GCE MARKING SCHEME

GEOGRAPHY
AS/Advanced

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCE GEOGRAPHY. 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.

Assessment Objectives Grid for Geography - G1

Summer 2015

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)	0	2	3	**5**	1.3
(b)	8	2		**10**	1.3
(c)	7	3		**10**	1.1 & 1.4
	15	**7**	**3**	**25**	
Question 2					
(a)	0	2	3	**5**	2.2
(b)	8	2		**10**	2.2
(c)	7	3		**10**	2.3
	15	**7**	**3**	**25**	
Question 3					
(a)	1	1	5	**7**	2.5
(b)	2	1	5	**8**	
(c)	3	2	5	**10**	
	6	**4**	**15**	**25**	
	36 **(48%)**	**18** **24%)**	**21** **(28%)**		

Using the mark bands

The aim is to find the descriptor that conveys most accurately the level attained by the candidate, using the best-fit model. A best-fit approach means that marks should be awarded for a response that most fairly matches different aspects of the descriptor.

GCE GEOGRAPHY G1

MARK SCHEME – SUMMER 2015

Q.1   **(a)**   **Describe the pattern of temperature deviations shown in *Figure 1a*.**   **[5]**

Award 1 mark for a valid descriptive comment concerning the pattern shown and
1 mark for use of data from the resource (credit reference to figures that indicate deviation from the mean). There are a number of patterns that are identifiable:

- highest increases in the northern section of the Mid West
- decreases to the east/south/west
- high levels of positive deviations in an arc running from Central through Mid South, Mid Atlantic and North East
- closer to normal/mean temperatures in West/southern USA/Gulf coast/South East
  below mean temperature in Pacific West
- highest decreases in north west

Accept other valid comments that address general pattern.

Q.1   **(b)**   **Outline the effects on human activities of *one or more* extreme weather events.**

[10]

Candidates may examine one or more extreme weather events in response to this question. They may include a variety of extreme weather events that have been attributed to climate change such as hurricanes, exceptional rainfall events that lead to flooding, heat waves and short-term drought. One expected element of the answers will be a description of the extreme weather event(s) with some exemplar material as an illustration. The depth of detail will vary according to the number of types of extreme weather events selected. The main focus is however on the effects on human activities and this can include a number of characteristics:

- effects on economic activity – manufacturing, tourism, agriculture etc.
- effects on finance – insurance, repair, aid, compensation etc.
- effects on demographics – migration, population distribution, death
- effects on society – health, trauma, break up of community etc.
- effects on management – increased activity focused on preparation etc.

The actual content of the answer will depend upon the extreme weather event(s), the activity and the location selected.

There may be a number of approaches:
- focus on one or more events
- focus on location e.g. Gulf of Mexico
- focus on activities with reference to a variety of weather events.

Level 3 **8-10 marks**	Good knowledge and/or understanding of impacts on human activity. Good explanation of how extreme weather affects human activity. Good development of example(s).
Level 2 **4-7 marks**	Some knowledge and/or understanding of impacts on human activity. Some explanation of how extreme weather affects human activity. Examples are evident.
Level 1 **0-3 marks**	Basic knowledge of extreme weather event(s). Description of basic explanation of how extreme weather affects human activity. Little use of example(s).

Q.1 (c) Discuss the success of stategies used by pressure groups and/or individuals to address climate change. [10]
The question has two elements – a knowledge of the strategies used and a discussion of their success.

Strategies carried out by individuals will probably be centred on lifestyle choices such as switching to renewable energy, transport options, reduced energy use, energy efficient white goods, recycling, composting and buying food from local producers to save food miles. There will be other lifestyle strategies so be prepared to credit if they are valid.

There may also be candidates who make comment on the individual acting as part of a pressure group and these should be given credit as long as it has an individual focus. Where pressure groups, such as Greenpeace and Campaign against Climate Change, are addressed there may be comment on how they raise public awareness by their advertising, campaigns, social networking, media work and demonstrations. There may also be comment on the lobbying powers of the groups in the political arena. Some pressure groups also act directly to plant trees or organise land-use strategies to combat climate change.

Comment on the level of success may refer to the impact on green house gas emissions. Some answers may discuss the limited impact of individual action when compared with the growth of industrial powers such as China and India. Others may look at the variation in impact between countries with some societies, such as the USA, not giving full backing to strategies.

Level 3 **8-10 marks**	Good knowledge of the strategies used by pressure groups and/or individuals and how they can be applied to address climate change. Good discussion of the success of the strategies identified. Good development of examples.
Level 2 **4-7 marks**	**Either,** some knowledge of the strategies used by pressure groups and/or individuals and how they can be applied to address climate change. Some discussion of the success of the strategies identified. Some development of examples. **Or,** lacks balance – good knowledge or good discussion of strategies.
Level 1 **0-3 marks**	Basic knowledge of the strategies used by pressure groups and/or individuals and how they can be applied to address climate change. Basic discussion of the success of the strategies identified. Limited development of examples.

Q.2 (a) Compare the loss scores from earthquakes shown in *Figure 2*. [5]

Allow a maximum of 3 marks for comment on magnitude and a maximum of 3 marks for comment on composition of loss score.

The command word is compare, from WJEC list of term, requires: Give a point by point identification of **similarities and differences** or contrasts. There are usually marks reserved for the explicit use of comparative adjectives. There are a number of comments that can be seen from the resource.

Award 1 mark for a comparative comment with 1 mark for back-up (development) using data.

Magnitude comments	Composition comments
• Largest loss – Van • Smallest loss – Bingol • Accept comments on magnitude of difference; e.g. Van about 4.5 times more than Bingol	• Lice – largest proportion of deaths • Bingol – largest proportion of homeless • Van – largest proportion buildings uninhabitable • Allow comment on least • Allow comparisons of region for 1 mark

Q.2 (b) **Outline the tectonic processes operating at constructive plate margins and conservative plate margins.** **[10]**

The question is looking for knowledge of the processes that are operating at constructive and conservative plate margins and an explanation of the processes on the context of tectonic theory.

For constructive margins, candidates may refer to the plates being pulled apart by the rising limb of convection currents or the drag produced by subduction of the plate at destructive boundaries. This will lead onto a variety of related processes that may lead to landforms (NB it is the process that receives the credit and not the landform) – magma production at the boundary leading to the formation of volcanoes and lava plains, faulting and the production of rift valleys, the production of ridges by crust bulging and accumulation of volcanic rocks.

A conservative margin occurs when two plates move parallel to one another. Candidates may refer to one plate moving in the opposite direction to the other plate and comment on the resultant friction that results. When the build-up of friction is overcome the energy is released into the plate causing an earthquake. The point at which the earthquake occurs within the plate is called the focus and directly above the focus, on the earth surface, is the epicentre. Volcanic activity is not associated with conservative plate margins and plates are neither created nor destroyed.

Accept other valid processes that relate to tectonic activity.

Level 3 8-10 marks	Good knowledge of the processes at both margins. Developed understanding of how processes are linked to tectonics at both margins. Good development of examples.
Level 2 4-7 marks	**Either,** some knowledge of processes at both margins. Some understanding of how processes are linked to tectonics. **Or,** Lacks balance – good and developed knowledge of the processes at **one** margin. Developed understanding of how processes are linked to tectonics at one margin. Examples are evident and enhance the explanation.
Level 1 0-3 marks	Superficial knowledge of processes. Superficial understanding of how processes are linked to tectonics. Little use of examples.

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Q2. (c) Outline the social and economic impacts of *one or more* tectonic events. **[10]**

The content of answers will vary considerably with the selection of volcanic and/or earthquake event(s) and the examples used to illustrate the response. Responses may be structured in a number of formats – some may look at long- and short-term impacts, some may examine impacts as they refer to one event and some may see impacts as local, regional or global. If there is reference to more than one event then responses may outline how the social and demographic impacts differ.

Reference may be made to a number of impacts:
- impact of death e.g. affect workforce, impact on family life
- migration/displacement and impact on society/economy
- disease/injury
- disruption to normal life
- loss of housing
- damage to infrastructure – water, gas, electricity
- disruption of transport and communication
- breakdown of social order
- impacts on emergency services
- stress and trauma to population affected by tectonic event
- impacts on cultural heritage
- cost of rebuilding
- insurance costs
- unemployment
- loss of production.

Be prepared to credit other valid social/economic impacts and trade depth versus breadth.

Allow an event by event approach.

Level 3 8-10 marks	Detailed knowledge and developed understanding of social and economic impacts. Good development of examples.
Level 2 4-7 marks	**Either**, some knowledge and understanding of social and economic impacts. **Or**, developed understanding of either social **or** economic impacts – i.e. is unbalanced. Examples are evident and enhance the explanation.
Level 1 0-3 marks	Basic knowledge of social and economic impacts. Little use of examples.

6

Q.3 (a) Describe the variations in flood risk shown in *Figure 3*. [7]

Answers may refer to the increase in rate of discharge and/or rainfall intensity using data from the resource. Comment may also be made on the changes in the area flooded. This can take the form of extent and/or location of flooded areas. In the first photo there is a small area flooded next to the river in the west. In the second photo there is an increase in the area flooded in the west and there is flooding in the central reaches of the river. Flooding is still close to the river. There is a small area of flooding in the east. In the last photo flooding is more extensive and has spread from the the river in the central reaches.

Answers may also comment on the land use flooded – in the first photo it is mainly grass/trees. In the second photo there is flooding of housing in the west. In the third photo there is more housing flooded in the centre and some larger buildings (industry/shops/municipal buildings).

Level 3 6-7 marks	Good description of the changes with reference to discharge, rainfall intensity and flooding with good use of information from the resource. Comments need to recognise the increase in discharge, rainfall intensity and extent of flooding.
Level 2 3-5 marks	**Either,** some description of the changes shown to discharge, rainfall intensity and flooding. Some use of information from the resource. **Or,** good description of two variations – i.e. lacks balance.
Level 1 0-2 marks	Basic description of changes. Limited use of information from the resource.

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Q.3 (b) Describe how you would collect information on people's views of the *economic* impacts of flooding. **[8]**

The majority of candidates will refer to the collection of information via the use of a questionnaire. In these circumstances there may be reference to the structure of the questionnaire in the form of content and type of question. Candidates may also refer to the type of sample with the idea of a structured sample as the ideal. The number of people surveyed may be commented on as will the time, location and format of delivery (street based, house based, personal or postal etc). There may be some candidates who examine extended interviews of key selected members of the population to gain views and comment on what questions should be asked to whom. Some candidates may look for other sources of information such as local government or opinion on firms' websites, blogs,newspapers etc. Candidates may also include reference to elements of the planning stage e.g. sampling, pilot surveys etc.

Be prepared to accept valid method(s) as long as they contain a description of the method and an explanation of how it can be used to gain people's views.

Economic impacts may refer to costs of damage to housing and property, insurance premiums, loss of earnings, views on aid to other countries. Accept other valid economic impacts.

Level 3 6-8 marks	Good knowledge of data collection method(s) with direct reference to economic impacts. Developed description.
Level 2 3-5 marks	Some knowledge of data collection method(s) with reference to economic impacts. Some detail in description.
Level 1 0-2 marks	Basic knowledge of data collection method(s).

8

Q.3 (c) Discuss the strengths and weaknesses of *two* methods used to present information for an investigation into changing a physical environment that you have completed.

You should state clearly the question that you have investigated. **[10]**

The question consists of two elements – knowledge of the methods used to present information and an evaluation of the methods.

Expect a great variety of responses according to the investigation that has taken place. Many will describe tabulation, different graphs that have been produced such as pie, bar, line scatter etc. Other answers may refer to maps that have been drawn to show information such as located symbols, flow line, choropleth, isoline etc. Some candidates may look at the data in the form of visual representation as annotated photographs, sketches or video materials. The actual valid method is less important than the description and discussion of the method, which again will take a variety of formats according to the investigation completed.

Discussion may take the form of a review of the suitability of the methods used where candidates may reflect on the positives and negatives of the technique. Others may examine the precision of the data and look at the precision of data collection methods or sampling structure.

Level 3 8-10 marks	Good description of **two** methods used in the investigation. Good discussion of strengths and weaknesses of the methods of presentation.
Level 2 4-7 marks	**Either:** Some description of **two** methods used in the investigation. Some discussion of the strengths and weaknesses of methods of presentation. **Or:** Good description of **one** method (lower L2) or **two** methods (upper L2) used in the investigation – i.e. answer lacks balance.
Level 1 0-3 marks	Basic description of one or more methods used in the investigation.

Geography – G2

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)		2	3	5	1.1/2
(b)	8	2		10	1.1/2
(c)	7	3		10	1.3
	15	7	3	25	
Question 2					
(a)		2	3	5	2.5/6
(b)	8	2		10	2.2
(c)	7	3		10	2.4
	15	7	3	25	
Question 3					
(a)			7	7	2.4
(b)	4	4		8	
(c)	2		8	10	
	6	4	15	25	
	36 (48%)	18 (24%)	21 (28%)		

Using the mark bands

The aim is to find the descriptor that conveys most accurately the level attained by the candidate, using the best-fit model. A best-fit approach means that marks should be awarded for a response that most fairly matches different aspects of the descriptor.

10

Q.1 **(a)** **Use *Figure 1* to describe the population structure of China in 2012.** **[5]**

Allow 1 mark for a comment about population structure with an extra 1 mark for information from the resource to support that comment. For full marks there must be descriptive comment about the figures quoted from the pyramid.
Allow a broad tolerance for quoted figures from the pyramid.

Suggestions

Young people 14 years and below
More males than females: e.g. 10–14: 44 million boys, 37 million girls.
More males are born than females: e.g. 0–4: 42m males, 37m females.
Approximately 20m more males in total: 127m v 108m.

Adult population 15–64
Contains age ranges in which total population is considerably in excess of those in both the young group and the old group, e.g. 40–44: 65m males and 61m females with this age group being the modal one.
Males continue to dominate the gender structure.

Old population 65 and above
At 65–69 there appears to be equality between male and female with each having 22m.
As the population ages further so females begin to dominate: so 80–84: only 6m males to 7m females**.**

Some candidates may comment on the general shape of the pyramid, which is a valid approach.

Q.1 (**b**) **Explain differences in fertility between countries or regions.** **[10]**

The question is on **fertility** and some recognition of actual fertility rates and/or birth rates should be appreciated for a Level 3 response.

NB. Total fertility rate: the average number of children a woman has throughout her childbearing years, 15 to 49.
Birth rate: the annual number of births per 1,000 total population.

Suggested approaches
- Using the stages of the demographic transition for selected countries.
- Developing case studies, appropriately focusing on selected countries or regions.

Any valid alternative strategies should also be accepted.
Some helpful statistics follow.

DTM	Region/country	TFR	BR
	World Average	2.5	20
	More Developed	1.6	11
	Least Developed	4.4	34
Stage 2	Niger	7.6	50
	Angola	6.3	47
Stage 3	Paraguay	2.9	24
	India	2.4	22
Stage 4	UK	2.0	13
	Canada	1.6	11
Stage 5	Germany	1.4	8
	Romania	1.4	9

DTM = Demographic Transition Model; TFR = Total Fertility Rate; BR = Birth Rate

The outline below, using the demographic transition, is given as to suggest a possible structure for the answer and candidates may achieve full marks by any other valid route.

Reasons for relatively high fertility in **stages 1 and 2** of the demographic transition:

- Children needed to help on the farm.
- Children needed as a pension.
- Children needed as a health care service.
- More children needed to replace those who die young (high infant mortality e.g. Sierra Leone 128).
- Contraception not widely available.
- Contraception not culturally accepted.
- Lack of education regarding family planning (high school fees).

Stage 3 countries would have lower fertility due to the following developments:

- Establishment of medical centres with health checks and vaccinations against malaria and diarrhoea reducing infant mortality.
- Contraceptive advice available at health centres.
- Education is more affordable with fewer children in the family.

e.g. Total population of India is 1.27 billion. In Kerala, fertility has dropped from 7 to 1.7 due to:

- Sterilisation of women.
- Health care.
- Contraceptive advice.
- Education on family planning.
- High (90%) literacy rate amongst women.
- Education gives women confidence to take control of their own lives.
- Economic changes bring stability to society such as a minimum wage, owning property, the establishment of trade unions to argue for workers' rights.

Government incentives to reduce fertility by introducing anti-natal policies such as those practised in China where laws were introduced in 1979 not allowing more than one child per couple. Recently, some adjustments of the one child policy have occurred to make it more flexible and less harsh.

Stage 4 and 5 countries have low fertility; some factors encouraging this are:

- The baby boomers (1946–1954) have reached pensionable age: by 2021 20% of the population of the UK will be pensioners. Pensioners tend not to have many babies.
- Infant mortality is low, (UK 4.2); so not much pressure to replace those dying.
- The introduction of the pill and other efficient contraceptives since the 1960s has enabled choices about babies to be made.
- Many women have chosen to follow a career, delay marriage and delay a family so giving less time to produce many babies.
- People can choose a more materialistic lifestyle instead of babies.
- Government incentives to increase fertility by introducing pro-natalist policies such as those practised in France, Japan, Singapore and Russia, where some kind of tax and or cash incentive is provided to encourage procreation together with social changes in maternity and paternity work patterns.

(Figures from www.prb.org data sheet 2013.)

Allow answers that take a regional approach to define region flexibly, for example: inner city versus outer suburb; rural versus urban. Also allow credit for good responses that look at factors such as the role of women, education levels, nutrition etc.

Level 3 8–10 marks	Good knowledge and understanding of why there are differences in fertility between countries or regions. Good development of examples.
Level 2 4–7 marks	Some knowledge and understanding of why there are differences in fertility between countries or regions. Examples are evident and enhance the explanation.
Level 1 0–3marks	Basic knowledge and understanding of why there are differences in fertility between countries or regions. Little use of examples.

Q.1   (c)   Outline some of the impacts of migration on a country or region.   [10]

The impacts of migration are varied and will often be determined by the type of migration.

Voluntary
- Retirement to a more pleasant climate (UK to southern Spain).
- To find employment (North Wales to Liverpool).
- To avoid taxation (UK to Monaco).

Forced
- Refugees and asylum seekers: reasons include famine/war (Afghanistan, Egypt, Syria).
- Environmental (Soufriere Hills volcano, Montserrat).
- Slum clearance in UK inner cities.

Migrations can be **permanent** (UK to Australia) or **temporary** (second homes).
Circulation, i.e. movement on a daily basis, (commuting, shopping) is acceptable.

Migrations can be **internal** (from the NE USA to the "Sunshine" southern states) or external (eastern Europeans to western Europe).

The impacts of migration on exporting countries/regions can be local, regional and/or national.
Economic
- Skills shortages as the younger and dynamic people leave.
- Lack of workers to effectively develop the economy.
- Wage rates increase to keep and attract workers.
- Money flows back to the origin country/region from workers who have migrated.
Environmental
- Abandoned villages and farmland cause dereliction.
- Hill slopes are no longer maintained by farmers so terraces collapse and mass movement of soil down-slope occurs.

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Demographic
- Population will decline or increase less quickly, perhaps relieving population pressure.
- An exporting country will often receive migrants back when much older having spent their productive life and paid taxes elsewhere and now requiring lots of medical care.
- Birth rates will fall.
- Lack of young adults in society, particularly males.

Social
- Families separated: this leads to social and emotional issues.
- Lack of teachers and doctors cause a strain on the education and health services.

  The impacts of migration on receiving countries/regions can also be local, regional and/or national.

Economic
- Skills shortages are reduced.
- Original out-migrants return, now skilled, and help to improve the economy.
- Wage rates are moderated as migrants are willing and able to work long hours for less pay, often in 'less glamorous' and/or more 'arduous' industries.
- Money flows back to the origin country/region so reducing some of the economic benefit to the local community.

Environmental
- Land degradation in refugee areas of the Sahel.
- Pollution in informal settlements.
- Pressure to build new accommodation on rural land.

Demographic
- Total **numbers** of people will increase which may lead to over population.
- The **gender ratio** will change where a migration is dominated by either male (construction workers from India to Dubai) or females (Philippine females out-migrating to MEDCs).
- **Age** structures will change as people of different ages move in.
- **Birth rates** will increase as younger fertile people move in.
- **Death rates** will increase as retirement migration increases older people.

Social structure
The arrival ('invasion') of a non-indigenous group into an area, bringing different social customs and habits, leads to unwelcoming attitudes of the host community. Many examples exist involving, for example, Jews, Poles, Mexicans and Turks.

Politics

Political initiatives, laws and agreements to manage migration movements are introduced.

Although an attempt has been made to segregate the impacts, there is a considerable amount of overlap and integration between points.

Level 3 8-10 marks	Good knowledge and understanding of at least two impacts of migration on a country or region. Good development of example(s).
Level 2 4-7 marks	Some knowledge and understanding of at least one impact of migration on a country or region. Example(s) are evident and enhance the explanation.
Level 1 0-3marks	Basic knowledge and understanding of at least one impact of migration on a country or region. Little use of examples.

Q.2 **(a)** **Use *Figure 2* to describe the variety of land uses and their locations.**

[5]

Allow 1 mark for a comment about a land use with an extra 1 mark for information from the resource to support the location of that land use.

Award 2 marks for a basic list of land use.
Award 3 marks for a developed list of land use.
Award a further 2 marks for locational detail e.g.in the foreground, bottom, left, middle etc.

Suggestions
- Trees (deciduous) dominate the photograph in the foreground (bottom).
- In the middle distance, trees still occupy a lot of land, but here they are interspersed with buildings, many of which are large houses.
- Beyond the mix of trees and buildings, toward the top of the photograph, open grassy fields appear, but with some large areas of housing.
- At the very top of the photograph, trees and many open fields appear to dominate the landscape.
- A large car park dominates the built environment towards the bottom of the photograph in the middle.
- To the right of the car park is a rectangular grey building which could be a supermarket.
- To the right of this rectangular building and towards the centre of the photograph there is a dense concentration of buildings of several storeys this area may be the centre of a small town.
- There is a church with tower on the extreme right middle of the photograph.
- The houses mixed in with trees, across the centre of the photograph, appear to be large and detached with plenty of space between neighbours.
- To the left, just above the centre of the photograph is a church with a tower close to open green spaces which could be sports pitches and/or parks.
- Towards the top of the photograph on the right, some out of town developments may be present, a shopping centre or office park in the rural-urban fringe perhaps.

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Q.2 (b) Explain why people move away from large urban areas to live in more rural areas. [10]

The movement of both people and business from large urban areas to smaller towns and villages is termed counterurbanisation.

The factors which explain this counterurbanisation movement may be split between push and pull.

Push factors of an expensive, congested, dirty and polluted city with more crime and poorer educational opportunity.

Economic
- Decline in manufacturing industry in the inner city so people have lost jobs and move to newer located industry in the fringe and countryside.
- Filtering out from the inner city to the fringe and countryside with increasing wealth.

Social
- Student districts emerge due to the location of inner city universities and the enormous growth in student numbers. This can be a trigger for the indigenous inhabitants to move out to the fringe and countryside.
- Family life cycle: single person nearer the urban centre, families further out, possibly to fringe and countryside.
- Crime in an urban environment can be perceived as more common than in the fringe or countryside.

Cultural
- Colour/race/ethnicity induced migrations occur often to inner city areas for social, religious and cultural security. The influx of an 'alien' cultural influence can upset the indigenous population who feel "alienated" so decide to move away, possibly to the fringe and countryside.

Environmental
- Noise, smell, and dilapidated, run-down facilities and built environment could play a part in dislodging people from an urban environment.

Pull factors of a more pleasant environment with more open space, more affordable land and fresh air which is safer for children in terms of traffic and crime.

Perceptions of life in the countryside influence counter-urbanisation.
- The traditional rural settlement perception is that there is a good community spirit and a close-knit community where people are very sociable and meet regularly in a socially cohesive and amicable way to enjoy village functions.
- There is less crime in general and less vandalism in particular.

- It is peaceful, tranquil and quiet.
- There is little of any type of pollution.
- Any schools in the vicinity provide good education.
- Houses and gardens are large and people living here are, on average, wealthier.
- **Transport** improvements have increased the accessibility of rural areas and have attracted an influx of jobs and people.
- **Employment** opportunities have increased tremendously in the fringe and non-remote rural areas with the influx of manufacturing and quaternary industry and in particular the service industries of leisure, tourism and retailing.
- **Wealth** Many people, including the newly retired, are investing their growing wealth in more "pleasant" properties in the fringe and countryside.

Level 3 **8-10 marks**	Good knowledge and understanding of the explanation for the movement away from large urban areas to live in more rural areas. Good development of example(s).
Level 2 **4-7 marks**	Some knowledge and understanding of the explanation for the movement away from large urban areas to live in more rural areas. Example(s) are evident.
Level 1 **0-3marks**	Basic knowledge and/or understanding of the explanation for the movement away from large urban areas to live in more rural areas. Little use of example(s).

Q.2   (c)   Describe attempts to maintain a vibrant CBD.   **[10]**

In recent years CBDs have had to re-invent themselves to adapt to pressures:
- Competition from out-of-town developments
- Competition from the Internet
- Economic downturn in a recession

Suggestions
- Some CBDs have completely redeveloped with large new-build schemes incorporating leisure complexes and transport hubs.
- There has been much 'beautification' of the street environment with more pedestrianisation, flowers, fountains, hanging baskets and fancy lighting.
- CBD managers have been appointed to encourage events and attractions to draw people back to the CBD such as arranging street entertainers and late night shopping.
- Park and ride schemes have been introduced to encourage easier access than driving and parking in the CBD.
- Pop-up shops have been encouraged to rent empty shops for a short while.
- Growth of residential development, for example young professional and student apartments; the growth of the 24 hour city.

The function of CBDs has changed from one where retailing of goods was paramount to one where the CBD is seen as more of a recreation day out with a growing number of cafes, restaurants, cinemas pubs and clubs. So, many CBDs now have well-developed entertainment districts with, overall, less retailing space. The retailing space that remains has to work hard to maintain customers and profits due to the many afore mentioned pressures.

Answers could ideally select one or more of the themes above and describe, by using one or more case studies, how CBDs have adapted to change.

The specification concentrates on **retailing** in CBDs, but changes in the CBD are often multipurpose, incorporating leisure and recreation functions as well as retailing.

As well as an answer entirely focusing on retailing, allow a broader answer incorporating all CBD changes, as such changes will have an impact on retailing either directly or indirectly and help to maintain a vibrant CBD.

The question requires **description**; so long **explanations** should not be generously awarded.

Level 3 8-10 marks	Good knowledge and understanding used to describe attempts to maintain a vibrant CBD. Good development of example(s).
Level 2 4-7 marks	Some knowledge and understanding in order to describe attempts to maintain a vibrant CBD. Example(s) are evident and enhance the description.
Level 1 0-3marks	Basic knowledge and understanding in order to describe attempts to maintain a vibrant CBD. Little use of example(s).

Q.3 (a) Use *Figure 3* to describe the distribution of vacant shop units labelled TO LET. [7]

Suggestions

Brandon Parade East has shop units only on its southern side, seven of which are to let. This represents nearly half of the total units to let of 16 in the entire shopping area. The extremities of the street appear to have the majority of units to let with three being to the east end of the street and three being to the west end. The only remaining unit is in the centre of the street between Coral and Opticians.

Brandon Parade, a pedestrian shopping mall, provides shop units on both sides. To the eastern side four units are to let, again towards the extremities of the Parade, with two in the north and two next to each other right at the very end of the Parade in the south adjacent to Argos. To the west of Brandon Parade there are no shop units to let, although there is a large store to the south which is being refurbished and a third (or all of it) will become B&M.

The short Brandon Arcade has its southern side entirely occupied by Wilkinson, but has 5 units to let on the northern side. These units are in close proximity to each other contained within a block of only seven units.

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Each street has units to let and there appears to be a pattern in that the units to let are towards the extremities of a street with the exception of Brandon Arcade, itself a short side street mall on the extremity of the entire shopping area.

Some candidates may comment that in total there are 16 units to let out of approximately 92 units; some may calculate that this makes approximately 17% of the units to let or give an approximate figure of about 20%.

These may also note and possibly give such figures as the malls have approximately 72% of the shop units but only 53% of the vacant units. The shopping street of Brandon Parade East has only 28% of the shop units but has 47% of the vacant units, a much bigger proportion than in the malls.

Level 3 6-7 marks	Developed description of the distribution of vacant shop units with specific references to the resource. Some overall distribution comment.
Level 2 3-5 marks	Competent description of the distribution of vacant shop units. Some generalised references to the resource.
Level 1 0-2marks	Basic description of the distribution of vacant shop units with limited reference to the resource.

Q.3 **(b)** **Describe and justify other information that may be obtained to investigate vacant shop units in the area shown in *Figure 3*.** **[8]**

Suggestions

Other information	Justification
Information about shopping facilities out-of-town and in nearby places	To ascertain if competition is a major factor in shop closure
Pedestrian flow for various locations at various times	To ascertain which areas are more popular, so may trade better and to speculate on the impact of vacant shops on the trade of nearby shops
Footfall. The number of people entering/leaving individual shops	To ascertain the popularity of specific shops and therefore to estimate their likely survival/demise
Questionnaire information from visitors comprising the visitors' home location, mode of transport, when visits occur and why. Can include a question on the impact of vacant units	This provides information on sphere of influence, frequency of visits here compared to elsewhere, the order in which goods are being purchased and how often and which shops and services are most popular
Unit size	To compare selling areas to ascertain if there is a correlation between size of unit and success/failure.
Rateable value	To compare locational variations
Internet research on individual shops	To ascertain trading results and policies
Information from shop managers	To ascertain the current trading environment
Information from town centre and/or shopping centre managers	To enquire about policies to maintain a vibrant retailing experience
Photographs	To demonstrate the range of shops available and to show those shops juxtaposed to vacant units
Research from old Goad plans	To discover how retailing has changed
Completion of a Clone Town Survey	To discover if this area has characteristics of a clone town, which may impact on its attractiveness to shoppers
Classify type of shop and service present	For comparison with other centres
Locate certain shop categories	To analyse locations and perhaps complete a nearest neighbour exercise

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The question does **not** require descriptions of methods of collecting information.

Level 3 **7-8 marks**	Good knowledge and understanding used to describe and justify other information that may be obtained to investigate shop vacancies in the area shown in Figure 3.
Level 2 **4-6 marks**	Some knowledge and understanding used to describe and justify other information that may be obtained to investigate shop vacancies in the area shown in Figure 3.
Level 1 **0-3marks**	Basic knowledge and understanding used to describe and justify other information that may be obtained to investigate shop vacancies in the area shown in Figure 3.

Q.3 (c) Describe how you collected information for your investigation into a changing human environment. [10]

You should state clearly the question that you have investigated.

Marking will depend on the quality of response and must be adjusted to suit individual studies presented.

An expectation would be a variety of ways in which information has been collected. However, one intensive description of one collection method, such as a questionnaire, would be acceptable for a Level 3 mark.

Primary information collection
- May involve personal observation in the field such as environmental quality surveys, traffic counts and questionnaires.
- Primary data can be regarded as being deprived from websites in its raw form as a table of statistics or a map; then the figures in the table are subjected to statistical manipulation and the map is simplified and/or annotated.

Secondary information collection
- This can be acquired from published sources such as books, directories, maps journals, newspapers and websites. Names of websites and what information was derived are required for the more intensive description.

A research investigation would not require the elements involved in primary fieldwork collection, but an intensive description of the secondary resources used would be required, including the names of websites and what information was derived.

Credit highly any valuable, positive and geographically appropriate comments within the context of a valid geographical enquiry.

Credit with caution simplistic, self-evident, generalised and vague comments.

Level 3 **8-10 marks**	Developed knowledge and understanding of how information was collected. Good development using the context of the investigation
Level 2 **4-7 marks**	Competent knowledge and understanding of how information was collected. Some development using the context of the investigation.
Level 1 **0-3marks**	Basic knowledge and/or understanding of how information was collected. Basic development using generic and generalised concepts of information collected.

G3 Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3 A Themes 1-3	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	**25**
G3 A Themes 4-6	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	**25**
G3B (a) (b)	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	**10 15**
	35 46%	**20 27%**	**20 27%**	**75 (100%)**

Command Words WJEC A2 Geography

Account	Give reasons for.
Assess	This is an evaluative question - weigh up the importance of the subject. This means that there are a number of possible explanations/outcomes. You need to give the main ones and then say which you tend to favour.
Classify	Divide into groups or categories.
Discuss	Usually you are expected to build up an argument about an issue and to present <u>more than one side</u> of the evidence with supporting examples. This creates a written debate identifying both positive and negative points and then you must **reach a conclusion** from the debate. You should both describe and explain. Try to create a balanced answer and summarise your view at the end.
Evaluate	Evaluate requires and overall statement of the overall quality or value of the feature/issues being considered. You need to <u>state a viewpoint</u>, after consideration of the evidence. In both cases your own judgement/opinion is wanted. Although an opinion cannot be marked incorrect, credit is given for the justification of the position you've taken up. It is usually best not to adopt an extreme viewpoint; a balanced answer is best. With assess and evaluate, particularly in G4, there are many occasions where there are two sides to an argument and evidence should be put forward for both sides, or that certain strategies or actions may have beneficial outcomes but also costs attached to them. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
To what extent How far do you agree	Give possible explanations for and against and justify which you tend to favour
Examine	Investigate in detail, offering evidence for or against a point of view or judgement.

SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
Level 5 Very good	21– 25	• A response that demonstrates a high order of conceptual understanding and an appreciation of the holistic nature of geography within the context of the question. • Critical analysis, synthesis and assessment of the connections between the different elements of the subject. • Wide-ranging, thorough and accurate knowledge. • Detailed and possibly original exemplification. • Well-directed and well-annotated sketch maps/diagrams. • A well-structured, coherent and logical response. • Complex ideas expressed clearly with few, if any, errors in grammar, punctuation and spelling.
Level 4 Good	16 – 20	• A confident grasp of relevant concepts and principles. • Sound analysis, synthesis and assessment of some of the connections between the different elements of the subject. • Good factual knowledge and understanding. • Appropriate exemplification. • Appropriate, basically accurate annotated sketch maps/diagrams. • The response is clear, coherent and appropriately structured. • The quality of English is consistently sound. <u>At the lower end</u> • Arguments may not be fully developed. • Some lack of balance. • Minor flaws in logical ordering or linguistic expression. • Diagrams not well-integrated.
Level 3 Average	11 – 15	• A reasonable grasp of relevant concepts and principles. • Arguments are partial with points limited in range, depth and development with only limited linkage. • A secure, straightforward base of knowledge and understanding. • Examples are superficial and may be variable. • Limited use of basic diagrams. • There may be some loss in coherence. • Language is correct but simplistic. <u>At the lower end</u> • An unfocused or potentially relevant response. • Weaknesses in structure and expression.

Summary Descriptor	Marks out of 25	Criteria
Level 2 Marginal	**6 – 10**	- Some grasp of concepts and principles is evident, but there may be inaccuracies and misconceptions. - Arguments are weakly presented and most points are generalised or of partial relevance to the question with little or no linkage. - Some knowledge and understanding, but it is limited in scope. - There is limited use of examples. - Sketch maps/diagrams contain inaccuracies. - The response lacks fluency. - Expression may be poor and there are basic errors in the spelling of geographical terms. <u>At the lower end</u> - Understanding of the question is weak.
Level 1 Weak	**1 – 5**	- There is minimal understanding of subject material. - Organisation of material is poor and although occasional relevant points are made much is irrelevant. - The response demonstrates poor knowledge and understanding and contains errors. - Little use of examples or if evident they are irrelevant to the question. - The response may be incomplete or difficult to follow. - The answer is poorly written and contains basic errors in the spelling of geographical terms.

CONTEMPORARY THEMES IN GEOGRAPHY

SECTION A

MARKSCHEME SUMMER 2015

INFORMATION FOR EXAMINERS

Mark the answers according to the level descriptors in the generic mark scheme and when determining the mark and taking everything into account, allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

If candidates answer in a way that is not anticipated by the mark scheme, but has an acceptable answer to the question set, please use the generic mark scheme on page 3 to determine an appropriate mark. If in doubt, please consult your team leader.

Theme 1 Extreme Environments

Q.1   Examine positive and negative outcomes of human activity on the desert environment.   **[25]**

Candidates:

   i.   Should show knowledge and understanding of the positive as well as the negative outcomes of human activity on the desert environment;

   ii. Should show the ability to examine the positive as well as the negative outcomes of human activity; better candidates should provide a more detailed examination.

Human activities that may be identified include population growth, mineral exploitation, farming and tourism. The approach to the question may be regional by examining the positive and negative outcomes of human activity on different desert environments or thematic by looking at human activities individually.

Candidates are likely to make reference to the negative ecological and environmental outcomes of human activity, due to the fragile and special qualities of the desert environment with explanation and illustration of this fragility, as well as negative social outcomes and argue that there are also social (education) and environmental (conservation) positive outcomes of human activity.

To reach the **very good (Level 5)** category of assessment, candidates need to examine the positive and negative outcomes and are likely to discuss the imbalance between the two. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.2 **Discuss strategies used to manage human activities in tundra environments.**

[25]

Candidates:

i. Should show knowledge of the characteristics of and human activity in tundra environments;

ii. Should show understanding of strategies used to manage the characteristics of and human activity in tundra environments;

iii. Should show the ability to discuss strategies used to manage human activity in tundra environments; better candidates should provide a more detailed discussion.

In relation to tundra environments, candidates may examine the threats posed by mineral exploitation, airborne pollution, global warming and tourism. Do not expect reference to all these for full marks.

They may refer to the negative impacts on a variety of elements of the tundra environment. Reference needs to be made to the fragile and special qualities of the tundra environment with explanation and illustration of the strategies used to manage this fragility. When discussing the strategies used to manage tundra environments, candidates may present a range from conserving the tundra environment, alleviating the impacts of human activity, controlling the use of tundra environments and monitoring the impacts of human activity. Candidates should display a grasp of a number of these, but do not expect all to be considered as candidates may choose to use examples that enable only a limited number of management strategies to be discussed in depth; therefore credit either the depth or breadth of coverage.

The discussion could take the form of comparisons in place elsewhere to manage tundra environments or on the basis of the extent to which tundra environments can be managed. In order to reach the **very good (Level 5)** band, in addition to sound factual content of the strategies used to manage human activity in tundra environments, there needs to be some discussion of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 2 Landforms and their Management

Glacial Environments

Q.3 **Examine processes and the resultant landforms of glacial erosion.** **[25]**
Candidates:

       i. Should show a knowledge and understanding of processes of glacial erosion;

      ii. Should show an understanding of the link between erosional processes and the development of landforms of glacial erosion;

     iii. Should show the ability to examine the processes and landforms of glacial erosion; better candidates should provide a more detailed examination.

Candidates may examine the production of macro, meso and/or micro-scale landforms that are the result of predominantly glacial erosion processes of abrasion and plucking and sub-aerial processes of frost shattering. Macro-scale landforms produced by erosional processes include cirques, arêtes, pyramidal peaks, glacial troughs, hanging valleys, truncated spurs and crag-and-tail landforms. Meso-scale landforms include roches moutonnées. Micro-scale landforms include striations. Accept any answers that refer to fluvioglacial erosion processes of abrasion and cavitation and associated landforms such as subglacial meltwater channels.

Candidates who focus on a set of landforms that are essentially depositional can only reach the top of **average (Level 3)** as long as the reference to erosion as an influence on their development is central to the discussion.

In order to reach the **very good (Level 5)** band, in addition to sound factual content of the processes and landforms of glacial erosion, there needs to be some examination of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.4 **Discuss how human activities are affected by glacial processes and landforms.**   **[25]**

Candidates:

     i.   Should show a knowledge and understanding of the opportunities for and constraints on human activity in glacial environments;

     ii.   Should show the ability to discuss ways in which human activities are affected by glacial processes and landforms; better candidates should provide a more detailed discussion.

Answers may make reference to the landforms themselves and outline the impact of the glacial environment on leisure, tourism, communication, industry, agriculture, settlement, mining and quarrying and construction. If the focus is on geomorphological processes, candidates could discuss avalanches, rock falls or thawing permafrost as influences on human activities.

In order to reach the **very good (Level 5)** band, in addition to sound factual content of how human activities are influenced by glacial environments, there needs to be some discussion of these. The discussion could take the form of comparisons of positive and negative influences in different glacial environments or on the basis of the extent to which human activities are influenced by glacial environments. Credit either the depth or breadth of coverage. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Coastal Environments

Q.5 **Examine processes and the resultant landforms of coastal erosion.**   **[25]**

Candidates:

     i.   Should show a knowledge and understanding of processes of coastal erosion;

     ii.   Should show an understanding of the link between erosional processes and the development of landforms of coastal erosion;

     iii.   Should examine the processes and landforms of coastal erosion; better candidates should provide a more detailed examination.

Candidates may examine the production of landforms that are the result of predominantly marine erosion processes of attrition, corrosion, corrasion and hydraulic action (headlands and bays, wave-cut platforms, caves, blowholes, arches, stacks), together with landforms that result from sub-aerial (cliff face) processes of weathering and mass movement or examine the influence of sea level changes on erosion (marine platforms). Candidates who focus on a set of landforms that are essentially depositional can only reach the top of **average (Level 3)** as long as the reference to erosion as an influence on their development is central to the discussion. Credit either the depth or breadth of coverage. In order to reach the **very good (Level 5)** band, in addition to sound factual content of the processes and landforms of coastal erosion, there needs to be some examination of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.6 **Discuss how human activities are affected by coastal processes and landforms.** **[25]**

Candidates:

   i.   Should show a knowledge and understanding of the opportunities for and constraints on human activity in coastal environments;

   ii. Should show the ability to discuss ways in which human activities are affected by coastal processes and landforms; better candidates should provide a more detailed discussion.

Answers may make reference to the landforms themselves and outline the impact of the coastal environment on leisure, tourism, communication, industry, agriculture, settlement, mining and quarrying and construction. If the focus is on geomorphological processes, candidates could make reference to cliff erosion or deposition in estuaries and deltas as influences on human activities. Credit either the depth or breadth of coverage.

In order to reach the **very good (Level 5)** band, in addition to sound factual content of how human activities are influenced by coastal environments, there needs to be some discussion of these. The discussion could take the form of comparisons of positive and negative influences in different coastal environments or on the basis of the extent to which human activities are influenced by coastal environments. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 3 Climatic Hazards

Q.7 **Account for *either* seasonal variations *or* periodic changes in climate.** **[25]**

Candidates:

    i.   Should show knowledge and understanding of **either** seasonal variations **or** periodic changes in climate; better candidates may offer some supporting statistics or qualified descriptive statements in relation to temperature and precipitation changes;

    ii.   Should show knowledge and understanding of the factors influencing these changes; better candidates should mention a wider range of factors.

Candidates may refer to one climatic type from either a tropical or temperate region. For the tropical region seasonal changes are far more marked in savanna and monsoon climates and for the temperate region seasonal changes are more pronounced for the continental interior and east coast margin, but most candidates will probably take the British western margin type.

Reference should be made to temperature, precipitation, winds and pressure level changes. It would be pleasing to see some candidates offering some supporting statistics in relation to temperature and precipitation changes, but if not, candidates should use qualified descriptive statements.

For the tropical region the most important factor is the effect of the apparent seasonal migration of the overhead sun and the associated migration of the ITCZ and movement of pressure and wind belts. Other significant factors include the effects of land and sea distribution, ocean currents and orographic influences vis-à-vis prevailing winds. For the temperate region, the movement of global pressure and wind belts should be included as an important factor. In addition, the movement of the jet stream further south in winter and the relative seasonal significance of the various air masses should be referred to as important influences. Whether the tropical or temperate region is taken, annotated diagrams are likely to form an important component and good credit should be given to well annotated and well integrated diagrams that clearly illustrate the factors being discussed.

Periodic variations in climate occur over both the long term and short term. Glacials and interglacials are examples of long-term changes. El Niño/La Niña cycles are examples of short-term changes. Explanations of periodic changes may include Milankovitch cycles, sun spot activity and volcanic activity.

For **very good (Level 5)** responses, detailed and thorough explanations are needed. A range of factors need to be addressed in a good and balanced way for candidates to reach the **good (Level 4)** category and where only one factor is mentioned, the answer is unbalanced and unlikely to reach beyond the **average category (Level 3).**

Q.8   Discuss effects of hazards associated with low-pressure systems.   [25]

Candidates:

  i. Should show knowledge and understanding of the hazards associated with low-pressure systems;

  ii. Should show the ability to discuss the effects of hazards; better candidates should provide a more detailed discussion.

There may be reference to demographic effects at both time scales such as deaths and long-term migration. Economic effects may analyse losses in the short term such as cessation of production and costs of damage in the long term, such as the effects on economic activity and infrastructure. Social effects may include observations on health, homelessness and bereavement. There may also be consideration of the effects on the physical environment such as landslides, deforestation and salinisation. Credit either the depth or breadth of coverage.

The discussion may take a number of different approaches including an assessment of whether short- or long-term effects are the most significant or an evaluation of the effects in different areas, MEDC/LEDC.

A detailed and balanced discussion is required for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 4 Development

Q.9 Examine reasons for contemporary differences in development. [25]

Guidance:

Candidates should:

  i. Should show knowledge and understanding of the differences that exist in contemporary patterns of development;

  ii. Should show knowledge and understanding of the reasons for these differences;

  iii. Should show the ability to examine the reasons; better candidates should provide a more detailed examination.

The identification of contemporary differences in development may include reference to the large economic and consequent social divide between richer countries and poorer countries as indicated by the World Bank's four-fold classification. This part of the response may be usefully supported by actual statistics. As of 1 July 2013, the World Bank income classifications by GNI per capita were as follows:
Low income: $1,035 or less;
Lower middle income: $1,036 to $4,085;
Upper middle income: $4,086 to $12,615 and
High income: $12,616 or more.
Other contemporary divisions may include a categorisation of countries based on the development continuum from MEDCs–OPECs–NICs–RICs–FCCs–LEDCs–LDCs (or similar).

Candidates may refer to social and sustainable aspects of development in their identification of contemporary differences in development.

Accounting for contemporary differences in development may well be approached by identifying the physical, economic, social and political and cultural factors affecting the rate and nature of development or by identifying factors that hinder the closing of the development gap such as the burden of Third World debt, the role of Trade blocs and social and cultural constraints. The cover need not be exhaustive. Candidates may make reference to the countries in Brandt's 'South' that have recently benefited from the globalisation of economic activity, as illustrated by the rise of NICs/RICs and oil rich countries. Expect the explanation to be supported by appropriate exemplification.

Some candidates may recognise that economic growth is currently occurring in Sub-Saharan Africa and acknowledge that several African countries (e.g. Ghana and Ethiopia) are among the fastest growing in the world where medium-term growth prospects remain strong and should be supported by a pick-up in the global economy, high commodity prices, and investment in the productive capacity of the region's economies. Candidates may refer to social and sustainable aspects of development in their explanation of contemporary differences in development.

To reach **very good (Level 5)** a well-balanced answer with an examination is needed. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.10. **Discuss trade and aid as strategies for reducing the development gap.** **[25]**

Candidates:

    i.   Should show knowledge and understanding of trade and aid as strategies for reducing the development gap;

    ii.   Should show knowledge and understanding of the effectiveness of trade and aid as strategies for reducing the development gap;

    iii.   Should show the ability to discuss trade and aid as strategies for reducing the development gap; better candidates should provide a more detailed discussion.

Expect candidates to discuss trade and aid as approaches to reducing the development gap. In terms of trade a distinction may be made between 'free' and 'fair trade' and candidates may refer to the benefits of trade such as increases in the amount of wealth being generated, allowing an increase in living standards. In terms of aid a distinction may be made between 'top-down' and 'bottom-up' strategies and multilateral, bilateral and emergency aid. There are examples of countries such as Vietnam that are trying to improve their economies, often through a mixture of both systems.

The discussion may make reference to both the positive (improved human development indicators and economic growth rates) and negative effects on development (inequality, corruption and environmental deterioration) of the initiatives discussed and the doubts, expressed by some economists, that many of the world's poorest countries cannot be competitive as they have too many problems such as HIV/AIDS, internal conflicts and climatic problems such as drought. Candidates may make reference to FDI and initiatives for debt reduction as alternative strategies.

Answers must discuss the degree of success of the strategies employed in order to achieve a **very good (Level 5)** category of response. Expect the discussion to be supported by appropriate exemplification. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 5 Globalisation

Q.11 **'Technology is the prime factor responsible for economic globalisation.'**
Discuss. **[25]**

Guidance:

Candidates:

i. Should show knowledge and understanding of factors responsible for the globalisation of the world economy;

ii. Should show the ability to discuss the factors; better candidates should provide a more detailed examination.

The factors responsible include financial factors (the emergence and investment policies of transnationals), computer technologies, transport and communication technologies, and the role of the WTO and trade blocs.

Financial factors contribute, such as foreign direct investment (FDI), where a company has at least a 10% interest in the investment in a receiving country. This investment has been made in order to lock into cheaper production costs (labour, raw materials), and cheaper operating and environmental costs. Another reason for investment overseas is that companies involved have sought to circumvent import restrictions such as quotas and tariffs on their goods. Several LEDCs have encouraged investment as a way of developing their economies.

Computer technologies, such as broadband, the World-Wide Web, videoconferencing and email have speeded up the flow of information and communications. This has enabled business deals to be completed more efficiently and far more quickly. The reduction in the price and increase in the speed of transport technology have meant that goods and people can travel further, more cheaply and faster than at any time in history, and with ever-improving comfort and/or convenience. This has reduced the friction of distance and enables companies to locate more economically and take their product to the world market using extremely cheap and efficient transport modes. The tourism industry in particular has benefited from these factors.

The WTO has been working towards promoting free trade between nations and reducing anti-competitive tariffs and quotas that restrict the integration and the flow of goods and services between countries. Trade blocs, e.g. the European Union, wield a lot of global power in trading matters. The very existence of trading blocs is a factor that is symptomatic of the process of globalisation. The role of national governments in encouraging economic globalisation may also be recognised.

Expect **very good** answers to show clear understanding of the processes involved and to contain specific illustrative detail and examples. A discussion may look at the relative worth of each factor or recognise that these factors operate in an inter-related way. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.12 **''The advantages of being a NIC outweigh the disadvantages.' Discuss.** **[25]**

Guidance

Candidates:

    i.   Should show knowledge and understanding of the advantages and disadvantages of being a NIC; better candidates will show a more detailed knowledge and understanding;

    ii.   Should show the ability to discuss the statement; better candidates should provide a more detailed discussion.

Economic advantages for NICs include the expansion of industries and services, increased international trade, rising incomes and infrastructure improvements.

Economic disadvantages include widening regional disparities as economic activity is concentrated in core growth areas.

Social advantages include an expansion of employment opportunities, but disadvantages include labour exploitation, altered social structures, exposure to the influences of westernisation, increased consumerism, a loss of traditional society and social dualism in cities.

Environmental advantages may include reference to aided habitat preservation and national park developments. Environmental disadvantages may include the over exploitation of resources by TNCs, increased congestion in core regions, various kinds of pollution, loss of open space and habitats and environmental degradation.

Political impacts may include the expansion of the influence of TNCs and an associated reduction in the powers of government.

The discussion should take the form of an assessment of disadvantages compared to benefits, but be prepared to credit those candidates who see a spatial and/or temporal difference in impacts.

In order to reach the **very good** band (Level 5), in addition to sound factual content of disadvantages and benefits based firmly on case study material of one or more NICs, there needs to be some discussion of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 6 Emerging Asia

China

Q.13 **Examine reasons for economic change in China.** (25)

Candidates:

    i. Should show knowledge and understanding of reasons for economic change in China;

    ii. Should show the ability to examine the reasons; better candidates should provide a more detailed examination.

Candidates may identify how the economy of China has changed in the last thirty years, with the decline of many old manufacturing industries owned by the state (SOEs) with mainly strategic SOEs left such as steel, petrochemicals and cars; the transfer of SOEs to private ownership leading to increased efficiency and modernised production; the crucial role of FDI with foreign firms located in SEZs; the concentration of new industry in coastal cities and SEZs; the growth of new industries – all kinds of modern technology – and the growth of export markets based on low labour costs; rural–urban migration especially to east coast cities and the growth of many new small manufacturing firms (TVEs) in towns and cities.

Expect candidates to discuss the economic, social, political, technological, demographic and physical reasons for these changes that may include the failure of Mao's socialist policies to create wealth and industrial prosperity, the realisation that China was being left behind in the global community, the need to modernise industry rapidly with the aim to get transfer of technology from foreign firms through FDI, the Open Door policy of Deng in 1978, improvements in education and skills, the availability of a large, cheap workforce, the proximity of SEZs to important economic centres such as Taiwan and the need for resources e.g. oil and minerals for industrial development. FDI in China increased from US$3.5 billion in 1990 to US$106 billion in 2010.

Expect **very good (Level 5)** answers to show clear understanding of the reasons involved and examine the reasons by looking at the relative importance of different factors with specific illustrative detail and examples. There may be some recognition that the factors outlined above operate in an inter-related way. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.14 **'The impact of globalisation on China has been mostly negative.' Discuss. [25]**

Candidates:

 i. Should show knowledge and understanding of the negative and positive impacts for China associated with globalisation;

 ii. Should show the ability to discuss negative and positive impacts; better candidates should provide a more detailed discussion.

Economic impacts include benefits such as the expansion of industries and services, increased international trade and exponential growth in exports and the entry of China into the WTO in 2001, rising incomes and infrastructure improvements. Competition from abroad will help the Chinese to raise levels of efficiency and force the large SOEs (State Owned Enterprises) to either modernise or dismantle.

Economic impacts include widening regional disparities as economic activity is concentrated in core growth areas along the east coast, labour exploitation, exposure to the influences of westernisation, increased consumerism and the increase in China's 'floating' population.

Political impacts may include the expansion of the influence of TNCs, the change in state economic policies and the move to a socialist market economy.

Expect the environmental impacts associated with globalisation to be seen as mostly negative, although some candidates may comment on the progress made by Chinese manufacturers to develop solar, wind and clean coal technology for global markets.

Expect the discussion to take the form of conflicting views on the part of the government, rural and urban dwellers and outside commentators of benefits compared to positive impacts.

Conflicting views need to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

India

Q.15 **Examine reasons for economic change in India.** **[25]**

Candidates:

    i.   Should show knowledge and understanding of reasons for economic change in India;

    ii.   Should show the ability to examine the reasons; better candidates should provide a more detailed examination.

Candidates may identify the growth of manufacturing industries, service and financial industries and in agriculture. Economic change includes the growth of modern steel, pharmaceuticals, textiles, clothing, and a substantial high-tech electronics sector e.g. mobile phones and the growth of service industries – call centres, back office jobs, outsourcing from Europe / US and the growth of entertainment industries – Bollywood.

Expect candidates to discuss the economic, social, political, technological, demographic and physical reasons for these changes.

Reasons responsible for this growth include economic factors (the emergence and investment policies of transnationals together with the growth in Indian firms), social factors including the growth of an urban middleclass, educated population who have become consumers themselves, providing a large market for new consumer goods, technological factors (the speed and distance over which communications and movement can now take place due to computer, transport and communication technologies and technological changes in agriculture) and political change (the role of governments in encouraging outside investment e.g. the development of SEZs to attract FDI in Mumbai and Gopalpur).

Expect **very good (Level 5)** answers to show clear understanding of the reasons involved and examine the reasons by looking at the relative importance of different factors with specific illustrative detail and examples. There may be some recognition that the factors outlined above operate in an inter-related way. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.16 **'The impact of globalisation on India has been mostly negative.' Discuss.   [25]**

Candidates:

   i.   Should show knowledge and understanding of the negative and positive impacts for India associated with globalisation;

   ii. Should show the ability to discuss the negative and positive impacts; better candidates should provide a more detailed discussion.

Candidates may identify the economic impacts of globalisation such as the growth of Indian TNCs, expansion of industries and services, increased international trade and growth in exports, rising incomes and infrastructure improvements. Beneficial effects of globalisation on India include foreign investments into pharmaceutical, petroleum and manufacturing industries, which have provided a significant boost to the Indian economy along with new employment opportunities, and have contributed to the reduction in levels of unemployment and poverty. Foreign companies bring advanced technology, helping to make Indian industry more technologically advanced; as a result India has seen an increase in international trade with a growth in exports, rising incomes, and infrastructure improvements.

However, globalisation has also had some negative effects, such as increased competition in the Indian market between foreign and domestic companies. Other negative effects are growing consumer preferences for buying foreign goods, and a reduction in labour requirements due to the introduction of advanced technologies that require less labour, especially in heavy manufacturing. Negative economic costs include widening social and regional disparities, exposure to the influences of westernisation, increased consumerism and the negative social impact of globalisation on India's poor. Expect the environmental effects associated with globalisation to be seen as mostly negative.

Expect the examination to take the form of conflicting views on the part of the government, rural and urban dwellers and outside commentators of negative impacts compared to positive ones.

Conflicting views need to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

G3 Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3 A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	**25**
G3 A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	**25**
G3B (a) (b)	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	**10 15**
	35 46%	**20 27%**	**20 27%**	**75 (100%)**

INFORMATION FOR EXAMINERS

Mark the answers according to the level descriptors in the mark bands and when determining the mark and taking everything into account, allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

If candidates answer in a way that is not anticipated by the mark scheme, but provide an acceptable answer to the question set, please use the generic mark scheme on page 2 to determine an appropriate mark. If in doubt, please consult your team leader.

Generic Mark Scheme for G3B

G3B contains ten two part questions marked out of 10 (Part a) and 15 (Part b).

Part (a) is marked in three levels.

Level	Description of quality	Marks Range	Characteristics of level (It is not necessary to meet all of the characteristics to be placed in a level)
3	Very good Good	8-10	Very good knowledge and understanding used critically which is applied to aspect(s) of research enquiry examined. The work is obviously based on research and uses it to provide good supporting evidence. A clear, coherent mini essay that is grammatically correct. May include well-annotated maps and/or diagrams to support answer. Allow full marks for thorough description.
2	Average	4-7	Good knowledge and understanding with some critical appreciation of the aspect(s) of research enquiry examined. A clear structured mini essay that uses good quality of written communication but argues points soundly rather than strongly. Appropriate diagrams and/or maps not always fully labelled.
1	Weak	1-3	Some limited knowledge and understanding of aspect(s) of research enquiry examined but some points may be partial and lack exemplar support from research. 'All I know' rather than an answer to the question. Language is variable; lacking paragraphs and may have weak grammar and syntax.

Part (b) is marked in four levels.

Level	Description of quality	Marks Range	Characteristics of level (It is not necessary to meet all of the characteristics to be placed in a level)
4	Excellent Very Good	13-15	Very good knowledge of the topic studied and a critical awareness of the route to enquiry and findings as applied to the topic in question. Provides very good support from own research. Written in a sound coherent essay style, which is grammatically correct with a sequence of ideas that enable the question to be answered fully. Concludes in relation to the question. May include well-annotated maps and/or diagrams to support answer.
3	Good	9-12	Good knowledge of the topic with some gaps. Understanding of the route to enquiry and findings is present with some critical awareness, but this may be sound rather than strong. A clearly structured essay that uses good quality of written communication. Appropriate diagrams and/or maps not always fully labelled.
2	Average Marginal	5-8	Knowledge and understanding present but some points may be partial and lack exemplar support from research theme studied or may only be of potential relevance to the research topic. Language is straightforward and will possibly lack paragraphing. Perhaps going off on a tangent with an 'all I know' answer.
1	Weak	1-4	Some knowledge and understanding but with gaps and misconceptions that indicate an inability to understand the question. Evidence that the research was superficial. Only limited support from research. Language is variable and slips occur.

GCE GEOGRAPHY

SECTION B: RESEARCH

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY
MARK SCHEME SUMMER 2015

(a) **Describe and evaluate different methods of presenting information that could be used in an investigation into (context).** **[10]**

As with previous examination series there is no need to draw parallels with their own study, but this should be credited if it helps to develop the answer. Methods of presenting information should be appropriate to the topic under investigation. Candidates should demonstrate their knowledge of methods of presenting information and show how they might or might not be appropriate. Any suitable methods (i.e. related to the topic) should be credited.

Expect there to be a range of methods of presenting information, which may be illustrated or supported with examples, e.g. maps (range of different types), graphs, tables, photographs, tables, GIS.

From the WJEC list of command words: **Describe**: Identify distinctive features and give descriptive, factual detail. **Evaluate**: candidates are expected to give an overall quality or value to the method(s) of presentation being considered. They need to state the advantages and disadvantages of the methods of presentation; a balanced answer is best.

Award a maximum of Level 2 if there is no relevance to the topic area.

Level 3 **8-10 marks**	A **good** description and evaluation of appropriate methods relevant to the topic area, developed in some depth. **Good** evaluation of advantages and disadvantages of the methods used. Answers can access this level without reference to their own investigation, although if mentioned it should be given credit.
Level 2 **4-7 marks**	**Either**: some description and evaluation of appropriate methods, relevant to the topic area. **Or**: unbalanced – detailed description or detailed evaluation.
Level 1 **1-3 marks**	**Basic** description of the methods. There may be just a list of the methods and / or basic evaluation.

(b) **Outline the findings of your investigation into (context), and discuss the reliability of your investigation.** **[15]**

You should state clearly the title of your research enquiry.

The content will depend upon the investigation undertaken, but in their answers candidates should give a summary of their findings (using evidence) and discuss how they affected the reliability of their investigation. Expect some use of supporting evidence to access higher levels.

'Reliability' relates to the findings reached, and the impact the findings might have upon the investigation, which is a reflection of the accuracy and reliability of their methods and sources used as a means of obtaining information pertaining to their investigation. For example: reliability can be viewed as the ability to be relied on or depended on, as far as accuracy, honesty, or achievement are concerned. Better candidates will probably recognise the links to theory and make some comment on how the reliability could have been improved.

From the WJEC list of command words: **Discuss**: usually you are expected to build up an argument about an issue and to present **more than one side** of the evidence with supporting examples. This creates a written debate identifying both positive and negative points and then you must reach a conclusion from the debate.

Credit breadth or depth of the discussion.

Level 4 **13-15 marks**	**Detailed** outline of the findings of their investigation, with good evidence/support. Good discussion about the extent to which their investigation can be regarded as reliable.
Level 3 **9-12 marks**	**Either**: **good** outline of findings of their investigation, with some support/evidence. Some discussion about the extent their investigation can be regarded as reliable. **Or**: **unbalanced** – some outline of findings and good discussion about the extent to which their investigation can be regarded as reliable.
Level 2 **5-8 marks**	Some findings of their investigation, with some support/evidence. Basic discussion about the extent to which the investigation can be regarded as reliable. Answers with **no reference** to the context could access this level.
Level 1 **1-4 marks**	Basic findings and/or discussion in relation to the topic.

G4 Winter 2015 Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
1	4 (concepts of place, space and diversity)	3 (interpreting & unfamiliar context)	3 (analyse and synthesise geographical information)	10
2	3 (select human processes underpinning concepts, examples)	4 (application in unfamiliar contexts)	3 (carry out research and use of methods)	10
3	3 (people-environment interactions)	3 (analysis and unfamiliar contexts)	4 (research and communication)	10
4	7 (extend geographical ideas, concepts and processes)	11 (consider new ideas and developments, evaluation)	7 (synthesise information, reach conclusions, and communicate findings)	25
5	7 (extend geographical ideas, concepts and processes)	11 (evaluation of viewpoints, extend geographical ideas, concepts and processes)	7 (reach conclusions and communicate findings)	25
Total	24 (30%)	32 (40%)	24 (30%)	80 (100%)

GENERIC MARK SCHEME

These descriptors give an outline of the qualities expected of answers at each level. These descriptors are written into the mark scheme for the examination, and may be modified beyond these descriptors to accommodate the demands of individual questions. Mark the answers according to these level descriptors and when determining the mark and taking everything into account allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

If a candidate answers in an unanticipated way, but it is clear that there is some substance to the answer, the following guidelines may be used in allocating a mark to the answer. If in any doubt, please consult your team leader.

10 mark questions

Explanation of some kind is the most likely demand of these questions. For other kinds of command, comparable qualities to those given for explanation can be expected.

Level 3 (8 – 10 marks)	Answers at this level have a good explanation. Explanations may be brief or quite long; their distinguishing quality is that they are clear. Answers need not be fully comprehensive but should be extensive enough to cover most aspects that can be reasonably expected for the question posed. Points of explanation should have some supporting evidence, either from resources provided or from knowledge gained from the candidate's own studies. If the question has more than one aspect, then each of these will all be addressed soundly.
Level 2 (4 – 7 marks)	Answers in Level 2 will either (i) contain a small amount of clear explanation but several points that might reasonably be expected will be missing, or (ii) be answers that are more comprehensive but the explanation is not really clear, or (iii) be clear on several points but support for the explanations will be missing or be too generalised, 'as in the Amazon'. If the question has more than one aspect, one may be dealt with adequately, but others may be underdeveloped, leading to an unbalanced answer.
Level 1 (1 – 3 marks)	In answers at this level there will only be the beginnings of an answer to the question, and they will have major weaknesses. Explanations will be unclear or may be missing altogether. Correct information that could be relevant may be stated, but it will be left to the reader to put two and two together. Answers that deal with more than one point will be over simple on all of them. Any support that is given will be very general 'e.g. Africa'. If a question has more than one aspect, only one may be addressed and others ignored. Answers may be incorrect or faulty in some other way.

25 mark questions

These questions will have a strong evaluative element. Some form of debate needs to be engaged in to reach the two top levels. Some questions may have a command for description or explanation in the early part of the wording. If only those parts are attempted, answers can gain a maximum mark of the top of Level 3.

Level 5 **(22 – 25 marks)**	A range of evidence supporting more than one possible conclusion will be clearly stated. There will be a good attempt to weigh up the evidence. This may be by showing that one piece of evidence carries more weight than others, or that there are far more points in favour of one point of view than for any others. These questions will often have a 'how far' or 'to what extent' element, and evidence given will be used deal with such aspects. The structure of the answer will be evaluative throughout. Conceptual understanding and specific knowledge will both be very good. Answers will be well ordered and logical, with clear expression in the chosen language.
Level 4 **(17 – 21 marks)**	A reasonable amount of evidence on both sides of the debate will be presented here. There will be some attempt to weigh up the evidence in order to show that it points more one way than the other, or to try and assess 'how far'. These will either be limited or confined to just one or two sentences, or unbalanced, being too sweeping for one side over others. All other aspects of the answer expected up to Level 3 will be present. Conceptual understanding or specific knowledge may be good, but not equally strong on both. Answers will have only minor flaws in logical ordering or linguistic expression.
Level 3 **(10 – 16 marks)**	These answers will have a good explanation. There will be some attempt to show that there are arguments on both sides of the case, but these will be few, scattered and in most instances, not supported by any evidence. There may be some evidence of conceptual understanding, and/or the odd piece of specific knowledge. Structure and expression may have flaws.
Level 2 **(5 – 9 marks)**	Answers at this level will be mainly simple description or basic explanation, with evidence of some of the comparable qualities expected at Level 2 for the 10 mark questions. Any attempt to deal with the evaluative components will be brief, and either be very simple, confined only to one side or have very little support. There will be weaknesses of structure and expression.
Level 1 **(1 – 4 marks)**	Some relevant knowledge may be stated, but few points will have any element of explanation. Any evaluation will be a simple statement of a point of view without any valid supporting evidence. The structure may be muddled and expression weak or unclear. Planning notes or fragments can be given a mark in this range.

GCE Geography – G4

Mark Scheme

Summer 2015

If a candidate answers in a way that is not anticipated by the mark scheme, but has an acceptable answer to the question set, please use the generic mark scheme on pages 3 and 4 to determine an appropriate mark. If in any doubt, please consult your team leader.

For all questions, the following qualifying words are available:

Accomplished
Competent
Intermediate (+/-)
Basic
Beginnings

These can be elaborated further as:

Accomplished: a clear answer, covering almost all aspects of the question, with relatively minor, if any, faults.

Competent: an answer addressing many aspects of the question, but with some clear shortcomings.

Intermediate: an answer to the question, but mainly simple with at least one (lower-) or more (upper+) points of better quality.

Basic: an answer, but all very simple or superficial or brief or only very partial in coverage of what could be expected.

Beginnings: not really an answer to the question, but may contain occasional relevant material.

Further annotations required about elements specific to each question are noted in the indicative content that follows.

Q.1   Describe the global pattern of food consumption.   [10]

Annotations specific to this question are:
Areas of high consumption and low consumption
Comment on intermediate consumption
Evidence in support

Figures 1, 4, 5 and 6 on pages 4 to 6 are the most immediate sources, but *Figures* 12 and 13 from page 9 may be helpful in fuller answers.

Candidates may answer in terms of calorie intake, and may go further to show differences in dietary sources of food, and describe (in)adequacy of what is consumed. Closely related points related to health, especially starvation, malnutrition and obesity may be made relevant but do not over-credit answers that make that the central focus.

Better answers will get beyond extremes and will consider the intermediate and widespread levels of consumption. Good answers will provide support that is either detailed in content or location.

Level 3 (8–10 marks)	Good descriptions that give a global pattern and include highs, lows and some intermediate levels. Information going beyond calorie intake alone will be given. Evidence will be given in support of almost all points made.
Level 2 (4–7 marks)	Answers that deal with just the extremes will fall in this range. Those with some comment on intermediate levels may be towards the upper part of this range but not go beyond calorie intake. Pattern may be evident but not be fully global. Some supporting evidence is given.
Level 1 (1-3 marks)	Answers may present some potentially relevant material about food consumption, but do not bring out global pattern clearly and lack overall clarity or are ultra simplistic. Little, if any, evidence given.
0 marks	The answer is not worthy of credit.

Q.2 **Outline how human activities can influence the demand for water.** **[10]**

Annotations specific to this question are:
Knowledge of activities needing water
Outline of their influence of demand
Evidence in support

Candidates can go directly to individual resources to help answer the question, as with *Figure* 22 on page 15, but are more likely to have to link two or more resources together to develop an outline. For example, *Figure 2* grain and meat information on page 4 could be linked to *Figure* 4 showing increases in meat consumption on page 5.

Figures 1, 3, 10, 11, 14, 17 to 22 all have ways of pairing up to reveal influences and provide good evidence.

Good answers will focus on how there is an influence. More modest answers will name them, but may leave the reader to work out how the influence is made. Good answers will have support from process or place.

Level 3 (8-10 marks)	A clear outline of 'how' two or more human activities influence water demand will be given. Evidence is given to support most points made.
Level 2 (4-7 marks)	Either how one human activity influences the demand for water is made clear but may not introduce a second or give another/others and with the 'how' unclear. Alternatively, two or more may be suggested but 'how' is incomplete for all. Some evidence will be given in support.
Level 1 (1-3 marks)	One or more activities may be given but the link to demand for water is never clear or left for the reader to work out. Little, if any, evidence given.
0 marks	The answer is not worthy of credit.

Q.3 **Outline how physical factors influence the supply of water.** **[10]**

Annotations specific to this question are:
Knowledge of physical factors on water supply
Understanding of influences of factors
Evidence in support

It is likely that most answers will draw initially on material from *Figures* 7, 8, and 9 from pages 6 and 7. These could easily lead to further support from *Figure* 15 on page 10, *Figure* 16 on pages 11 and *Figures* 17 and 18 on page 12. These may be linked to more detailed information from *Figure 21* using the first, middle and last columns.

The focus should be on physical factors, but credit references that show how human activity either accelerate/enhance or otherwise modify physical factors.

Level 3 **(8-10 marks)**	Two or more factors will be outlined with some clarity including some degree of explanation for each. Evidence will be given in support of almost all points made.
Level 2 **(4-7 marks)**	Either only one factor is outlined well, or more than one is presented but with a lack of clarity in either description or any explanation attempted. Some supporting evidence is given.
Level 1 **(1-3 marks)**	One or two factors may be named or very simply outlined. No, or ultra-simplistic, attempts at either description and/or explanation. A little evidence is given of a superficial nature, e.g. USA, or none is given.
0 marks	The answer is not worthy of credit.

Q.4 **'Sustainable food supply depends on managing water supplies.'**
How far do you agree?   **[25]**

Annotations specific to this question are:
Knowledge and understanding of food availability and water management
Links between the two made clear
Evidence
Sustainability
Assessment

Candidates do need to establish some clear links between food availability and
managing water supplies. These links may be made by relating almost any of the
resources to one another. A good starting point that may well be chosen by a number
of candidates is *Figure* 14 which does establish clear links between food and water.
Figure 15 naturally leads on from this and immediately introduces sustainability
ideas. Similar development of other resources will be needed, but other pairings (or
relating more than two together) are so numerous that they are not itemised here.

Good answers will demonstrate points of agreement and disagreement with the
statement. Good answers will make sustainability clear. The best answers may
address 'to what extent' by weighing the evidence through a number of routes; for
example, importance, long/short term impact, local/widespread or other measure of
significance. Candidates who do this are not required to make a stand, but
demonstrate that they can weigh one piece of evidence against another.

Level 5 **(22-25 marks)**	Answers at this level will make fully clear links between food availability and water supplies with issues of sustainability introduced. 'How far' will be considered and different degrees/elements of sustainability identified. Good evidence will be provided in support. The answer will be well structured and logical, and expressed in clear language.
Level 4 **(17-21 marks)**	A good answer but with either imbalance between food availability and water supplies, or some lack of depth if both are considered equally, or limited consideration of the extent of the truth of the statement. Valid points on sustainability are made. Some good evidence will be given. The answer will be well ordered with good expression.
Level 3 **(10-16 marks)**	A sound answer, but with either strong imbalance, or lack of depth on most points considered. Sustainability may be understood at the upper end of the range but be more token at the lower end. Consideration of extent may be present but limited at the upper end and missing towards the lower end. A little evidence will be given. Minor flaws in organisation and expression are likely.
Level 2 **(5-9 marks)**	Some valid points are raised, but are limited and shallow. Sustainability may be mentioned but understanding of it is weak and simplistic. Evidence will be poorly linked to the answer. Frequent problems with structure and expression will be present.
Level 1 **(1-4 marks)**	Isolated points that could be relevant to the answer are made, but are largely up to the reader to work out. The word 'sustainability' may be included, but little understanding of it is shown. Poor or no evidence is given. The whole answer will be poorly organised with poor expression.
0 marks	The answer is not worthy of credit.

Q.5 **Describe transport problems that *one or more* cities face.**
To what extent is it possible to find sustainable solutions to transport problems in cities? **[25]**

Annotations specific to this question are:
Transport problems knowledge
Understanding of solutions
Evidence
Sustainability
Assessment

There will be little in the Resource Folder to help in answering this question, but if any candidate can use information that has been presented, there is no penalty. Answers dealing well only with details of transport problems with extensive exemplar support can be credited up to the top of Level 3, but to reach Levels 4 and 5, answers must present knowledge of solutions, and show either an appreciation of sustainability or deal well with assessment or do both. Good answers will demonstrate points of where it is possible and instances where problems seem insurmountable. Good answers will make sustainability clear. The best answers may address 'to what extent' by weighing the evidence through a number of routes; for example, importance, long/short term impact, local/widespread or other measure of significance. Candidates who do this are not required to make a stand, but demonstrate that they can weigh one piece of evidence against another.

Level 5 (22-25 marks)	Several problems associated with transport in cities will be described in detail, either separately initially or introduced throughout. Different solutions will be considered, with a good appreciation of different degrees of sustainability. Extensive evidence will be provided in support. The answer will be well structured and logical, and expressed in clear language.
Level 4 (17-21 marks)	Several problems associated with transport in cities will be suggested, but some may lack detail, or may be unclear or rather brief. Some solutions will be introduced, with some appreciation of sustainability. Some good evidence will be given. The answer will be well ordered with good expression.
Level 3 (10-16 marks)	There will be some (or even many) suggestions about problems associated with transport in cities but there will either be limited detail about them, or if more detailed, then not addressing the assessment of any solutions. There may be some discussion of solutions and sustainability at the upper end of the range, with one or the other neglected at the lower end, but such answers are likely to be weaker on description and detail. A little evidence will be given. Minor flaws in organisation and expression are likely.
Level 2 (5-9 marks)	Suggestions made may be sketchy with very little detail to them. Solutions will be simplistic. Evidence will be poorly linked to the answer. Frequent problems with structure and expression will be present.
Level 1 (1-4 marks)	Any suggestions made will be very generalised, lacking detail and/or reasoning. Any attempts at assessment will be bald, unsupported statements of 'they are/are not'. Poor or no evidence is given. The whole answer will be poorly organised and with poor expression.
0 marks	The answer is not worthy of credit.

GCE GEOGRAPHY MS-SUMMER 2015