



GCSE MARKING SCHEME

GEOGRAPHY B

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE GEOGRAPHY B. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

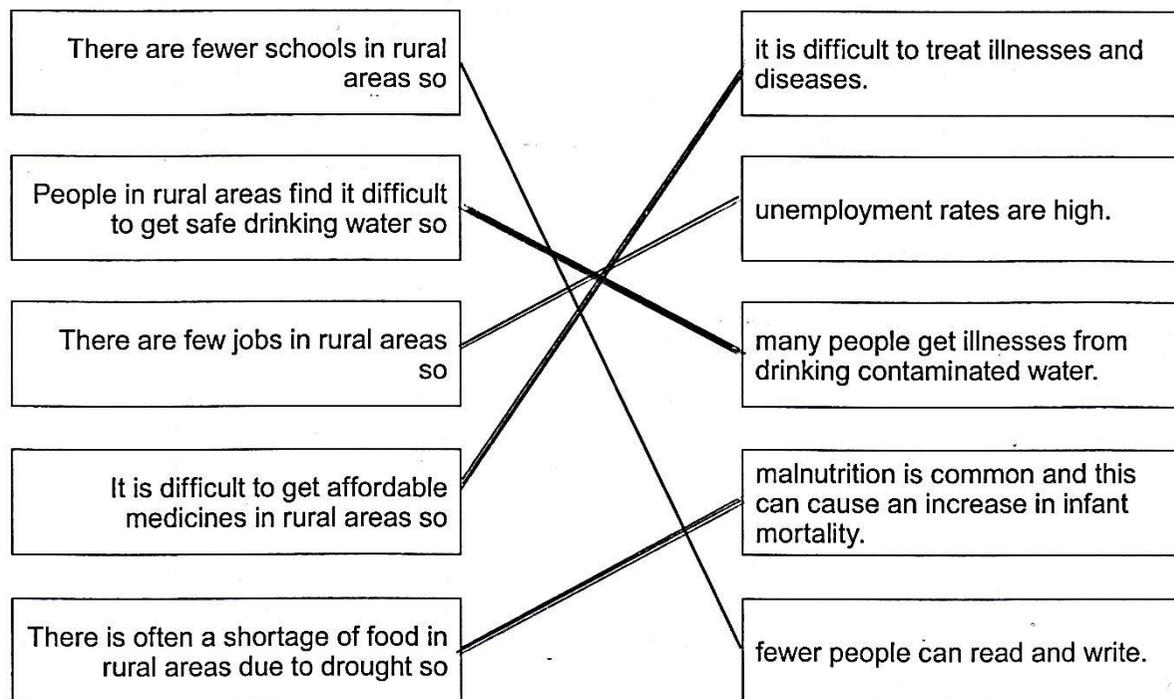
WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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UNIT 4241/01 – Unit 1 Foundation Tier

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
1	(a) Study the map of Africa and the map of Uganda.							
	(i)	To the east, Uganda shares a border with the country of...	Credit this answer only	Kenya		1		1
	(ii)	In which part of Africa is Lake Victoria?	Credit this answer only	South-east		1		1
	(iii)	The city of Gulu is how many kilometres north of Kampala?	Credit this answer only	270		1		1
(b)	The pie chart shows Uganda's rural and urban population in 1950.							
	(i)	Complete the pie chart for 2010 using the following figures and the key provided.	1 mark for correct location of line and one mark for correct shading. Allow tolerance of above 10% and below / at 12.5%	Urban at 12 with solid shading. For shading-see illustrative sheet		2		2
	(ii)	Complete the following sentences to describe how the population in Uganda has changed since 1950.	Credit pie chart value in range 2.5% to 3% Credit downward trend however expressed.	In 1950 the percentage of people living in urban areas was 3% and by 2010 it was 12% The percentage of people living in rural areas in Uganda has decreased/gone down/fallen between 1950 and 2010.		2		2

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(c)	Complete the statements by matching up the sentences below. One has been completed for you.	Credit these responses only Credit one mark for each linked part.	Complete the statements by matching up the sentences below. <i>One has been completed for you below.</i>		4			4



Question		Rationale	Expected answer			A01	A02	A03	SPaG	Total
(d)										
	(i)	People move away from rural areas because of push factors and pull factors. Identify the push and pull factors in the table below.	Credit these responses 4 correct = 2 marks 1,2 or 3 correct = 1 mark		push	pull	2			2
				Fewer jobs in rural areas						
				Lack of doctors ...	√					
				Lack of access to safe ...	√					
				More chance of a job ...		√				
				Better quality housing ...		√				
	(ii)	Explain why quality of life may improve for people who move from rural to urban areas in Uganda.	S = Statement E = Elaboration (S+E+E+E) = 4 marks (S+E+E) + S = 4 marks (S+E) + (S+E) = 4 marks (S+E) + S = 3 marks S+S = max 2 marks <u>No</u> mark for repeating “so their quality of life improves” at the end or anywhere in their response.	More schools (1) so literacy rate might improve (1) so more chance of getting a job (1). So money to spend on... (1) Better access to healthcare services / with more access to medicine/treatment (1) so life expectancy increases (1) and infant mortality rates fall (1). Better access to clean water (1) so less likely to be diseases (1) and life expectancy increases (1) and infant mortality rates fall (1). Access to better quality housing (1) which is more stable (1) so better for health (1).			2	2		4

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(iii)	The population of Kampala is rising rapidly. Describe two problems this causes for people living in Kampala.	<p>Credit one mark for each problem and one mark for each elaboration.</p> <p>All responses must relate to <u>city</u> life.</p> <p>Max 3 marks for only one problem.</p>	<p>Increased amounts of rubbish/sewages (1) so disease spreads more easily (1).</p> <p>More competition for houses (1) so local authority cannot build homes quickly enough (1) so people end up homeless/living in slums/informal housing (1) which is often crowded/insanitary (1).</p> <p>More competition for jobs (1) so people struggle to get work/find it difficult to keep a job (1) so family income low (1) and many children have to work (1) a lot of people work in informal jobs (1).</p> <p>Increased amount of traffic/more congestion (1) more air/noise pollution (1).</p> <p>More people competing for school places (1) so students can't get a place (1) large class sizes (1) quality of service declines (1).</p> <p>More people using health services (1) so takes longer to see a doctor (1) / quality of service declines (1).</p>	2	2			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(d)	(iv)	<p>Suggest ways that rural to urban migration might affect those people continuing to live in rural areas.</p>	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: gives simple statements (1 mark)</p> <p>Level 2: simple statements are briefly elaborated (2/3 marks)</p> <p>Level 3: detailed and specific elaboration of initial statement (4 marks)</p> <p>Credit either positive or negative impacts on the rural area</p>	<p>Description: They would be sad/lonely/upset. They would have more work to do. They would get money sent.</p> <p>Simple explanation: Sad/ lonely/upset.....as the family has been split up. More work to do...as fewer people to help (on farms). They would get money sent...by the family who are in work in the city.</p> <p>Detailed / specific explanation: Sad/ lonely/ upset as the family has been split up nobody to look after the elderly as it is more likely that young have moved. More work to do as fewer people to help (on farms) where the work can be hard at harvest time. They would get money sent by the family who are in work in the city so the rural dwellers might be able to buy (e.g.) more food / medicines / luxury.</p>	2	2			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	CASE STUDY: Either:	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: A simple statement. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i> (1 mark)</p> <p>Level 2: Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i> (2/3 marks)</p> <p>Level 3: Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i> (4/5 marks)</p>	<p>i) Retail change in an urban area</p> <p>Candidates may choose a shopping mall e.g. Meadowhall or Merry Hill or closure of high street stores.</p> <p>Reasons for retail change could be internet shopping, competition from supermarkets etc.</p> <p>ii) Planning Issue</p> <p>Could be rural or urban. Could be transport, housing, retail, business or leisure.</p> <p>Viewpoints may be positive or critical of the planning issue.</p> <p>The descriptor for Level 3 matches the descriptor for Level 2 (of 4 levels) on the higher paper.</p>	2	3		3	8
	Or			<p>(ii) A case study about one planning issue:</p> <ul style="list-style-type: none"> Name the planning issue; Describe the planning issue; Explain why there is a range of views about this issue. 	TOTAL	10	13	

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total								
2(a)	Study the map below. It shows the pattern of precipitation across New Zealand.															
	(1)	What is precipitation? Tick the correct answer from the statements below.	Credit this response only.	Water particles that fall from the air in liquid or solid form.	1			1								
	(ii)	Complete the passage below using words or figures from those provided in the box.	Credit these responses only.	West 0-799 North westerly		3		3								
(b)		Complete the diagram below to explain how relief is formed. Use four of the labels provided. One of the labels is incorrect.	Credit these responses only. If two numbers are placed in one box the answer is wrong.	From left to right 5 > 1 > 3 > 2	3	1		4								
(c)	Study the weather map below, it shows a depression located over New Zealand in August 2011.															
	(i)	In relation to weather, what is a depression?	Credit one mark for correct definition.	Bottom Line response: An area of low pressure / low pressure system	1			1								
	(ii)	Use the information from the weather map to complete the table below.	Credit these reasons only For wind speed accept 30 (without knots)	<table border="1"> <tr> <td>Temperature Christchurch</td> <td>3</td> </tr> <tr> <td>Precipitation Queenstown</td> <td>snow</td> </tr> <tr> <td>Windspeed Queenstown</td> <td>30 knots</td> </tr> <tr> <td>Wind direction Queenstown</td> <td>SW</td> </tr> </table>	Temperature Christchurch	3	Precipitation Queenstown	snow	Windspeed Queenstown	30 knots	Wind direction Queenstown	SW		4		4
Temperature Christchurch	3															
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(c)	(iii)	<p>Many important services were disrupted, for example:</p> <ol style="list-style-type: none"> 1. Airports were closed 2. Roads were blocked 3. Electricity supplies were cut 4. Telephone lines were down. <p>From the list above, select one disrupted service that would create problems for families and one different disrupted service that would create problems for business. Explain why this would cause a problem.</p>	<p>Do not credit the choice of the service.</p> <p>Only credit both services if they are different.</p> <p>2 marks reserved for 'families' 2 marks reserved for 'business'</p> <p>For each disrupted service credit 1 statement (1st mark) and an <u>explanation</u> (2nd mark)</p>	<p><u>Families</u> Airport closed: travel would be disrupted (1) so holidays delayed/cancelled (1) Roads closed: travel disrupted (1) so shopping for food a problem (1) Electricity supplies cut: no lighting in the home (1) so dangerous for elderly who might fall (1). Unable to cook/heat home (1) so dangerous for elderly (1) Telephone lines down impossible to call (1) so can't ring in emergency (1). Internet down (1) so entertainment reduced (1)</p> <p><u>Business</u> Airports closed: travel would be disrupted (1) so reps can't make business trips (1) Roads closed travel would be disrupted (1) so taxi companies lose business (1) Electricity supplies cut: no lighting /power in the office/factory (1) so production stops (1) Telephone lines down: impossible to call (1) so sales staff can't get new business (1)</p>		4			4
(d)	Study the map and information box about the island of Tuvalu.								
	(i)	<p>Give two effects of the drought on Tuvalu. For each one suggest how this might affect the people of Tuvalu.</p>	<p>Do not credit the effect – which is likely to be lifted.</p> <p>Credit two simple statements each with elaboration (2+2) or one simple and one fully elaborated statement (1+3)</p>	<p>Limited / contaminated groundwater: drinking water in short supply (1) bottled water expensive (1) Farm animals poisoned: loss of income (1) replacement livestock expensive/difficult to get/takes time (1) Two buckets of water per day: sanitation difficult (1) risk of disease (1) New Zealand sent emergency aid (water): problems with distribution (1) not enough (1) Imported water (long term): expensive (1) unsustainable (1)</p>	1	3			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(d)	(ii)	<p>Drought sometimes affects other parts of the world. Suggest ways in which people can respond to drought</p>	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: simple statements (1 mark)</p> <p>Level 2: simple statements are briefly elaborated (2/3 marks)</p> <p>Level 3: detailed and specific elaboration of initial statements (4 marks)</p> <p>Credit answers that refer to preparation ahead of the drought or reaction to the drought or a mixture of both.</p>	<p>Answers that refer to preparation Simple statements: they can store lots of bottled water/build reservoirs.</p> <p>Simple elaboration : bottled water is stored and can be given out when local supplies run out/reservoirs store huge amounts of water</p> <p>Detailed/specific elaboration: large reservoirs store water when rains arrive. When rains fail the dam can release water for several months until rains return e.g. Hoover Dam supplying Las Vegas.</p> <p>Answers that refer to reaction to drought Simple statements: the government can declare an emergency/restrict water use</p> <p>Simple elaboration: water is rationed making supplies last longer.</p> <p>Detailed/specific elaboration: rationing is controlled by bottled water distribution or tanker. Non-essential uses (e.g. hose-pipes) are banned. Such measures were used in March 2012 in East Anglia.</p>	2	2			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	CASE STUDY: Either: (i) A case study about one ecosystem: <ul style="list-style-type: none"> Name the ecosystem; Describe how people manage this ecosystem; Explain why this management is necessary. 	Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision. Award 0 marks if the answer is incorrect or irrelevant Level 1: A simple statement. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points. (1 mark)</i> Level 2: Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar. (2/3 marks)</i> Level 3: Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy. (4/5 marks)</i>	(i) Ecosystems Responses can be at any scale (small > regional > large) e.g. sand dunes > Norfolk Broads wetlands > tropical rainforest. Credit responses solely focussed on sustainable use by indigenous population or large scale, commercial exploitation. (ii) River management Responses may focus on preventative management or reactions to a specific flood. Credit responses at a very local scale (e.g. Boscastle) or at a wider scale (e.g. management of Mississippi within Louisiana) The descriptor for Level 3 matches the descriptor for Level 2 (of 4 levels) on the higher paper.	2	3		3	8
	Or (ii) A case study about the management of one river at a local scale: <ul style="list-style-type: none"> Describe how the river is managed at a local scale; Explain why this management is necessary. 							
TOTAL				10	13	7	3	33

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 4241/02 – Unit 1 Higher Tier

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
1	Study the maps below.							
(a)	(i)	To the east, Uganda shares a border with the country of...	Credit this answer only	Kenya		1		1
	(ii)	In which part of Uganda is Lake Victoria?	Credit this answer only	South-east		1		1
	(iii)	The city of Gulu is how many kilometres north of Kampala?	Credit this answer only	270		1		1
(b)		Complete the pie chart for 2010 using the following figures and the key provided.	Credit one mark for accurate location of line. Credit second mark if both shading styles match key. Allow 1% tolerance on completing graph so either 11% or 13%.	Urban at 12 with solid shading. Remainder with diagonal shading		2		2
(c)	(i)	Select information from the table below to complete the graphs	Credit one mark for correct height of each bar graph. No mark for shading. Allow tolerance as shown.	Literacy rate: above 65 and below 70 Infant mortality: above 75 and below 80		2		2
	(ii)	Compare two features of quality of life between urban and rural areas.	Credit recognition of the difference/ comparison (eg higher than / whereas / but) in the first instance. No marks for using figures as there are zero AO3 marks for this question. Credit two simple statements to each with elaboration (2+2) or one simple statement and one fully elaborated statement (1+3) Accept converse to expected answers eg Literacy rate is lower in urban areas.	The literacy rate is higher in urban areas (1) which shows that more people in urban areas can read and write (1) so people can get better paid jobs. The infant mortality is higher in rural areas (1) which shows that health is better in urban areas (1) Life expectancy is higher in urban areas (1) which shows that health is better in urban areas (1) or that there is less risk to health than in rural areas (1) There is more access to safe water in urban areas (1) and this will mean that health will be better than in rural areas (1)		4		4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(d)	In many countries people are moving from rural areas to live in urban areas.													
(i)	Explain why people might leave rural areas of Uganda to move to cities in Uganda.	<p>Use best fit to apply a levels of response descriptor.</p> <p>Award 0 marks if the answer is incorrect for irrelevant</p> <table border="1"> <tr> <td>Level 1 1 marks</td> <td>Simple statements</td> </tr> <tr> <td>Level 2 2/3 marks</td> <td>Includes generic explanation that contains elaboration</td> </tr> <tr> <td>Level 3 4/5 marks</td> <td>Gives detailed and specific explanation. Includes push and pull factors.</td> </tr> </table> <p>Credit either push or pull factors in level 1 and 2.</p>	Level 1 1 marks	Simple statements	Level 2 2/3 marks	Includes generic explanation that contains elaboration	Level 3 4/5 marks	Gives detailed and specific explanation. Includes push and pull factors.	<p>Level 1: Poor water supply in rural areas. Fewer jobs in countryside. Lack of schools in countryside. Drought/flood in rural areas. High infant mortality. Lack of entertainment in rural areas. (Accept opposites for urban)</p> <p>Level 2: Poor water supply so increase water borne disease. Failure of harvest/death of livestock leads to poverty/lack of work and malnutrition.</p> <p>Level 3: Poor water supply in countryside leads to illness and lack of medicine means people die from diseases like dysentery/cholera whereas in cities families are more likely to have a clean/piped water supply to their home. Young families are attracted to cities where they believe there will be better educational opportunities for their children compared to rural communities where the walk to school is excessively long.</p>	3	2			5
Level 1 1 marks	Simple statements													
Level 2 2/3 marks	Includes generic explanation that contains elaboration													
Level 3 4/5 marks	Gives detailed and specific explanation. Includes push and pull factors.													

Question		Rationale		Expected answer	AO1	AO2	AO3	SPaG	Total						
	(ii) Suggest ways in which rural to urban migration may affect urban areas.	Use best fit to apply a levels of response descriptor. Award 0 marks if the answer is incorrect for irrelevant	<table border="1"> <tr> <td>Level 1 1/2 marks</td> <td>Simple statements</td> </tr> <tr> <td>Level 2 3/4 marks</td> <td>Generic explanation that contains elaboration</td> </tr> <tr> <td>Level 3 5/6 marks</td> <td>Detailed elaboration and specific explanation of a range of effects</td> </tr> </table>	Level 1 1/2 marks	Simple statements	Level 2 3/4 marks	Generic explanation that contains elaboration	Level 3 5/6 marks	Detailed elaboration and specific explanation of a range of effects	<p>Level 1: More rubbish created. Less jobs for people. Insufficient / poor quality housing.</p> <p>Level 2: More rubbish sewage so disease spreads more easily. Insufficient houses so growth of informal housing/slums/shanty towns. More competition for jobs so people struggle to get formal work/only work in informal occupations. Increased amount of traffic so more congestion/more air/noise pollution. Larger workforce so businesses can recruit easily.</p> <p>Level 3: The increase in population puts pressure on local authorities to provide sufficient formal housing so many people live in makeshift housing e.g. in urban areas like Rio or Mumbai informal housing is built which is poor quality and leads to an increase in diseases like dysentery and cholera. Migrants are usually young and able so local businesses are able to recruit best young workers who contribute to the growing urban economy both formally, e.g. in manufacturing and informally, e.g. in recycling or street hawking.</p>	4	2			6
Level 1 1/2 marks	Simple statements														
Level 2 3/4 marks	Generic explanation that contains elaboration														
Level 3 5/6 marks	Detailed elaboration and specific explanation of a range of effects														
		Credit either positive or negative effects.													

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	CASE STUDY: Either:	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar. (1/2 marks)</i></p> <p>Level 2: Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy. (3/4 marks)</i></p> <p>Level 3: Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling punctuation, and grammar have considerable accuracy. (5/6 marks)</i></p> <p>Level 4: Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication is very sophisticated and structured. Specialist terms are used adeptly. Spelling punctuation, and grammar have consistent accuracy. (7/8 marks)</i></p> <p>Qii Award max L2=4 if students only give impacts of planning issue rather than discussing why there is a range of views.</p> <p>Qii Award max L3=6 if only one view given.</p>	<p>(i) Reasons for change will be likely to include dominance of supermarket chains, internet shopping etc. Could include out of town retail parks as long as they are still with an urban area.</p> <p>(ii) Response could be about housing, service, transport or business. Likely answers include London Docklands, housing developments in cities like Hulme in Manchester, or new housing estates in more rural areas or retail developments like out of town shopping centres.</p>	3	5		3	1
	<p>Or</p> <p>(ii) A case study about one planning issue.</p> <ul style="list-style-type: none"> Name the planning issue. Describe the planning issue. Explain why there is a range of views about this issue. 			TOTAL	10	13	7	3

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
Threshold 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range specialist terms appropriately.
Intermediate 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demand of the question. Where required, they use a good range of specialist terms with facility.
High 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demand of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question		Rationale		Expected answer	AO1	AO2	AO3	SPaG	Total						
2	Study the map below. It shows the pattern of precipitation across New Zealand.														
	(a)	Describe the pattern of precipitation across South Island, New Zealand.	Credit three simple statements or one simple and one developed statement. Credit qualification or quantification using map evidence. Do not credit comparison with North Island.	Highest precipitation in west / south-west (1) which receives 1500mm per year (1). Lowest in east / south-east (1) at 0-799mm (1). Great variation in precipitation over a short distance (1) in just 160km precipitation ranges from less than 799mm to over 1500mm / a range of 700mm (1).			3		3						
	(b)	Complete the diagram below by adding annotation at points 1, 2 and 3 to explain the process of <i>relief rainfall</i> .	Use best fit to apply a levels of response descriptor. Award 0 marks if the level 1 descriptor is not met ie there must be an element of process. <table border="1" data-bbox="678 1034 1193 1297"> <tr> <td>Level 1 1 mark</td> <td>Simple labels</td> </tr> <tr> <td>Level 2 2/3 marks</td> <td>Explanation supported by simple elaboration</td> </tr> <tr> <td>Level 3 4 marks</td> <td>Explanation of complete process and supported by detailed elaboration</td> </tr> </table> For L3 annotation must be at all three points to complete the process.	Level 1 1 mark	Simple labels	Level 2 2/3 marks	Explanation supported by simple elaboration	Level 3 4 marks	Explanation of complete process and supported by detailed elaboration	Level 1: winds, air rises/it rains, air descends. Level 2: moisture collected from sea / by prevailing wind, vapour condenses when air is cooled, precipitation stops when air is cooled. Level 3: north-westerly winds pick up moisture from the Tasman sea. The mountains force air to rise. At higher altitude the air cools. Cold air can't hold as much water in gas form so water condenses and precipitation occurs. On descent air warmed. Warm air can hold more moisture in gas form so condensation ceases. Low rainfall creates an area of rain shadow.	3	1			4
Level 1 1 mark	Simple labels														
Level 2 2/3 marks	Explanation supported by simple elaboration														
Level 3 4 marks	Explanation of complete process and supported by detailed elaboration														

Question		Rationale		Expected answer	A01	A02	A03	SPaG	Total						
(c)	The area faced serious social and economic disruption as a result of the storm. Use information from the synoptic chart and newspaper article to explain why.	Use best fit to apply a levels of response descriptor. Award 0 marks if the answer is incorrect or irrelevant	<table border="1"> <tr> <td>Level 1 1/2 marks</td> <td>Simple statements</td> </tr> <tr> <td>Level 2 3/4 marks</td> <td>Includes some explanation with simple elaboration</td> </tr> <tr> <td>Level 3 5/6 marks</td> <td>Detailed elaboration and specific explanation using information from the stimulus</td> </tr> </table>	Level 1 1/2 marks	Simple statements	Level 2 3/4 marks	Includes some explanation with simple elaboration	Level 3 5/6 marks	Detailed elaboration and specific explanation using information from the stimulus	<p><u>Level 1:</u> <i>Descriptive observations from map eg it snowed, was cold, windy and/or descriptive statements based on the news report eg airports closed, no electricity.</i></p> <p><u>Level 2:</u> <i>Use of the map/news article plus some limited explanation of how the weather event impacted on people. The low temperature and heavy snow blocked roads and closed airports. This will have caused travel problems. The loss of electricity means houses are cold and dark and businesses cannot function.</i></p> <p><u>Level 3:</u> <i>Must include detail/specifics for both social and economic consequences. Social consequences: Temperature of -2 and heavy snow made travel difficult so people couldn't get to work / back home. No electricity so no heat which could be serious problem for young, elderly or sick and may prevent care eg hospital visit. Economic consequences: High winds (30 knots) may have caused snow drifts so hill farms could lose livestock/sheep and income. Business would suffer as reps cannot travel. Factories cannot function without electricity for light, heat and machinery so lose income / profit / turn over. Shops may run out of supplies harming businesses and causing shortages for families.</i></p>		3	3		6
Level 1 1/2 marks	Simple statements														
Level 2 3/4 marks	Includes some explanation with simple elaboration														
Level 3 5/6 marks	Detailed elaboration and specific explanation using information from the stimulus														
		Award max Level 2 if the response does not include both the social and economic dimension.													

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(d)	Study the map and the information box about the island of Tuvalu.							
(i)	Suggest why drought causes particular problems for islands such as Tuvalu. Explain your answer.	<p>Credit three simple statements or one simple and one developed statement or one fully developed statement.</p> <p>Credit how and why islands are affected. Do not credit lifting of effects from the fact box.</p> <p>Do not credit generic references to impact of drought eg crop failure.</p>	<p>Tuvalu/islands is isolated/remote/far out..... so water takes time to arrive (1) people can become dehydrated (1) so is reliant/dependent on aid/bottled water (1) transporting water is expensive (1)</p> <p>Tuvalu/islands are small so rainwater can't be collected easily (1) so can't build water stores/reservoirs (1)</p> <p>Groundwater is contaminated/not safe so drinking water/water for crops is in short supply (1)</p> <p>Tuvalu is far from land 3000km-4000km from New Zealand (1) so will take a long time to arrive (1)</p> <p>Tuvalu/islands is surrounded by seawaterwhich is undrinkable (1)</p> <p>Tuvalu is an island.....so has no border countries to help with aid (1) and aid takes longer to arrive (1) is more expensive (1)</p>		2	1		3

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
d	(ii)	<p>Drought sometimes affects other parts of the world. Suggest ways in which individuals and organisations can respond to drought.</p> <table border="1"> <tr> <td>Level 1 1/2 marks</td> <td>Simple statements</td> </tr> <tr> <td>Level 2 3/4 marks</td> <td>Includes some explanation with simple elaboration</td> </tr> <tr> <td>Level 3 5/6 marks</td> <td>Detailed elaboration and specific explanation of a range of responses by individuals and organisations.</td> </tr> </table> <p>Award max Level 2 if response does not refer to individuals/organisations.</p>	Level 1 1/2 marks	Simple statements	Level 2 3/4 marks	Includes some explanation with simple elaboration	Level 3 5/6 marks	Detailed elaboration and specific explanation of a range of responses by individuals and organisations.	<p><u>Level 1</u>: store bottled water, reduce leaks, use meters, build reservoirs, educate, ration.</p> <p><u>Level 2</u>: <i>store water</i> so when shortage comes there are still supplies; <i>educate</i> so public waste less water; install meters to reduce consumption.</p> <p><u>Level 3</u>: Thames Water plan to build a reservoir at Abingdon. This will mean that larger stores exist to survive drought periods. Gardeners can reduce their water use by installing water butts. This will mean that they don't use public water supplies to water their garden.</p>	4	2			6
Level 1 1/2 marks	Simple statements													
Level 2 3/4 marks	Includes some explanation with simple elaboration													
Level 3 5/6 marks	Detailed elaboration and specific explanation of a range of responses by individuals and organisations.													

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	<p>CASE STUDY: Either:</p> <p>(ii) A case study about one ecosystem.</p> <ul style="list-style-type: none"> Name the ecosystem/ Describe how people manage this ecosystem. Explain why this management is necessary. <p>Or</p> <p>(ii) A case study about the management of one river at a local scale.</p> <ul style="list-style-type: none"> Name the river Describe how the river is managed at a local scale. Explain why this management is necessary. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i> (1/2 marks)</p> <p>Level 2: Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i> (3/4 marks)</p> <p>Level 3: Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i> (5/6 marks)</p> <p>Level 4: Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i> (7/8 marks)</p>	<p>(i) Responses may be at any scale eg small (Ynyslas sand dunes) regional (Norfolk Broads) or large (tropical rainforest). Allow responses solely focussed on sustainable use by indigenous population OR large scale exploitation for economic gain.</p> <p>(ii) Responses may be very localised (eg Boscastle) or at a wider scale such as the management of the R Mississippi within the state of Louisiana. Responses may refer to preventative measures and/or reaction to a specific flood.</p>	3	5		3	11
TOTAL				10	13	7	3	33

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 4242/01 – Unit 2 Section A Foundation Tier

Unit 2a Foundation		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Study the map below. It shows the location of factories owned by L’Oreal which is a multinational company (MNC).								
(ai)	What is a <i>Multinational Company</i> ?	Credit a worthy description Don't give credit to a candidate who simply names a company!	Bottom line response: A company that has branches (or similar word including factories / offices)..... in many / different countries.	1				1
(aii)	Complete the passage by selecting your answers from the box below.	Only credit the responses in the next column Do not credit Australia...It's <u>Australasia</u> !	Europe France Indonesia <u>Australasia</u>			4		4
(aiii)	The table below contains three correct reasons why L’Oreal has chosen new factory locations in NICs. One correct reason has been ticked. Tick the other two correct reasons.	Credit only the two worthy responses. If 3 are ticked, and two of them are correct, award just 1 mark.	The first box is already ticked (as an exemplar) Sales of cosmetics may rise ✓ Indonesia is near the equator response is wrong There are not enough workers response is wrong Compared to Europe, the cost of ✓	1	1			2
Study the map below. It shows the location of the Logistics Industrial Park where a new L’Oreal factor has been built.								
(bi)	Describe the location of the Logistics Industrial Park.	Credit 3 separate correct observations (3x1) Credit 2 separate correct observations, one of which is elaborated 1 + (1+1) Credit one wholly elaborated observation (1+1+1)	In (central) Mexico / South of San Luis Potosi / 27 kms from San L P (allow 15 / 30 kms) / 270 kms from Mexico City (allow 250-350 kms) ... or any other correct referencing (e.g. roads) Outskirts of San Luis Potosi (max 1 for reference to roads) In central Mexico (1) 27 kms (1) south (1) of San Luis No more than 1 mark for quoting distance and direction. In central Mexico (1) 270kms (1) NW (1) of Mexico City. Max 2 marks if there is no reference to the Logistics Industrial Park specifically. Do not accept 'near to' or 'close to'.			3		3

Unit 2a Foundation contd...		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(bii)	<p>The opening of MNC factories can have both positive and negative impacts. The diagram below shows some of the positive impacts.</p> <p>Complete the diagram below by adding the correct letter to each empty box.</p>	<p>Only credit the response opposite</p> <p>If any of the letters are used twice, if two are in the correct place award max 1 mark</p>	<p>Environmental benefit: C Economic Benefit: B Social Benefit A</p>	1	2			3
Public Sector jobs								
(c)	<p>As more factories open in the area, more taxes may be paid. This means that more public sector workers may be employed. Select two of the public sector workers listed below. For each worker you select, describe how local people will benefit from their work.</p>	<p>No mark for the name of the selected workers. 2 marks allocated to each job (no transfer across the categories)</p> <p>Allow one elaborated or two simple statements.</p>	<p>These are illustrative, expect wider responses and give credit when due....</p> <p>Teacher: Children can be educated (1) ...they can gain higher qualifications (1)</p> <p>Nurse: You can get help if you are ill(1) They can give jobs to stop disease (1)</p> <p>Waste Collector: They keep the streets clean (1)..less disease / smell (1)</p> <p>Council Gardener: The parks will look nice (1)... so families can go somewhere in their leisure time (1)</p> <p>Do not accept bland statements of quality of life without elaboration.</p>	2	2			4

Unit 2a Foundation contd...	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Study the two photographs below. They show <i>informal</i> workers in Mexican cities							
(di)	One advantage of informal work is being able to work when you like. Describe one disadvantage of informal work.	<p>Credit a worthy observation. Award elaboration marks for developed strands.</p> <p>Elaboration points must link to initial descriptor.</p> <p>The examples (right) are only illustrative, reward other worthy observations.</p> <p>1+2 elaboration.</p>	<p>No regular income / low pay (1) ... so may be short of money (1) so may go hungry (1)</p> <p>Can be dangerous / tough (1) particularly for children (1)</p> <p>Some customers may not pay (1)</p> <p>You work in the open/no shelter (1) so may suffer bad weather (1)</p>	1	2		3
(dii)	Explain why many people do informal work in NICs.	<p>Levels of response marking. Work upwards from the lowest to the highest level. Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: simple statements. (1 mark)</p> <p>Level 2: simple statements are briefly elaborated. (2/3 marks)</p> <p>Level 3: detailed and specific elaboration of initial statement. (4/5 marks)</p> <p>Candidates who refer to named countries / cities give info about specific jobs will generally be working in level 3.</p>	<p>Simple statements: No proper jobs / they are skipping school/ poor education.</p> <p>They can choose working hours.</p> <p>Simple elaboration:</p> <p>Education is poor.....so they don't have skills. They have just arrived from the countryside.....so they haven't had time to look for proper jobs. The family may be poor....so the children have to earn money.</p> <p>Chose working hours...so can fit work around child care.</p> <p>Detailed and specific elaboration:</p> <p>Education is poor, this means they may not be able to read and write, so many jobs are out of their reach.</p> <p>They may have arrived from the countryside in search of work (push factors may be mentioned as well). On reaching the city they find that there are no vacancies.</p> <p>The family may be poor...so children have to work, so that the family can eat (...or pay for school books / the rent etc.)</p>	2	3		5

Unit 2 a Foundation contd....	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Study the two photographs below. They show <i>informal</i> workers in Mexican cities							
<p>(e) CASE STUDY: Either....</p> <p>(i) Aid scheme</p> <p>Explain why the aid was needed. Describe the aid given.</p> <p>(ii) Climate Change:</p> <p>Explain why there are differing views about how climate change can be managed. Describe attempts to manage climate change at the local scale.</p>	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision. Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Simple statements. <i>Communication is basic.</i> <i>There is little or no structure and / or ideas are communicated in brief statements / bullet points.</i> (1 mark)</p> <p>Level 2: Gives a range of generic descriptive or explanation points either of which is elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i> (2/3 marks)</p> <p>level 3: Provides an elaborated account which includes some description <u>or</u> explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i> (4/5 marks)</p>	<p>The aid scheme can be short term emergency aid, such as relief effort following Hurricane Katrina, the Hati earthquake / The Pakistan floods.</p> <p>Alternatively, long term development aid may be chosen such as comic relief in Burkina Faso / Action Aid - goat aid scheme in Kenya.</p> <p>-----</p> <p>Explanation about why views differ may come from a wide and varying range of starting points. Allow for this. The location of the stakeholder / their job / the development of the country they live in / the way that climate change is already impacting on them (as examples). Attempts at management at a local scale may stem from a variety of starting points, e.g. the role of the individual or the role of local organisations might feature in responses. Management can include preventative measures and or coping measures</p> <p>The descriptor for Level 3 matches the descriptor for Level 2 (of 4 levels) on the Higher paper.</p>	2	3		No SPaG awarded	5
		Total	10	13	7		0

UNIT 4242/03 – Unit 2 Section A Higher Tier

Rationale		Expected answer		AO1	AO2	AO3	SPaG	Total
(a) L'Oreal a French based MNC								
ai	Describe the <i>distribution</i> of L'Oreal factories.	<p>Credit statements that relate to <u>distribution</u> patterns</p> <p>Credit 2 separate correct observations (2X1)</p> <p>No credit for identifying that the HQ is in France.</p> <p>Do not credit 'above' or 'below'</p>	<p>The majority are in Europe (1) least in Africa (1)</p> <p>There are few in developing countries (1) Or The Newest factories are located in developing countries (1) or across 3 different continents (1) Or There are none in Australasia (1)</p> <p>Expect other worthy responses, these are just illustrative.</p>			2		2
(a)ii	Suggest why L'Oreal are opening new factories outside Europe.	<p>Credit 2 separate correct observations (2X1)</p> <p>or</p> <p>Credit 1 observation, which is elaborated (1+1)</p>	<p>To increase their markets (1) to seek lower labour costs (1) to escape stringent health and safety regulations (1)</p> <p>Expect other worthy responses, these are just illustrative.</p> <p><i>An example of an elaborated response:</i> To increase their markets (1) as developing countries have increasing numbers with disposable income (1)</p>	1	1			2
(b) Study the map below. It shows the location of a new L'Oreal factory								
(bi)	Describe the location in Mexico, of the new L'Oreal factory.	<p>Credit 3 separate correct observations to describe the location within Mexico (3X1)</p> <p>No credit for 'it's in Mexico'</p> <p>Do not credit close to Pacific or Caribbean or close to US border.</p> <p>The scale as shown on the map requires some tolerance levels if distances are quoted, (as indicated).</p>	<p>In central Mexico / NW of Mexico City / South of San Luis Potosi / 240 - 300 kms from Mexico City / 15 – 30 kms south of San L P or any other correct referencing (e.g. adjacent / between named roads.)</p>			3		3

Rationale		Expected answer			A01	A02	A03	SPaG	Total
(b)(ii)	Use evidence from the fact file to explain why the impacts of the new factory could be seen as both positive and negative.	<p>Levels of response marking. Work upwards from the lowest to the highest level.</p> <p>Award 0 marks if the answer is incorrect of irrelevant.</p> <p>Level 1: Comprises simplistic statements, largely taken from the resource. May be positive and /or negative. (1-2 marks)</p> <p>Level 2: Includes some explanation which refers to positive and /or negative impacts. (3-4 marks)</p> <p>Level 3: Gives detailed explanation to show why impacts may be deemed both positive and negative. (5-6 marks)</p> <p>Note: Max Level 2 if the response does not refer to positive and negatives</p> <p>Illustrate responses at each level are provided BUT expect and reward other worthy observations.</p>	<p>Level 1: They bring 400 jobs but they can also cause environmental damage such as ugly wind farms.</p> <p>Level 2. 400 jobs means that unemployment is reduced. With the multiplier effect, even more jobs are created such as taxi drivers / shop keepers. Money is earned from exports to USA.</p> <p>Level 3. Candidates MUST explain why the impacts are both positive and negative. 400 jobs means that unemployment is reduced as people at all skill levels will be employed. With the multiplier effect, more jobs (as many as 800) are created such as taxi drivers / shop keepers. Money is earned from exports if the goods are sold abroad. However, there is sometimes a cost such as visual pollution if factories and wind farms are in view of people's houses. The managerial or skilled jobs may go to workers brought in from the HQ nation. Whilst exports are gained, the lorries taking the cosmetics to the USA will increase carbon footprints.</p>	2	2	2		6	

Rationale		Expected answer		A01	A02	A03	SPaG	Total
(c) Public Sector jobs								
	<p>The local government in San Luis Potosi may receive more taxes. This means that they may be able to employ more public sector workers. Suggest one way that local people will gain from this.</p>	<p>Candidates may introduce their idea by reference to a named public sector worker, but do not award a mark for the named worker, the question requires a comment on the way that local people will gain. Candidates may respond by discussing that public sector workers themselves earn money, which is taxed, which is feed back into community funds. Do not allow 2 simple points, the suggested gain must be elaborated for 2nd mark Answers relating to improved quality of life should not be credited unless the response is qualified.</p>	<p>These are illustrative. Candidates may introduce their idea by reference to a public sector worker, e.g..... Teacher: Children can be educated (1) they can gain higher qualifications (1) Nurse: You can get help if you are ill (1) They can give jabs to stop disease (1) Refuse Coll: They keep the streets clean (1)..less disease / smell (1) Council Gardener: The parks will look nice (1)...so families can go somewhere in their leisure time (1)</p>	1	1			2

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(d) Study the two photographs below. They show informal worker in Mexican cities.								
(i)	One feature of <i>'informal' work</i> is that workers are not protected by employment law. Tick the correct second feature from those available.	Only one tick is required (see correct response to the right). If more than one tick is given (even if one is correct) no marks should be awarded.	Only accept: Informal workers do not get sick pay. (✓)	1				1
(ii)	Explain why many people do <i>'informal work'</i> in NICs.	Levels of response marking. Work upwards from the lowest to the highest level. Award 0 marks if the answer is incorrect or irrelevant. Level 1: Simple statements. (1-2 marks) Level 2: Includes some explanation that contains simple elaboration. (3-4 marks) Level 3: Detailed elaboration and specific explanation. (5-6 marks)	Level 1: Irregular hours. No skills / no proper jobs / they are skipping school/irregular hours Level 2: Education is poor....so they don't have skills They have just arrived from the countryside so they haven't had time to look for formal jobs The family may be poor...so the children have to earn money. Level 3: Irregular hours...so easy to fit in around other work/child care. Education is poor, this means they may not be able to read and write, so many jobs are out of reach. They may have arrived from the countryside in search of work (push factors may be mentioned as well). On reaching the city they find that there are no vacancies. The family may be poor so children have to work, so that the family can eat (or pay for school books / the rent etc). Candidates who refer to named countries / cities / give info about specific jobs will generally be working in level 3.	2	4			6

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	CASE STUDY: Either:	Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.	The aid scheme can be short term emergency aid, such as the relief effort following Hurricane Katrina, the Haiti earthquake / The Pakistan floods. Alternatively, long term development aid may be chosen such as Comic relief in Burkina Faso / Action Aid – goat aid schemes in Kenya.	3	5			8
(i)	A case study about an Aid Scheme Explain why the aid was needed. Describe the aid given.	Award 0 marks if the answer is incorrect or irrelevant Level 1: Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i> (1/2 marks)	Candidates who refer (accurately) to different types of aid (Bilateral / Conditional / Multilateral aid) show a very high level of understanding. Level 3 and 4 must include show increasingly detailed knowledge of the type of aid given.					
	Or							
(ii)	A casa study about Climate Change: Explain why there are differing views about how climate change can be managed. Describe attempts to manage climate change at a local scale.	Level 2: Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i> (3/4 marks) Level 3: Provides an elaborated account which includes both description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i> (5/6 marks) Level 4: Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i> (7/8 marks) The descriptor for level 2 matches the descriptor for Level 3 on the Foundation paper (the highest level possible on that paper).	Explanation about why views differ may come from a wide and varying range of starting points. Allow for this. The location of the stakeholder / their job / the way that climate change is already impacting on them (as examples). Level 3 and 4 must who increasingly detailed knowledge of the local initiatives being employed to manage climate change at the local scale. The role of the individuals and the role of local organisations are likely to feature in responses. Management can include preventative measures and or coping measures.					
			TOTAL	10	13	7	0	30

UNIT 4242/02 – Unit 2 Section B Foundation Tier

Part A

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	Study the map on page 2 of the separate Resource Folder							
	(i)	Circle the three correct answers in the following passage	Credit one mark for each correctly identified answer however identified	200 north-west M6		3		3
	(ii)	The Peak District National Park is a popular visitor area. One reason is because it is near many motorways. Suggest why this might affect visitor numbers.	Credit one simple explanation	Increase its accessibility (1) Makes it cheaper/easier/quicker to reach (1)	1			1
	(iii)	Give one other piece of map evidence that may help explain why the Peak District National Park has large numbers of visitors . Explain why it may help.	Credit one piece of map evidence for one mark, its simple explanation for a second mark and its elaboration for a third.	Nearness to / close to Manchester/Sheffield/Birmingham (1) which are major settlements (1) means many people who can get there quickly/easily/cheaply (1) meaning little competition from other NPs (1)	2	1		3
	(iv)	State what effect each of the following changes may have on visitor numbers to rural areas like the Peak District National Park	Credit one mark for each correct response. Must use terms given. Increase/decrease. Put ticks near phrase.	increased car ownership = increase increased fuel costs = decrease increased leisure time - increase	2	1		3
(b)	Study the information on page 3 of the separate Resource Folder							
	(i)	Use this information to complete the passage below.	Credit one mark for each correct response.	Tourism (1) 12 (1) risen/gone up (1)		3		3

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total	
	(ii)	For one of the industries where numbers of jobs have fallen, suggest why numbers working in it have fallen.	Credit one mark for each simple explanation or elaboration. Max of 2 if no named industry. Ideas across are interchangeable between industries. Machinery must be qualified. i.e. better / hi tech.	Quarrying: Reduction in demand for stone (1) so fewer employees needed so redundancy (1) Less people needed to quarry / transport stone (1) cheaper import / alternative products (1) Manufacturing: cheaper labour costs abroad (1) local industry can't compete (1) make employees redundant (1) <u>Better</u> machinery Farming: increased use of machinery (1) same production from fewer people (1) means less workers needed (1) Leaving industry in <u>large numbers</u> (1) for better work conditions / pay (1)	2	1			3
(c)	Study the OS map extract on page 4 of the separate Resource Folder. It shows the location of a large quarry in the north-east part of the Peak District National Park								
	(i)	Give a four figure grid reference for the square marked Q on the map.	Credit one mark for a correct reference. <u>No alternative.</u> Don't accept 6 figure reference.	1681			1	1	
	(ii)	Use information from the map extract to complete the labels on the satellite image below.	Credit one mark for a correct label.	Clockwise from north-west corner: Castleton (1) camp site / caravan park(1) railway line / (rail) station (1) quarry (1)			4	4	
	(iii)	Give two pieces of map evidence that the village of Castleton is a popular visitor attraction.	Credit one mark for each valid piece of evidence. Evidence must be directly related to visitors and to immediate vicinity of Castleton. Look for symbol.	Visitor centre (1), Youth hostel (1) National walking trail (1) "other tourist feature" (1) Campsite / caravan park(1) <u>Peak</u> cavern (1) car park (1) Peveril Castle (1) English Heritage site (1)		1	1	2	
	(iv)	Name one group of people living in Castleton who may benefit from large visitor numbers. Describe how they may benefit.	Credit one mark for a valid group and either two simple or on elaborated benefit(s). Group may be extrapolated from map or may be consistent with any large 'visitor' village.	Shop / Hotel / Restaurant/café owner / worker (1) increased customers (1) so greater profit (1) Information centre worker (1) have job that wouldn't otherwise exist (1) so able to earn without leaving village (1) Unemployed (1) get jobs (1)	2	1		3	
	(v)	Suggest how being near a large working quarry may affect visitors numbers to a village like Castleton. Explain your answer.	Credit one mark for a statement of effect on numbers and either two simple or one elaborated statement(s) of elaboration. Pollution must be qualified	Reduce/keep low (1) Quarrying is noisy (1) disturbs peace (1) Increased road traffic (1) increase danger (1) Ref. to visual, air/dust pollution	1	2		3	
Total Part A				7	9	13		29	

Part B

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	Study the diagram on page 6 of the separate Resource Folder							
	(i)	What type of industry is limestone quarrying? Circle the correct answer.	Credit one mark for a correct statement.	Primary	1			1
	(ii)	Explain one way, shown in the diagram, in which limestone may benefit local industries.	Credit <u>one mark</u> for a valid material / Industry taken from the diagram and <u>one</u> more for a specific benefit.	Aggregate/road stone (1) to construct /repair road (1) Lime/sewage treatment (1) to purify water (1) Building stone/cement (1) to build new houses (1) On farms (1) to improve soil/grazing (1)		1	1	2
	(iii)	Explain one way, shown in the diagram, in which limestone products might benefit people in the home.	Credit one mark for a benefit and one for its elaboration. Accept any benefit that is consistent with the evidence on the diagram.	Makes room look more pleasant (1) Paints (1) cover bare walls (1) economically (1) Accept garden features (1) plus elaboration (1)		1	1	2
(b)	The graph below shows how badly some Peak District industries are affected by quarrying.							
	(i)	Complete the graph using the following figures.	Credit one mark for accurate drawing of each bar and one for correct shading. Wrong column order = max 1 mark.			2		2
	(ii)	Which business is the most seriously affected by quarrying? Suggest two effects that quarrying may have on this business.	Credit one mark for correct choice and one mark for each simple statement relating to quarrying activity. Don't credit the same quarry cause twice.	<u>Hotels and / or restaurants</u> (1) Reduces customer numbers (1) losing profits/closure (1) Increase maintenance costs (1) dust removal/painting etc (1) Dust / air pollution (1) deters visitors (1) Lorry noise (1) disturbs visitors (1) traffic dangers (1) deters travel to hotels (1)	2	2	1	5

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(c)		Study the diagram on page 7 of the separate Resource Folder							
	(i)	Choose one of the uses of a disused quarry that is likely to benefit residents of a local village. Explain two ways it will be a benefit.	Credit one mark for each benefit and one for its elaboration. Do not credit the choice of activity.	<u>Mountain biking</u> : used by local people / teenagers (1) healthy / keeps fit (1) <u>Motor Cross</u> : attracts visitors (1) who spend money in the village (1) and provide employment (1) <u>Fishing lake</u> : provides year round employment (1) boosting local incomes (1) ref to multiplier effect (1) <u>Caravan site</u> : attracts visitors (1) who spend money in the village (1) and provide employment.	2	2			4
	(ii)	Choose one of the uses of a disused quarry that is likely to be a nuisance to residents of a local village. Explain why it could be a nuisance.	Credit either four separate nuisances or a combination of nuisances and elaboration. 4x1 mark 2x2 mark 1 mark + 3 mark Do not credit choice of activity. All marks are available via all options irrespective of choice made in (c) (i)	<u>Mountain biking</u> : <u>Motor Cross</u> : causes regular noise pollution (1) disturbing the peace of village life (1). increase visitor traffic on local road (1) increasing danger (1) <u>Fishing lake</u> : <u>Caravan site</u> : noise from site (1) may disturb locals (1) Increase visitor traffic on local roads (1) increasing danger (1)	2	2			4
		End of Part B			7	8	5		20

PART C

	AO1	AO2	AO3	SPaG	Total
Question. In this part you will advise the PDNP Planning Board as to whether or not limestone quarrying should continue in the National Park after present quarrying licenses run out.	3	7	1	4	15
TOTAL for Unit 2B Foundation	17	24	9	4	64

Award 0 marks if the answer is incorrect or irrelevant.

LEVEL DESCRIPTORS FOR PART C	
Level 1 1-3 marks	The candidate's response contains little specific detail about the area. There is no elaboration beyond that provided directly by the sources. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 4-7 marks	The candidate's response contains some specific detail about the area and options. There is some elaboration of ideas beyond that provided by the sources. <i>Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</i>
Level 3 8-11 marks	The candidate presents a letter that provides advice. Two of Social, Economic and Environmental effects are elaborated and a clearly explained decision is made. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Performance descriptions spelling, punctuation and the accurate use of grammar	
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Marking Procedure for Part C

- This section is marked using a process of best fit where the candidate response is compared to levels of response mark scheme. Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.
- Award QWC as an integral part of a best fit decision when making a judgement on the level.
- In levels marking candidates are credited for the quality of their answers, as opposed to merely crediting the number of responses they make. **Remember that you should apply no ticks when marking this section.** Mark the letter by indicating in the text where a contribution to a particular level has been made.
- Candidate responses in the letter and matrix should be considered together. As the degree of integration for a Level 3 response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the letter.
- As you are marking the letter, mark the first elaborated reference to:

Social with an S
Economic with an E
Environmental with EN

The candidate must attain at least two of the above elements with elaboration beyond that relating directly to the Factfile to access Level 3. Further elaboration, exploration of a third element, a consideration of both long and short term impacts or a consideration of alternative views, or meaningful use of imported parallel case study information will trigger higher marks in the level.

- If the candidate scores fewer than 7 marks in the letter look at the matrix. Apply a levels mark (L1 or L2) in the text wherever you judge a statement at that level has been written.
- Write a statement at the bottom of the matrix to indicate the overall level so far attained e.g. low/middle/high Level 1/Level 2.
- Credit the higher of the two marks gained by either the letter or matrix.

Award 0 marks if the answer is incorrect or irrelevant.

Once a mark (out of 11) has been awarded for the geographical content, award an additional mark (out of 4) as an assessment of the spelling, punctuation and the accurate use of grammar.

UNIT 4242/04 – Unit 2 Section B Higher Tier

Part A

Question			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Part A: introduces the Peak District National Park									
(a)	(i)	Describe the location of the Peak District National Park.	Credit one mark for each valid statement. Credit accurate use of scale line (in Km) / compass but max 2 marks for 3 directions or 3 distances only. Credit distance or direction from one motorway. Do not credit 'near' / 'close'.	In Midlands/ central /north / north west of England [1]. West of M1/ east of M6/ 10-20 km from M6 [1] Between Sheffield and Manchester [1] 10-40 km from Manchester / Sheffield [1], 60-120km from Birmingham [1] north of Birmingham [1] 200-240km from London [1]			3		3
	(ii)	Suggest how changes in technology have contributed to an increase in commuters living in rural areas like the Peak District National Park, in recent years.	Credit one simple point about technology and its elaboration. Response must be linked to commuting.	More efficient transport / new or improved transport links [1], makes urban centres more accessible for commuters [1]. Wifi / laptops / ipads enable people to work/communicate on trains [1] reducing times needed in the office[1]	1	1			2
	(iii)	The Peak District National Park is ideally located to attract day visitors. Use two pieces of map evidence to support this statement.	Credit one mark for each piece of map evidence and a further one mark for the valid explanation of each. Do not credit the same explanation twice eg 'easy access'. Statement about access should be linked to transport networks not cities.	Nearness to large cities [1] means many people who can get there quickly / easily /cheaply [1]. Proximity of motorway network [1] allows easy access / day trip travel from greater distances/ allows speedy travel [1].		2	2		4
(b) Study the OS extract on page 4 of the separate resource Folder. It shows the village of Castleton and Hope Quarry, one of the biggest quarries in the Peak District National Park									
	(i)	Give the six figure grid reference for the point Q on the map.	Credit one mark for a reference that is accurate to +/- 1 for each third digit. Accept responses where the figures are correct even if the easting and northing are separated by commas etc.	164816 [1]			1		1
	(ii)	Use the OS extract to complete the labels on the photograph below.	Credit one mark for each correctly identified place/feature, however marked on or around the image.	Clockwise from north-west corner: Castleton [1], Caravan / camp site [1], railway line / station / Hope Junction [1], quarry (limestone) [1]			4		4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(iii)	Suggest two reasons why the Peak District National Park is a popular tourist area. Support your answer with evidence from the OS map and satellite image.	Credit one mark for each valid reason and / or a further one mark for a clearly described piece of map or image evidence for each reason given. Do not credit transport links.	<u>Map evidence:</u> Places for visitors to stay [1] public houses / camp / caravan sites (1) GR 1683/1782/1883/1982 or named location, e.g. Hardhurst farm for GR 1982 [1] Help provided for tourists to enjoy area [1] visitor centre in Castleton Village [1] Natural visitor attractions [1] Speedwell Cavern [1] Built visitor attractions [1] Peveril Castle remains [1] <u>Image evidence:</u> A good walking / hiking area [1] open countryside / footpaths [1]		2	2		4
(c) Study the employment information on page 6 of the separate Resource Folder.								
(i)	What percentage of employment is in quarrying	Credit one mark for the accurate statement of percentage. Accept no other answer.	12 [1]			1		1
(ii)	Employment changes in the Peak District National Park are similar to those across the UK as a whole. Explain why employment structure in the UK is changing.	Credit reasons for change only. Do not credit description of change. The question is about employment structure, not changes to one employment type, so max 3 marks if only one sector of the economy is discussed.	Employment in farming has decreased because...mechanisation (1) reduces need for manual farm labour (1) increased farm size/economies of scale (1). Employment in manufacturing has decreased because...mechanisation (1) UK firms opening plants abroad/shifting production overseas (1) cheap imports (1). Employment in quarrying has decreased because... mechanisation (1) cheap imports of stone/coal from abroad (1). Employment in tourism has increased because...greater demand (1) consumers have more spending power (1) more leisure time (1). Employment in tertiary / quaternary jobs has increased ... due to higher levels of education (1).	4				4
Totals part A				5	5	13		23

Part B

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(1)	Complete the graph below to show the average house price in the Peak District National Park for 2011 using the data below.	Credit one mark for the accurate completion of the graph. No latitude is permitted.			1		1
	(ii)	Describe the possible negative effects of the changing in house prices in the Peak District National Park on local people.	Credit one mark for each simple descriptive point and one for each elaboration. OR credit one simple statement that is then fully elaborated 1 + (1+1+1) Max 2 for simple statements.	1	3			4
	(iii)	Around half of the adults who live in the Peak District National Park travel to work outside the National Park. Describe the possible benefits that commuters could bring to village life in the National Park	Credit one mark for each simple descriptive point and one for each elaboration. OR credit one simple statement that is then fully elaborated 1 + (1+1+1) Max 2 for simple statements.	1	3			4
(b) Study page 7 of the separate Resource Folder.								

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
	<p>Explain how two of the following groups of people could benefit from production of limestone.</p> <p><u>Householder:</u> - <u>Farmer:</u> <u>Car owner:</u> <u>Builder:</u></p>	<p>For each group of people credit one mark for a simple benefit and a further mark for its elaboration. (2+2)</p> <p>Do not credit the choice of groups. The group of people may be directly taken from the resource or surmised from the uses.</p> <p>Allow information that is lifted if linked to appropriate groups.</p>	<p><u>Householder:</u> Paint products keep the home attractive (1) sealants keep water out/inside weatherproof (1).</p> <p><u>Farmer:</u> crushed limestone changes pH of soil (1) and increases productivity (1).</p> <p><u>Car owner:</u> limestone is used in steel making (1) so provides materials for car engines / bodywork (1) and is used in roads (1) making roads smoother / safer / quieter (1).</p> <p><u>Builder:</u> used in a number of building materials / cement / paving / building stone (1) so reduces need for imports (1) keeps building costs down (1).</p>	2	2			4
<p>(c) Quarrying leaves large holes in the ground. Blasting the limestone and carrying it away from the area may cause villages and roadsides to be covered in a layer of grey dust. Study the table on page 8 of the separate Resource Folder.</p>								
(i)	<p>Choose two of the businesses and explain why each one may suffer as a result of quarrying.</p>	<p>For each business credit one mark for a simple problem/issue and a further mark for its elaboration. (2+2)</p> <p>Do not credit the choice of business nor for merely restating information from the question stem.</p>	<p><u>Hotels and restaurants:</u> visual/noise pollution so fewer tourists attracted to area [1] resulting in loss of income [1].</p> <p><u>Agriculture:</u> noise of quarrying/blasting disturbs animals [1] affects breeding patterns/reduces profits [1].</p> <p><u>Transport:</u> Lorry congestion on roads [1] slow bus services/increases fuel costs [1].</p>	2	2			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(ii)	Study the photographs on page 9 of the separate Resource Folder. Explain why changing the use of a disused quarry may have both positive and negative effects on local people. Use evidence from OS map extract in your answer.	<p>Do not credit the choice of use. Max 4 marks if only positive or negative effects are given.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Gives generic descriptive or explanation points. No map evidence required. (1-2 marks)</p> <p>Level 2 Provides some description and explanation points. Some evidence that understanding of rural conflict / management has been applied. Some use of map evidence. (3-4 marks)</p> <p>Level 3: Provides an account which includes positive and negative effects and which includes detailed explanation. Specific evidence that understanding of rural conflict / management has been applied. Effective use of map evidence. (5-6 marks)</p>	<p>L1 – it will create local jobs / a facility for local teenagers / residents to use for recreation. There may be noise nuisance.</p> <p>L2 – Recreation facilities will keep local people fit. Noise from mountain bikes may disturb peace of village life. Increased traffic on narrow country roads could be a danger for locals.</p> <p>L3 – New recreation facilities will attract visitors who will use other local services / businesses such as shops /Post Office / village pub and this will help support existing jobs and create a positive multiplier effect in the rural economy. New jobs in the village may mean that local people do not have to commute out of area to find work. Too many visitors may create rural conflict eg congestion on narrow lanes and problems with parking in gateways especially at peak times eg Bank Holidays. Possible comparison with rural honeypot site.</p>		4	2		6
Total part B				6	14	3		23

Part C

	AO1	AO2	AO3	SPaG	Total
Question. Write a letter to the Peak District National Park planners to convince them whether or not quarrying should continue after current permissions run out. You may use information from other parts of this paper and ideas of your own. You should explain why you have chosen this option and explain your choice in terms of social, economic and environmental sustainability.	4	8	2	4	18
TOTAL for Unit 2B Higher	15	27	18	4	64

Award 0 marks if the answer is incorrect or irrelevant.

LEVEL DESCRIPTORS FOR PART C	
Level 1 1-4 marks	The candidate's response contains some specific detail about the area and options. There is some elaboration of ideas beyond that provided by the sources. <i>Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</i>
Level 2 5-8 marks	The candidate considers different options along with the effects of each. There is developed elaboration of ideas beyond that provided by the sources. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 9-11 marks	The candidate presents a letter that provides advice. It explores the positive / negative features of two effects of the decision (social / economic / environmental). There is some justification in terms of sustainability. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy</i>
Level 4 12-14 marks	The candidate presents a letter that clearly explores the positive / negative features of all effects of the decision (social / economic / environmental). They competently address sustainability. There is clarity in their justification of the decision. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Performance descriptions spelling, punctuation and the accurate use of grammar	
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Marking Procedure for Part C

This section is marked using a process of best fit where the candidate response is compared to levels of response mark scheme. Levels marking should be applied working upwards from the lowest to the highest level.

- Award QWC as an integral part of a best fit decision when making a judgement on the level.
- In levels marking candidates are credited for the quality of their answers, as opposed to merely crediting the number of responses they make. **Remember that you should apply no ticks when marking this section.** Mark the letter by indicating in the text where a contribution to a particular level has been made.
- Candidate responses in the letter and matrix should be considered together. As the degree of integration for a Level 3 response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the letter.
- If the candidate scores fewer than 7 marks in the letter look at the matrix. Apply a levels mark (L1 or L2) in the text wherever you judge a statement at that level has been written.
- Write a statement at the bottom of the matrix to indicate the overall level so far attained e.g. low/middle/high Level 1/Level 2.
- Credit the higher of the two marks gained by either the letter or matrix.

Award 0 marks if the answer is incorrect or irrelevant.

Once a mark (out of 14) has been awarded for the geographical content, award an additional mark (out of 4) as an assessment of the spelling, punctuation and the accurate use of grammar.



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