GCSE MARKING SCHEME

AUTUMN 2020

**GEOGRAPHY SPECIFICATION A
COMPONENT 2
C111U20-1**

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 2 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
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	2

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. For banded mark schemes this box contains indicative content. 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 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 strike through the available dotted lines with a diagonal line.

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.

CORE Theme 5: Weather climate and ecosystems

1. (a) Study diagram 1.1. (i) Complete the table below, adding the correct letter from diagram 1.1 next to each descriptor.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	3						**3**
Accept these answers only, each with 1 mark	B (1) C (1) A (1)						

(a) (ii) Describe the conditions associated with high pressure systems in winter and summer in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	4						**4**
More than one idea is required. Allow 1+3 or 3+1 split between winter and summer. 1 mark per correct descriptor or elaboration.	**Winter** Cold (1) and can be below zero (1) Dry (1) Light winds (1) Frost at night time (1) Fog (1) Low stratocumulus cloud (1) leading to little sunlight / low temperatures (1) **Summer** Hot (1) with high temperatures (1) Dry / little rain (1) Light winds (1) Clear skies (1)						

(a) (iii) Give one reason why high-pressure systems can cause drought.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			2				**2**
Credit one valid statement with one mark and a valid elaboration with one mark.	Subsiding air warms and holds moisture in vapour form (1) leading to reduced precipitation (1) Lack of cloud due to subsiding air (1) leads to a lack of precipitation (1) Blocking anticyclone (1) prevents low pressure moving in to bring rainfall (1)						

(a) (iv) Droughts could become more frequent because of climate change. Give one piece of evidence that could be used to show that climate change takes place.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Award 1 mark for a valid piece of evidence.	Ice cores (1) Dendrochronology / tree rings(1) Documented evidence, e.g. ships logs, diaries Sea level change (1) Change in position of glacial snouts / shrinking or growing ice caps (1) Paintings / Christmas cards of little Ice Age (1) Scientific records of temperature change (1) Fossilised remains in anomalous locations (1)							

(b) Study map 1.2 and table 1.3 below showing microclimate data for London. (i) Tick the three boxes which correctly describe the pattern on Map 1.2.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
Credit these responses only	The temperature range shown on the map is 5°C.(1) The area within the 10°C isoline extends from south west to north east. (1) Temperatures cool more rapidly between E and D than between E and B. (1)							

(b) (ii) Calculate the interquartile range of the mean annual rainfall totals using table 1.3. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
1 mark for working and 1 mark for correct answer.	695 – 575mm (1) 120mm (1)							

(b) (iii) Give one disadvantage of using the interquartile range.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Accept these responses only	Does not use all the data / ignores most data (1) Ignores extreme values (1) Outliers may be important (1)							

(b) (iv) Explain the different factors which create microclimates.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
5		6					6

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of a range of reasons. Depth of understanding is demonstrated through chains of reasoning.
2	3-4	Elaborated understanding of some of the reasons. Demonstrates breadth of understanding.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the reasons.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers are likely to focus on the following factors:
- Altitude on a local scale
- Nature of the surface, e.g. grass vs tarmac
- Proximity to buildings and influence of central heating systems / air conditioning.
- Aspect
- Proximity to water, e.g. lake or sea
- Alignment of buildings influencing wind patterns
- Distance from the sea, e.g. influence of specific heat capacity of water / land and sea breezes.
- Vegetation

Answers in the top band will make clear links between the factor and the climate.

(c) Study graph 1.4 below. (i) Describe the changes in deforestation in the Amazon between 1994 and 2013 as shown on graph 1.4.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2

Allow 1 mark per correct descriptor Quantification could be date or amount.	Fluctuates/Increases then decrease (1) Overall decrease (1) Quantification (1)

(c) (ii) Deforestation often occurs to create farmland. Give one reason why farming can affect water cycles.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2				2

Credit one valid statement with one mark and one valid elaboration with one mark.	Removal of trees reduces evapotranspiration / evaporation of water (1) which reduces precipitation (on a regional scale) (1) Farming uses water (1) reduces supply from river/ground water (1) Pollution (1)

(c) (iii) Study the photographs 1.5 and 1.6, and factbox 1.7. To what extent do you agree that the Peruvian rainforest can be managed sustainably?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8			**8**

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support decision(s).
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision(s).
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

Candidates should make use of the evidence, for example reference to ecotourism and significant amount of deforestation in Peru. They may reference other examples as comparative statements.

Limits to sustainability may reference the illegal nature of some of the logging and the demand for rainforest for the range of activities listed in the fact box. They may identify the Interoceanic highway as a significant threat in opening up the forest, in addition to oil and gas exploitation and the environmental implications.

Candidates may recognise the role of ecotourism in preserving the forest, and comment on the wildlife corridors and National Parks in their role in preserving wildlife.

Candidates may also refer to other strategies to manage forests sustainably and other threats in developing their argument, e.g. agroforestry, heli-logging, palm oil plantations and threats to indigenous populations.

At the top end, candidates may also refer to different strands of sustainability, e.g. economic, social, environmental and discuss that one may be more achievable than another. They may also consider the extent to which sustainability can be achieved on different spatial and temporal scales.

END OF QUESTION 1

CORE THEME 6: Economic development and resource issues

2. (a) Study Graph 2.1 below. (i) Complete the paragraph below with the correct words from the box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					4		**4**
Accept these answers only.	Increased (1) Australasia (1) 1400 (1) 15%(1)						

(ii) Tick the correct definition of water footprint in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	1						**1**
Accept this answer only	The amount of water used to produce each of the goods and services we use. (1)						

(iii) Study map 2.2 below. Describe the pattern of water footprints in Africa.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**
Accept 1 mark per correct descriptor	Highest / above average in north (1) Highest in NE (1) Lowest/ below average in SSA / south(1) Accept correct anomalies (1)						

(iv) Give two reasons why some countries have larger water footprints than others	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		4					**4**
Allow 2+2 or 3+1 for elaborated statements.	Higher income countries have greater demand for water (1) due to consumerism and demand for goods requiring water for production (1) NICs have a greater water footprint (1) due to development of industries / population growth (1) and the influence of TNCs exploiting water locally (1) Countries with a significant agricultural base have a higher demand for water (1) due to use of water for irrigation (1) Some countries have agricultural produce with a higher demand for water than others (1) which means inputs of water will be greater, e.g. beef cattle have a high water demand.						

(b) (i) Give 2 ways in which water resources can be managed.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
8	2						**2**

Allow one mark per correct response.	Irrigation (1) Water transfer schemes (1) Dams / reservoirs (1) Abstraction of groundwater (1) Recycling / use of grey water / collecting rainwater for some uses (1) Desalination (1)

(ii) Explain why water resources need to be managed sustainably	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		6					**6**

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of a range of reasons. Depth of understanding is demonstrated through chains of reasoning.
2	3-4	Elaborated understanding of some of the reasons. Demonstrates breadth of understanding.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the reasons.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers are likely to refer to the following key ideas:
- Consideration of international boundaries
- Avoiding over abstraction of groundwater
- Supply for future generations / all year round where rainfall is seasonal.
- Equality of access.
- Protection of ecosystems.
- Avoid vulnerability to diseases / ensure the health of a population.
- Promote economic development.

(c) Study the information below in Box 2.3. (i) Calculate the total number of employed individuals in South Africa in 2015. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2

Award one mark for correct working and one mark for correct answer.	15,658,412 / 22 (1) 711746 (1)

(c) (ii) Give two ways in which the growth of tourism can have an impact on employment structure.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2

Allow 1 mark per correct idea.	Fewer people in primary sector (1) Fewer people in secondary sector (1) Growth of tertiary sector (1) Over reliance on tourism (1) Reference to specific jobs in tourism (1) Growth in employment (1) Growth in informal work (1) Gender differences (1)

(c) (iii) Some people in South Africa earn a living by working in informal jobs. Describe the characteristics of jobs in the informal economy.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3

Allow 1 mark per correct description Allow one mark for an example	No tax paid (1) No regulations (1) Lack of health and safety (1) No age restrictions (1) No pension paid (1) Unreliable / temporary (1) Example (1)

(d) Study the information below about trade in South Africa. Evaluate the impact of trade on development for NICs such as South Africa.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8		4	**12**

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support decision(s).
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision(s).
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

A balanced answer is required for evaluation. Candidates should consider both positive and negative impacts of trade for South Africa in particular.

They may refer to South Africa not being a part of the CFTA in a negative way or comment that it may have little impact since only 10% of trade happens within Africa and the significance of trading partners outside this agreement.

The nature and therefore value of imports and exports may be discussed, linked to the low GNI of countries such as South Africa compared to higher income countries.

Use of candidates' own knowledge in support of the evaluation is likely to refer to other trading blocs, e.g. EU and countries, e.g. other BRICS or LICs

Clear links to development are needed at the top end with a discussion of wider implications / positive and negative multipliers in the context of advantages and disadvantages of trading blocs, e.g. use of the data supplied on growth in GNI in South Africa.

Once a mark (out of 8) 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.

Band	Mark	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 2

OPTIONS Theme 7: Social Development Issues

3. (a) Study the information below in picture 3.1. (i) Calculate the percentage of people living with HIV who die each year. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Award 1 mark for working and 1 for the correct answer.	1.2million /40 million x 100 (1) – units not needed 3% (1) - % needed

(ii) Explain why tackling HIV is challenging.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		4					**4**

Band	Mark	Descriptor
2	3-4	Elaborated explanation. Understanding is demonstrated through chains of reasoning. A specific location may be given.
1	1-2	Simple valid statement(s) demonstrate basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers are likely to focus on the following ideas:
- Stigma regarding infection so refuse / deny treatment.
- Lack of awareness / education
- Lack of funding for education and health care programmes.
- Cultural barriers to use of contraception.
- Lack of availability of ARVs
- Scale of the problem.
- Reluctance in some societies to accept the problem.

(iii) Give two causes, other than HIV and AIDS, for high rates of infant mortality in Sub -Saharan Africa.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	2						**2**

Give 1 mark per correct reason.	Malaria / any other infectious / communicable disease (1) Poverty (1) Malnutrition (1) Waterborne diseases.(1) Low rates of attended births (1) Poor post-natal care (1) Lack of vaccination programmes (1) Do not accept non communicable / diseases of affluence.

(b) To what extent are bottom-up approaches the most effective in improving health in sub-Saharan Africa? Justify your response.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8			**8**

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support decision(s).
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision(s).
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

Clear reference should be made to extent to which and a decision is required as to whether the issue can be tackled successfully. A balanced discussion expects reference to other approaches e.g. top-down / global initiatives.

Candidates may refer to varying levels of effectiveness on different scales/contexts before making a judgement.

They may evaluate how effective selling clean water is by discussing different factors as this will vary even on a local scale.

May make reference to the Sustainable Development Goals or application of knowledge on Millennium Development Goals may feature in a discussion on how successful global initiatives like this can be, with reference to the scale of the problem using statistics from the resource box.

They may refer to successes from the resource box, e.g. Practical Action or apply their own knowledge of such initiatives in support of their answer.

The resources refer to issues with children in particular; discussions may focus on limitations of initiatives for particular vulnerable groups.

END OF QUESTION 3

OPTIONS Theme 8: Environmental challenges

4. (a) Study map 4.1 below. It shows melting sea ice in the Arctic; one of the impacts of climate change. (i) Calculate the percentage of sea ice remaining in 2016, compared to 1980. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		**2**

Award 1 mark for correct working, and 1 mark for the correct answer.	4.7/7.9 x 100 (1) – units not required Accept answers between 59 and 59.5% (1)

(ii) Explain why tackling the causes of climate change on a global scale is challenging	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					**4**

Band	Mark	Descriptor	Answers are likely to focus on the following ideas:
2	3-4	Elaborated explanation. Understanding is demonstrated through chains of reasoning. A specific location may be given.	Different views on what causes climate change / contribution of human activity Financial constraints / cost of green technology / renewables Industrialisation and development of LICs / BRICS / MINT / NIC countries Influence of the media Political agenda / difficulties with agreements.
1	1-2	Simple valid statement(s) demonstrate basic understanding.	
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.	

(iii) Give 2 strategies which could be used to tackle climate change on a local scale.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						**2**

Award 1 mark per correct strategy	Recycling schemes (1) Boris bikes or similar (1) Congestion charge / LEZ (1) Sustainable living environments, e.g. BedZED (1)

(b) To what extent is waste from consumerism having a negative impact on people and the environment? Justify your response.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8			**8**

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis on both people and environment. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis with some reference to both people and environment. • Balanced appraisal draws together wider geographical understanding to support decision(s).
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision(s).
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

Clear reference should be made to extent of the negative impact on people and environment. A balanced discussion is needed on the impacts of waste.

Candidates may refer to varying levels of impacts on different scales / contexts making a judgement.
Reference may be made to the impacts as referred to in the resources, e.g. it is a source of income for LICs, much is illegal, therefore not monitored, the quantity of consumer goods in production. They may refer to statistics from specific countries, and comment on the nature of the countries involved, e.g. HIC, BRIC and the implications for the future.

Application of knowledge may be present with reference to political will to tackle the issue, difficulties in changing consumer behaviour for example.

Candidates may also refer to possible success in tackling the issue, e.g. Olympic medals, campaigns, recycling, donating.

END OF QUESTION 4