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# **GCSE MARKING SCHEME**

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**AUTUMN 2020**

**GEOGRAPHY SPECIFICATION A  
COMPONENT 1  
C111U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 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 SPEC A

## COMPONENT 1

### AUTUMN 2020 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:

This box contains the sub-question	The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.					
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)					
This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.	This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiners' conference after actual scripts have been read. <b>For banded mark schemes this box contains indicative content.</b> For further details see below under Banded mark schemes Stage 2.					

## 2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked at the appropriate place on the response. 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 a range of marks. Examiners should first read and annotate, using the comment bank, 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.

### Core Theme 1

1. (a) (i) Name <b>one</b> store of water	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	1						<b>1</b>
Credit <b>one</b> of these responses.	Vegetation (1) Surface water (1) Soil water (1) Groundwater (1) Channel (1) Interception (1)						

(a) (ii) Complete the diagram above by inserting the two correct processes from the list below onto the diagram.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit these responses only.	Infiltration (1) Throughflow (1)						

(a) (iii) Explain the inter-relationship between interception and overland flow	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
			4				<b>4</b>												
<p>This question assesses AO2.2, inter-relationships (in this case between drainage basin processes).</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Band</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">3-4</td> <td>Understanding is demonstrated through elaborated explanation.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1-2</td> <td>Simple, valid statements demonstrate basic understanding of the inter-relationship.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Marks	Descriptor	<b>2</b>	3-4	Understanding is demonstrated through elaborated explanation.	<b>1</b>	1-2	Simple, valid statements demonstrate basic understanding of the inter-relationship.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Vegetation and other surfaces above the ground catch falling precipitation. Interception by vegetation may remove up to 30% of water from the system. So less water may then continue to the surface via throughfall and stemflow. As a result, this reduces the amount of overland flow or surface run off.</p> <p>However, interception rates depend on the type and amount of vegetation, and the nature of ground surfaces.</p>						
Band	Marks	Descriptor																	
<b>2</b>	3-4	Understanding is demonstrated through elaborated explanation.																	
<b>1</b>	1-2	Simple, valid statements demonstrate basic understanding of the inter-relationship.																	
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1. (b) (i) Complete the sentence below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	1						<b>1</b>
Credit this response only.	hydrograph (1) regime (1)						

(b) (ii) Use information from Graph 1.2 to circle the correct answer in the sentences below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					3		<b>3</b>
Credit these responses only.	fluctuated (1) February (1) 95 (1)						

(b) (iii) Describe two ways in which weather increases discharge in UK rivers.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	4						<b>4</b>
Credit up to <b>two</b> valid statements for one mark each and up to two additional marks for further description. (2+2, 3+1)	Storms/low pressure systems/depression (1) intense rainfall (1)  prolonged rainfall (1) ground saturated (1) increases overland flow (1)  temperature change (1) snow melt (1) frozen ground (1) water cannot infiltrate the ground (1)						

1. (c) (i) Estimate the area of mud in the squares outlined in red.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit answers within this range.	2.8 – 3 km <sup>2</sup>						

(c) (ii) Use the OS map to describe the shape of the spit.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					3		<b>3</b>
Credit up to <b>three</b> valid statements each for one mark.	long (1) approx 3-5 km (1) narrow (1) 0.25-0.4 km (1) curved (1) hooked/wider at southern end (1)						

(c) (iii) Give <b>one</b> piece of map evidence which shows that longshore drift occurs along the east side of this spit.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit <b>one</b> piece of map evidence.	sand and shingle (1) narrow beach (1) groynes/or similar description (1) accumulation of sand at southern end (1)						

1. (c) (iv) Coastal processes interact and cause spits to develop. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>															
			6				<b>6</b>															
<p>This question assesses AO2.2, inter-relationships (in this case between process and landform). Use the descriptors below, working upwards from the lowest band.</p> <table border="1" data-bbox="209 555 957 1108"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Thorough and elaborated understanding of the interaction between processes. Depth of understanding is demonstrated through chains of reasoning.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Elaborated understanding of some of the interaction between processes. Demonstrates breadth of understanding.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple, valid statements demonstrate basic understanding of the processes.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Marks	Descriptor	3	5-6	Thorough and elaborated understanding of the interaction between processes. Depth of understanding is demonstrated through chains of reasoning.	2	3-4	Elaborated understanding of some of the interaction between processes. Demonstrates breadth of understanding.	1	1-2	Simple, valid statements demonstrate basic understanding of the processes.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Spits form as a result of sediment supply/coastal erosion, transport and deposition.</p> <p>Erosion of cliffs supplies sediment which is then moved along the coastline by longshore drift in a zig zag movement as a result of swash and backwash and the direction of prevailing winds. A sudden change in the direction of the coastline such as a river mouth can result in the deposition of the transported material.</p> <p>Periodically spits may be eroded and breached especially during storm events.</p>						
Band	Marks	Descriptor																				
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1. (d) Should strategies be put in place to manage the distinctive landscape of the Isle of Skye? Justify your reasons.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Use the descriptors below, working upwards from the lowest band.			<p>This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate landscape management. All elements of AO3 are targeted.</p> <p>Responses will also ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.</p> <p>Candidates should develop lines of argument about future management of distinctive landscapes in the UK.</p> <p>They may argue for strategies such as AONBs, SSSIs and National Parks because they help protect the landscape from the problems created by too many visitors at honey pot sites. These problems include footpath erosion, litter, and parking. These issues become acute when the number of visitors exceeds the carrying capacity of the location.</p> <p>They may argue that tourism is good for the local economy as visitors spend money at local attractions. This allows the local economy to diversify and create opportunities in remote parts of the UK. Walking in such areas is good for people's health and they should also have the right to roam.</p>						
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>							
<b>4</b>	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis.</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision.</li> </ul>							
<b>3</b>	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support decision.</li> </ul>							
<b>2</b>	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision.</li> </ul>							
<b>1</b>	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Basic level of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision.</li> </ul>							
	0	Award zero marks if the answer is incorrect or wholly irrelevant.							

## Core Theme 2

2. (a) (i) Name the mapping technique shown above.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit this response only.	Choropleth (1)						

(a) (ii) Describe how the map could be improved so that it is easier to interpret.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit <b>two</b> simple statements or <b>one</b> valid statement and its development	Change white to variations of the same colour (1) increase the number of categories (1) have one starting with 0 (1) the figures in the key could be whole numbers (1) naming of regions (1) Add dates to map (1) actual data could be on map for each area (1)						

(a) (iii) Give <b>one</b> reason why the population of the UK is increasing.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
		2					<b>2</b>
Credit <b>one</b> valid statement and its development for a further mark.	<p>an increase in average life expectancy (1) fewer deaths (1)</p> <p>immigration (1) increased net migration (1)</p> <p>immigration of younger age groups (1) increasing birth rate (1)</p>						

(a) (iv) The UK Government wants to see an extra 240 000 new homes built each year.  Explain why this creates challenges for greenfield sites of UK towns and cities.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
			4				<b>4</b>												
This question assesses AO2.2, inter-relationships (in this case between human activity and the environment). Use the descriptors below, working upwards from the lowest band.	The need for new affordable housing in the UK creates pressure on greenfield sites and green belts which could result in further 'suburban sprawl' which means loss of countryside and habitats (unsustainable). New housebuilding may be opposed by local people because of NIMBYism but supported by business and the Government. Some people believe that brownfield sites should be developed but this is often more costly and has resulted in gentrification in some areas.																		
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2. (b) (i) Give the modal class for the distance travelled by commuters in 2011.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit this response only.	2 - 4 kms (1)						

(b) (ii) Describe the relationship between the percentage of all commuters and distance travelled.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit <b>one</b> valid statement for one mark and its development for a further mark.	as distance increases there are fewer commuters (1) quantification (1) a negative relationship or correlation (1) increase slightly at 40kms (1) credit anomalies (1)						

(b) (iii) Suggest one conclusion about commuting time that you could draw from this data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Credit one valid statement and its development.	commuting time is long for many people (1) average commuting times may be increasing (1) creates problems such as congestion so commuting time is becoming slower (1) improvements in transport (1) example (1) encourages longer commutes (1) people prepared to travel for longer (1) in response to varying house prices / nicer environment in home area (1)						

2. (c) (i) What is counter-urbanisation? Tick (✓) <b>one</b> definition below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Credit this response only.	The movement of people from large cities to smaller towns and rural areas. (1)						

(c) (ii) Give <b>three</b> transport issues that arise from counter-urbanisation.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3
Credit <b>three</b> valid statements each for one mark.	congestion / traffic jams (1) air pollution (1) noise pollution (1) the need for more efficient public transport (1) more accidents (1) need for more roads and other transport routes/management (1)						

2. (d) (i) Describe <b>one</b> social and <b>one</b> cultural pattern within a HIC global city you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
	4						<b>4</b>												
Use the descriptors below, working upwards from the lowest band.	Social and cultural patterns are often inter-connected.																		
	Cardiff for example: is a multicultural city with ethnic minorities living in distinct neighbourhoods with distinct shops and cultural centres. The two largest communities are descended from South Asian and Somali migrants.																		
	has distinct neighbourhoods of wealth and poverty with different house types and prices. Inequality and deprivation exist in wards such as Riverside and Grangetown.																		
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(d) (ii) Explain why reducing poverty is a challenge in HIC cities.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
			4				<b>4</b>												
This question assesses AO2.2, inter-relationships (in this case between human activity and urbanisation).	Reducing poverty is a challenge in HIC cities because:																		
Use the descriptors below, working upwards from the lowest band.	there are a significant number of deprived areas in many cities; there is a need to develop strategies such as urban renewal of inner city areas and the creation of sustainable communities; many waterfront developments, for example, have been expensive and and have failed to provide enough affordable housing; there has been a substantial rise in rough sleepers on the streets; asylum seekers and refugees have been placed in deprived areas.																		
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1	1-2	Simple valid statements demonstrate basic understanding.																	
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2. (e) Evaluate strategies such as these to improve the high street of UK towns and cities.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8		4	12
Use the descriptors below, working upwards from the lowest band.			<p>This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate strategies to improve the high street. Elements (a), (b) and (c) of AO3 are targeted.</p> <p>Responses will ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence.</p> <p>Candidates should consider the advantages and disadvantages of different strategies.</p> <p>They may argue that: Park and Ride schemes reduce air pollution and congestion and is a cheaper alternative to CBD parking; pedestrianisation provides a safer environment for shopping and encourages street events and entertainment; indoor shopping centres provides choice and can compete with out-of-town locations.</p> <p>They may argue that: other initiatives such as signage and reducing the cost of short stay parking are equally important.</p> <p>They may argue that: it is impossible to turn the tide as online shopping continues to grow and high streets continue to show signs of decline with shop closures and the growth of pound shops and fast food outlets.</p>						
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>							
4	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated evaluation.</li> <li>Balanced and coherent evaluation draws together wider geographical understanding to justify viewpoint.</li> </ul>							
3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated evaluation.</li> <li>Balanced appraisal draws together wider geographical understanding to support viewpoint.</li> </ul>							
2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Some connections provide valid but limited evaluation.</li> <li>Limited appraisal uses wider geographical understanding to support viewpoint.</li> </ul>							
1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Basic level of meaning ascribed to the information/issue.</li> <li>Limited and weak evaluation uses some wider geographical understanding to support viewpoint.</li> </ul>							
	0	Award zero marks if the answer is incorrect or wholly irrelevant.							

Once a mark has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

<b>Band</b>	<b>Mark</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

### Options Theme 3

3. (a) Give <b>two</b> ways in which the risks associated with earthquakes may be reduced.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit up to <b>two</b> valid ways each for one mark.	monitoring (1) new building technology (1) emergency planning (1) education (1)						

3. (b) Explain why volcanic activity occurs at hotspots.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
		4					<b>4</b>												
<p>This question assesses AO2.1 concepts (in this case volcanic hotspots).</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Band</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">3-4</td> <td>Understanding is demonstrated through elaborated explanation.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1-2</td> <td>Simple valid statements demonstrate basic understanding.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Mark	Descriptor	<b>2</b>	3-4	Understanding is demonstrated through elaborated explanation.	<b>1</b>	1-2	Simple valid statements demonstrate basic understanding.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Hotspots are locations on the earth's crust which are very active. It is thought that hotspots occur where super-hot plumes of magma rise through the mantle. The plume finds a weakness in the crust and breaks through to create volcanoes.</p> <p>Some hotspots are on plate boundaries but they can also occur in the middle of plates.</p>						
Band	Mark	Descriptor																	
<b>2</b>	3-4	Understanding is demonstrated through elaborated explanation.																	
<b>1</b>	1-2	Simple valid statements demonstrate basic understanding.																	
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																	

3. (c) (i) Use information from the map to circle the correct answer in the sentences below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit these responses only.	56 (1) north east (1)						



(c) (ii) Do you agree that poorer countries such as Grenada face a greater risk from the impacts of volcanic activity than other countries in tectonic zones? Justify your reasons.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Use the descriptors below to work upwards from the lowest band.			<p>This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate vulnerability. All elements of AO3 are targeted.</p> <p>Responses will also ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.</p> <p>Candidates should develop lines of argument about the risks faced by LICs.</p> <p>They may agree because: In low income countries monitoring, hazard mapping and emergency planning may be weak; they have less diverse economies; some LICs are remote in relation to more economically developed countries such as the UK which means that the assistance they need can be slower to arrive or more difficult to co-ordinate and economic recovery will take longer.</p> <p>They may disagree because the risk to people depends on a number of other factors including: proximity to plate boundaries; type of plate boundary; magnitude of the event; the characteristics of the eruption.</p>						
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>							
4	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis.</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision.</li> </ul>							
3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support decision.</li> </ul>							
2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision.</li> </ul>							
1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Basic level of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision.</li> </ul>							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

### Options Theme 4

4. (a) Give <b>two</b> 'soft' engineering strategies used to reduce the risk of coastal erosion and flooding.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit up to <b>two</b> valid ways each for one mark.	beach replenishment (1) managed realignment / managed retreat (1) artificial reefs (1) dune stabilisation (1)						

4. (b) Explain why cost-benefit analysis is used in coastal management.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
		4					<b>4</b>												
<p>This question assesses AO2.1 concepts (in this case cost-benefit).</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Band</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">3-4</td> <td>Understanding is demonstrated through elaborated explanation.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1-2</td> <td>Simple valid statements demonstrate basic understanding.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Mark	Descriptor	<b>2</b>	3-4	Understanding is demonstrated through elaborated explanation.	<b>1</b>	1-2	Simple valid statements demonstrate basic understanding.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>In deciding whether or not to build new coastal defences, local councils need to weigh up the benefits against the costs.</p> <p>A number of factors may be considered:          how many people are threatened;          how much would it cost;          are there historic or natural features that should be conserved;          is there an economic value such as tourism.</p> <p>Therefore, some coastlines are protected whilst others are not.</p>						
Band	Mark	Descriptor																	
<b>2</b>	3-4	Understanding is demonstrated through elaborated explanation.																	
<b>1</b>	1-2	Simple valid statements demonstrate basic understanding.																	
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																	

4. (c) (i) Use information from the map to circle the correct answer in the sentences below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit these responses only.	305 (1) south east (1)						

(c) (ii) Do you agree that Small Island States face a greater risk from the impacts of rising sea levels than other countries with a coastline. Justify your reasons.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					8			<b>8</b>
Use the descriptors below to work upwards from the lowest band.		<p>This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate vulnerability. All elements of AO3 are targeted.</p> <p>Responses will also ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.</p> <p>Candidates should develop lines of argument about the risks faced by Small Island States.</p> <p>They may agree because:  many SIDS are low income countries which means that their capacity to tackle sea level rise, such as effective sea defences is reduced; many people live close to the coast; they have less diverse economies; they are often remote in relation to more economically developed countries such as the UK on whom they depend for aid.</p> <p>They may disagree because:  there are many other Low Elevation Coastal Zones such as river deltas; there are deprived coastal areas in HICs; many coastal cities are in LICs with high population densities; people in other places could also become environmental refugees.</p> <p>Standard of living varies amongst SISs. Therefore their ability to deal with sea level rise can vary.</p>						
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
<b>4</b>	7-8	Exceptional application of knowledge and understanding. <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis.</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision.</li> </ul>						
<b>3</b>	5-6	Thorough application of knowledge and understanding. <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support decision.</li> </ul>						
<b>2</b>	3-4	Sound application of knowledge and understanding. <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision.</li> </ul>						
<b>1</b>	1-2	Some basic application of knowledge and understanding. <ul style="list-style-type: none"> <li>Basic level of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision.</li> </ul>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						