>Case Study: drought caused by El Niño/La Niña</p> <p>Level 3 (5-6 marks) An answer at this level demonstrates thorough knowledge (AO1) and thorough understanding (AO2) of how people have adapted to the drought. There will be a thorough evaluation of the success of the adaption methods (AO3).</p> <p>This will be shown by including developed ideas about the how people have adapted to the drought and the success of the adaption methods.</p> | 6 | <p>Case study will be marked 3 levels:</p> <p>Indicative Content</p> <p>Case study can be at regional, national or local scale.</p> <p>Ideas given must focus on drought adaptation methods and their success. No credit for causes of drought. No credit for impact of drought unless coherently linked to methods or success.</p> |

| Question | Answer | Mark | Guidance |
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| | <p>The answer must also include place-specific details for the named drought area.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates thorough knowledge (AO1) and basic understanding (AO2) of how people have adapted to the drought. There will be a basic evaluation of the success of the adaption methods (AO3).</p> <p>This will be shown by including developed ideas about the how people have adapted to the drought and simple ideas about the success of the adaption methods.</p> <p>Developed ideas but no place-specific detail credited up to bottom of level.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge (AO1) and basic understanding (AO2) of how people have adapted to the drought. There will be a basic evaluation of the success of the adaption methods (AO3).</p> <p>This will be shown by simple ideas about the how people have adapted to the drought and the success of the adaption methods.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>0 marks No response worthy of credit</p> | | <p>Use PLC for knowledge linked to case study example.</p> <p>Use DEV for explanation of methods or their success.</p> <p>Maximum of mid-Level 2 - 3 marks if a valid case study example is not given</p> <p>Maximum of mid-Level 2 – 3 marks if no named example given but valid ideas about drought adaptation</p> <p>Example of well-developed ideas: In Australia there were a range of methods to help people to cope with drought. In 2012 the government paid out \$1.7 million a day in drought relief to farmers. This helped farmers to stay in business and keep their farms going. Laws were passed to ban car washing and limit showers to 4 minutes. This helped to conserve water supplies for drinking and other more important uses. People also recycled their water using ‘grey water’ from showers and washing to save water for other uses. The government also subsidised rainwater storage tanks for homes so that people could store and use rainwater.</p> <p>Example of developed ideas: In Australia a range of methods helped people to cope with drought. In 2012 the government paid out \$millions in drought relief to farmers. This helped farmers to stay in business. Laws were passed to ban car washing and limit showers to 4 minutes. This helped to save water supplies for drinking. The government also subsidised rainwater storage tanks for homes so that people could store and use rainwater.</p> |

| Question | Answer | Mark | Guidance |
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| | | | Examples of simple ideas: In Australia, the government gave money to farmers affected by drought to help keep them going. They also banned car washing to help to save water for more important uses such as drinking. |

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