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# **GCSE MARKING SCHEME**

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**GEOGRAPHY A**

**SUMMER 2015**

## **INTRODUCTION**

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

	<b>Page</b>
Unit 1 – Foundation Tier	1
Unit 1 – Higher Tier	13
Unit 2 – Foundation Tier	25
Unit 2 – Higher Tier	39

**UNIT 4231/01 – Unit 1 Foundation Tier**

Theme 1 - Water Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total
<b>(a)</b>	Study the photograph below.						
	<b>(i)</b>	Redbridge has around 16 000 properties at risk of flooding. Use the key to apply the correct shading for the borough of Redbridge.	Credit selection of correct shading from the key <b>not</b> quality of shading.			1	<b>1</b>
	<b>(ii)</b>	Complete the paragraph below to describe the pattern of flood risk in Greater London. Choose your answers from the box below.	Credit these responses only.	higher; Wandsworth; 10 000		3	<b>3</b>
<b>(b)</b>	Study the map below.						
	<b>(i)</b>	Underline the correct word below to identify one landform from the picture.	Credit this response only.	Waterfall (1)		1	<b>1</b>
	<b>(ii)</b>	Explain why the process of hydraulic action is taking place at X.	Credit simple statements. Reserve one mark for reference to energy/force however expressed	Fast flowing water (1) high force/pressure/energy (1) gravity (1) weakness in rocks (1)	1	1	<b>2</b>
	<b>(iii)</b>	Describe <b>one</b> way in which landforms like the one in the photograph can benefit people who live near to them.	Reserve one mark for named benefit. Max 1 mark for named benefit. May suggest alternative to tourism/HEP but must be realistic to photograph. Credit worthwhile development and remember that this is assessing AO2.	Tourism (1) to view/experience waterfall (1) bring money into area (1) to spend in local businesses (1) increases wealth/jobs (1) electricity generation (1) HEP (1) power homes/business (1) potentially cheaper (1) renewable/sustainable (1)	2	1	<b>3</b>
<b>(c)</b>	A meander is a landform created by different river processes. Describe the features of a meander and explain how a meander is formed. You must use a diagram to help your answer.			See levels mark scheme below.	3	2	<b>5</b>
<b>TOTALS</b>				<b>6</b>	<b>5</b>	<b>4</b>	<b>15</b>

### Question 1 (c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 <b>0-1 mark</b>	Simple, brief descriptive statements related to meander.  Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 <b>2 - 3 marks</b>	Description in simple terms. Some attempt to explain formation but brief and lacking detail and precision. Max level for no diagram. Also credit competent description with no or weak explanation.  Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 <b>4 - 5 marks</b>	Competent description with explanation that shows understanding of how named processes have contributed to formation. Effective diagram which aids description and/or explanation.  Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

#### Expected answer:

Description should show understanding of what a meander looks like but this may be implicit in explanation, particularly in better answers. Reference to bend in a river will be sufficient but better description will refer to component parts such as slip-off slope and river cliff. Explanation must at least go into erosion and/or deposition and/or transportation in general terms at level 2 with at least one process named and related to the landform at the top level. The diagram is not mandatory here but gives candidates the option to use one if they are able to express themselves or describe the shape more effectively. Give equal credit to a labelled/annotated diagram, continuous prose or a combination of both but do not double credit. The key here is understanding and the ability to apply process to a named landform to explain it.

Remember that this is Foundation tier, so full marks only equate to C grade and not A\*.

Theme 2 – Climate Change Question 2		Rationale	Expected answer	AO1	AO2	AO3	Total
<b>(a)</b>	Study the map below.						
	<b>(i)</b>	Give the name of the glacier in grid square 0401 in the south-west of the map.	Credit this response only.	Little A (Glacier)		1	1
	<b>(ii)</b>	Give <b>two</b> pieces of map evidence that suggest this area is popular with tourists.	Any two for 1 mark each. Max 2	Ticket office (1) ; chalet (1); information centre (1); snocoach (1); parking (1); camping (1); Icefield centre (1); warning (1) ; footpath (1) guides (1) Caravans (1) bus (1)		2	2
	<b>(iii)</b>	Use the scale to work out how much the Athabasca Glacier has reduced in length since 1870. Underline the correct answer below.	Credit this response only.	1600m (1)		1	1
<b>(b)</b>	Study the photographs below. They show changes in the Athabasca Glacier.						
	<b>(i)</b>	Explain why the Athabasca Glacier has retreated over time.	Credit simple statements or one simple statement that is elaborated.	Ice melting (1) global warming/ increased temperatures (1) climate change (1)		2	2
	<b>(ii)</b>	Suggest <b>one</b> way in which this change may cause problems for people who work in the area shown in the photographs.	Credit <b>one</b> simple statement that is elaborated.	Reduced tourism (1) due to less ice (1) for (named) activities (1) lower income/job loss (1) Less fresh water (1) for supply/drinking (1)		2	2
	<b>(iii)</b>	Suggest <b>one</b> way in which climate change might be an advantage to people in a different part of the world.	Credit <b>one</b> simple statement that is elaborated.	Agriculture (1) so more/new crops / less imports (1) Increased tourism (1) so jobs / multiplier effect (1) Water supply(1) so farming possible in new areas (1) More HEP (1) more renewable energy (1)	2		2
<b>(c)</b>	Describe how the greenhouse effect warms the Earth's atmosphere. You must add to the diagram below to help your answer.				3	2	5
<b>TOTALS</b>				<b>5</b>	<b>4</b>	<b>6</b>	<b>15</b>

### Question 2(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.  
**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 1 mark	Simple statements based on resource. No more than repetition of resource.  Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	Some understanding of main issues going beyond resources. Simple labels added to diagram. Max level for no addition to diagram.  Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Good understanding of the processes with clear explanation in some detail. Annotation or accurate labels to diagram take the answer forward.  Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

**Expected answer:** The GHE is a natural process which warms the earth's atmosphere. Without it, life could not exist on earth. The earth's atmosphere acts like a blanket to insulate the earth. Short wave energy from the sun passes straight through the atmosphere and warms the ground which then radiates long wave energy back to space. Gases like carbon dioxide and methane trap outgoing long wave, or infra-red energy, causing the air to warm. Some of this escapes into space. Human activity is exaggerating the effect causing climate change. Note that candidates can reach level 3 without reference to human activity but credit an answer than shows either breadth or depth.

Remember that this is Foundation tier, so full marks only equate to C grade and not A\*.

Theme 3 – Living in Hazardous Environments Question 3		Rationale	Expected answer	AO1	AO2	AO3	Total			
<b>(a)</b>	Study the map and photo below.									
	<b>(i)</b>	Use evidence from the photograph only to give one impact of the tsunami.	Any reference to deaths/human impact must be related to vehicles or buildings seen in photo.	Flood (1) buildings swept away (1) Debris (eg boats, vehicles) swept inland (1) People injured/killed in vehicles/buildings (1)		1	1			
	<b>(ii)</b>	On the map, draw and label the missing line to show the progress of the tsunami wave after 12 hours.	Line must be continuous and located anywhere between 9 and 15 hours lines. Reserve second mark for labelling. To right hand edge of photo sufficient.	Line (1) Label (1)		2	2			
	<b>(iii)</b>	Use the map to work out how long the wave would have taken to reach Hawaii.	Credit responses in this range only.	7-8 hours		1	1			
	<b>(iv)</b>	Describe how the height of the tsunami wave changed as it moved away from Japan.	Credit simple statement or one that is elaborated. Credit any accurate quantification (1)	Became smaller (1) decrease faster to NW than SE (1)		2	2			
<b>(b)</b>	Study the map of Japan below. This earthquake and tsunami killed over 20 000 people and destroyed 1.2 million buildings.									
	<b>(i)</b>	Use the map to suggest why most of the damage was on the east coast of Japan.	Credit simple statements or one simple statement that is elaborated. Credit accurate use of map scale (1)	Epicentre just off east coast (1) greatest energy impact (1) eastern coastal cities (1) population concentration (1) 200-400km from coastline (1)		1	1			
	<b>(ii)</b>	Suggest why many people continue to live in places at risk from powerful earthquakes.	Credit simple statements or one simple statement that is elaborated. Allow one mark for development of any point.	Jobs/wealth (1) outweigh risks (1) Historical factors (1) cost of moving (1) building design (1)	2	0				
<b>(c)</b>	Describe <b>one</b> landform caused by the movement of tectonic plates and explain how it is formed. You must draw a labelled diagram to help your answer.			<b>See levels mark scheme</b>			3	1	1	5
<b>TOTALS</b>				<b>5</b>	<b>3</b>	<b>7</b>	<b>15</b>			

### Question 3 (c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 <b>1 mark</b>	Simple statements based on weak identification of a landform. No more than basic description but there is some merit in answer. Poorly drawn or absence of diagram.  Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 <b>2 - 3 marks</b>	Description of landform linked to appropriate plate movement. Some explanation of formation but lacking depth. Diagram has some merit and shows basic understanding. Max level for no diagram. Relation to relevant plate margin must be clear for AO2 mark.  Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 <b>4 - 5 marks</b>	Clear description of named landform linked to appropriate plate margin. Good explanation of formation which identifies (but may not name) main processes involved. Diagram is well drawn and clearly labelled to illustrate description and explanation. At this level, diagram must be clear to gain AO3 mark.  Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

**Expected answer:** Content will depend on example studied but accept landform associated with tectonics on any scale. Most common are likely to include ocean trench, island arc, volcanic cone, fold mountains, mid ocean ridge, rift valley, although this list is not exhaustive. Understanding of type of plate margin responsible is required to enter level 2. Credit AO3 marks for ability to communicate shape and/or process via a diagram. Although not looking for a work of art, the diagram must have some clarity and relevance for higher marks. Use quality of explanation to accompany a decent diagram either as prose or annotation as a guide to enter level 3.

Remember that this is Foundation tier, so full marks only equate to C grade and not A\*.



Theme 4 – Population Question 4		Rationale	Expected answer	AO1	AO2	AO3	Total
<b>(a)</b>	Study the map below.						
	<b>(i)</b>	Give the latitude and longitude of Mumbai by completing the box below.	Credit responses in this range only.	North (1); 72-75 (1)		2	<b>2</b>
	<b>(ii)</b>	Give the rate of population change in Kerala between 2001 and 2011.	Credit this response only however expressed	0 to +10 /less than 10 (1)		1	<b>1</b>
	<b>(iii)</b>	Describe the distribution of India's regions with population growth of over 20% between 2001 and 2011.	Credit simple statements or one simple statement that is elaborated.	Above 18-20°N (1) north (1) and north-east (1)		2	<b>2</b>
<b>(b)</b>	Study the graph below.						
	<b>(i)</b>	Put the letters A, B and C into the boxes below to make the correct statement.	Must have all three in the correct boxes for <b>one</b> mark. <b>Use one tick only.</b>	B C A	1		<b>1</b>
	<b>(ii)</b>	Suggest how the following factors may have led to the fall in population growth in Kerala over the period shown in the graph: 1. Increasing wealth of the population in places such as Kerala 2. The changing status of women in places such as Kerala	Allow 1+3, 2+2 or 3+1 Only credit development points that take the answer forward  Only credit reference to education <u>once</u> Do not credit same point for both factors.	I. Better health care (1) so lower infant mortality (1) greater access to birth control (1) less need for children (1) to work/bring in money (1) better education (1) II. Women working (1) so later marriage (1) greater independence (1) better educated (1) development (1) so have fewer children (1)	3	1	<b>4</b>
<b>(c)</b>	Explain why some parts of the world are densely populated. Use one or more examples to help your answer.			<b>See levels mark scheme below.</b>	3	2	<b>5</b>
<b>TOTALS</b>				<b>7</b>	<b>3</b>	<b>5</b>	<b>15</b>

### Question 4(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 <b>1 mark</b>	Simple statements showing some basic knowledge. Examples irrelevant or unused. Max level for an answer focusing on birth rates/population growth.  Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 <b>2 - 3 marks</b>	Some understanding of main issues. At least one reason fairly well explained. Example may be very general and only loosely linked to reason. Maximum level for no example. Max Level 2 (3 marks) if response identifies reasons for variations in population density. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 <b>4 - 5 marks</b>	Good understanding of the issues, able to explain in some detail. Examples are relevant and clearly illustrate the reasons explained.  Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

**Expected answer:** There are many factors that can be used to explain population density at global and regional scales. Many candidates are likely at this level to focus on the physical, referring to climate or relief as explanations in encouraging settlement of populations to be able to build cities and communications and to carry out agriculture to feed large numbers. At the top level, these factors should be related to the capacity to support large numbers in terms of food production or water availability. Some may focus aspects of wealth or levels of industrialisation, particularly in coastal locations. In awarding level 3, look for the relevance of the examples used and the depth to which the explanation uses place knowledge to illustrate the reasons for dense populations.

Answers relating to birth rates/population **only** are limited to level 1. This is because the candidate may show some very basic knowledge of population issues but clearly has weak understanding.

Answers that show understanding of the reasons for variations in population density but which focus on areas that are sparsely populated are limited to max level 2.

Remember that this is Foundation tier, so full marks only equate to C grade and not A\*

Theme 5 – Globalisation Question 5		Rationale	Expected answer	AO1	AO2	AO3	Total	
<b>(a)</b> Study the information below about the electronics company, Apple.								
	<b>(i)</b>	Choose from the list below to give the correct description of Apple electronics company. Underline the correct answer.	Indicated in any way	Transnational Company	1		1	
	<b>(ii)</b>	Give the number of Apple stores in Europe.	Credit this response only	47		1	1	
	<b>(iii)</b>	Give <b>two</b> pieces of evidence from the resource which suggests that Apple is an American company.	Credit simple statements or one simple statement that is elaborated.	Headquarters in USA (1) Most Apple stores (1) More/2 main facilities (1)		1	2	
	<b>(iv)</b>	Describe the global distribution of factories that supply components for Apple.	Credit three simple statements. Do not double credit. Simple list of places with no description = 1 mark. Credit reference to countries at different levels of development (max 1)	Overall distribution is uneven / irregular (1). Clustered /majority in Asia/S.E. Asia (1), 8 out of 13 (1). Smaller cluster in Europe (1) None in Africa/S. America/Australia (1) <b>countries at different levels:</b> several in MEDCs/some NICs/ some in LEDC (1)		3	3	
<b>(b)</b>								
	<b>(i)</b>	Suggest one or more advantages to Apple of locating some of its factories in South Asian countries.	Allow either three separate advantages for full marks or one or two advantages developed. Ensure development takes answer forward (ie 1+1+1, 2+1 or 3)	Labour is cheap (1) skilled (1) has strong work ethic (1). Growing economies (1) so new markets (1) proximity to component manufacturers (1) to reduce costs(1). Government grants (1) fewer regulations/long hours (1) development (1) cheaper export costs (1) cheaper land (1)	1	2	3	
	<b>(ii)</b>	Explain how a global company like Apple can bring both advantages and disadvantages to countries in South Asia.	See levels mark scheme below		3	2	5	
<b>TOTALS</b>					<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>

### Question 5(b) (ii)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.  
**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 <b>1 mark</b>	Simple statements based on resource. No more than basic list of points.  Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 <b>2 - 3 marks</b>	Some attempt to offer explanation. One point well-made or two points made briefly. Answer may be unbalanced between advantages and disadvantages.  Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 <b>4 - 5 marks</b>	Balanced answer with detailed explanation of advantages and disadvantages.  Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

**Expected answer:** Apple is a TNC so the answer may relate to other TNCs studied. In this case, give credit for the use of appropriate examples under AO2. Advantages might include the provision of jobs and associated wealth in these countries and this is likely to be the most popular answer. In this case look for breadth/depth of explanation for entry into level 3 but the use of appropriate case study material/examples may well guide you here. Other advantages could include tax revenue for governments and the contribution that this can make to further developing the country. Improvements in infrastructure and bringing new skills and technologies into the country may also be cited. Some candidates may also refer to improving access to technology and cheaper consumer goods for the population. Disadvantages are likely to relate to the working conditions that many workers are subjected to and the creation of sweatshop conditions – remember that they could talk about other industries than high technology. Others will refer to low pay and the low skilled nature of jobs, particularly in the manufacture of components. The leakage of profits back to the parent country may also be referred to as will the abuse of power by TNCs. Note that answers can apply to either or both of countries or individuals.

Remember that this is Foundation Tier, so full marks only equate to C grade and not A\*.

Theme 6 – Development Question 6		Rationale	Expected answer	AO1	AO2	AO3	Total	
<b>(a)</b>	Study the graph below.							
	<b>(i)</b>	Complete the paragraph underneath by choosing your answers from the box below.	All 5 = 4 marks; 4 = 3 marks; 2 or 3 = 2 marks; 1 = 1 mark	Increased; Mauritius; 0.29 Mali; Liberia		4	4	
	<b>(ii)</b>	Suggest <b>two</b> ways in which you would expect the graph opposite to be different if it showed HDI for countries in Western Europe.	Credit <b>two</b> simple statements.	HDI higher (1) less variation between countries (1) smaller differences between 1980 and 2010 (1)		2	2	
<b>(b)</b>								
	<b>(i)</b>	Add the following data to the graph.	Credit 1 mark for correct plot  Credit centre of any shape used e.g. diamond, cross etc	1 mark for correct plot +/-2mm radius		1	1	
	<b>(ii)</b>	Explain why improving education helps a country to develop.	Credit three simple statements or one simple statement with one elaborated statement or one fully elaborated statement. Credit development of valid statements	More qualified workforce (1) so more highly skilled jobs (1) Higher income for workers (1) so families have better diet / health (1) higher tax income (1) women/girls into education (1)		2	1	3
<b>(c)</b>	Describe how one or more Aid projects that you have studied have improved people's lives.			3	2		5	
<b>TOTALS</b>				<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>	

### Question 6(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.  
**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 <b>1 mark</b>	Simple statements lacking detail. Limited understanding of meaning of aid.  Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 <b>2 - 3 marks</b>	Some understanding of one or more aid projects but put in very general terms. Limited detail on specific projects, organisations or countries. Limited understanding of impact on people. Max level for no reference to specific project.  Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 <b>4 - 5 marks</b>	Good knowledge of at least one project described in detail or two projects described reasonably well. Clear place knowledge shown referring to named projects, organisations and/or countries. Description must show how people have benefitted,  Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

**Expected answer:** Content will be determined by examples chosen. On a simple level, candidates may refer to aid projects in very general terms such as education programmes, water provision or health projects but these may not be related to named countries or NGOs and make general statements as to how they have benefitted people. Such answers will achieve no better than level 2. Look for precision in terms of named NGOs, countries which clearly show the benefits to people for entry to level 3. These will be the AO2 marks.

Remember that this is Foundation tier, so full marks only equate to C grade and not A\*.

**UNIT 4231/01 - Unit 1 HIGHER TIER**

Theme 1 Water Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total
<b>(a)</b>	Study the map below.						
	(i)	Complete the map by applying the correct shading for Redbridge.	Credit selection of correct shading from the key <b>not</b> quality of shading.			1	
	(ii)	Describe the distribution of properties at risk of flooding in Greater London.	Credit one mark for each point relevant to the distribution. Allow converse but do not double credit. Credit named <b>example</b> / quantification from key (max 1) Credit named <b>exception</b> / quantification from key (max 1) Accurate use of scale (1)			3	
<b>(b)</b>	Study the photograph below.						
	(i)	Name and describe <b>one</b> river landform shown in the photograph.	Credit one mark for correctly identifying a landform and then a further mark for an accurate description.	1	1		
	(ii)	Name and describe <b>one</b> process by which rivers erode the land.	Credit one mark for correctly naming a process of erosion and a further mark for an accurate description.	2			
	(iii)	Give <b>one</b> piece of photographic evidence which suggest that this area is popular with tourists.	Credit one mark for one relevant point.		1		
<b>(c)</b>	Explain why rivers can have negative effects on the lives of people. Use examples to help your answer.		<b>See level descriptors below</b>	3	3	0	
<b>TOTALS</b>				<b>6</b>	<b>5</b>	<b>4</b>	<b>15</b>

**Question 1 (c)**

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

<b>Level</b>	<b>Level descriptor</b>
Level 1 <b>1-2 marks</b>	Demonstrates some knowledge and understanding of a river's effects on people. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 <b>3-4 marks</b>	Demonstrates knowledge and understanding of negative effects of rivers on the lives of people. An example is used. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 <b>5-6 marks</b>	Demonstrates sophisticated knowledge and understanding of negative effects of rivers on the lives of people. One or more examples are used effectively to support the answer. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

**Expected answer:**

Responses are likely to focus on the negative effects of river flooding or erosion. Effects may be social, environmental (eg damage to a flooded home) or economic.



Theme 2 Climate Change Question 2		Rationale	Expected answer	AO1	AO2	AO3	Total	
<b>(a)</b>	Study the photographs and map below:							
	(i)	In what direction was the camera facing when the photographs were taken?	Credit one of these directions only.	SW/SSW (1)		1	1	
	(ii)	Describe the changes in the Athabasca glacier since 1870.	Credit one mark per valid statement. Credit quantification.	Smaller /melting(1), retreated up valley(1), more rapid since 1940 (1) e.g. 1.8 km since 1870 (+/-0.2 km)		3	3	
	(iii)	Use map evidence to suggest how changes in the Athabasca glacier may affect the lives of people who work in this area.	Credit one mark for valid map evidence. <u>Credit examples</u> such as the Snocoach as a leisure opportunity and information centre as loss of jobs (max 2)	Change in leisure opportunities (1), fewer/more visitors (1),gain/loss of jobs / income (1)	1	1	2	
	(b)	Explain how one piece of evidence, other than melting ice, supports the idea that climate change is taking place in a different part of the world.	Credit one mark for identification of evidence and two marks for explanation	<b>Ice cores</b> (1) indicate increasing CO2 (1), a greenhouse gas (1) <b>Rising sea levels</b> (1) thermal expansion (1) increased coastal flooding (1) <b>Extreme weather</b> (1) indicate atmosphere is warmer (1) increased incidence of tropical storms (1) <b>Observations from the natural world</b> (1) indicate seasons are changing (1) e.g. Arctic winter is shorter / milder (1)	3	0	3	
<b>(c)</b>	Describe how the natural greenhouse effect warms the Earth's atmosphere and how people's actions are affecting this process. <i>(You must draw an annotated diagram below to help your answer)</i>			<b>See level descriptors below</b>	3	1	2	6
				<b>TOTALS</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>15</b>

**Question 2 (c)**

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

<b>Level</b>	<b>Level descriptor</b>
Level 1 <b>1-2 marks</b>	Demonstrates some knowledge and understanding of the natural greenhouse effect and of how people are affecting this process. Answers which have not added to diagram are limited to this level. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 <b>3-4 marks</b>	Demonstrates knowledge and understanding of the natural greenhouse effect and of how people are affecting this process. Clear and relevant annotation. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 <b>5-6 marks</b>	Demonstrates detailed knowledge and thorough understanding of the natural greenhouse effect and of how people are affecting this process. Clear, detailed and accurate annotation. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

**Expected answer**

The greenhouse effect - solar energy reaches the Earth as shortwave radiation (sunlight), the Earth absorbs, reflects and re-radiates the solar energy as long wave radiation (heat). Greenhouse gases include water vapour, carbon dioxide, nitrous oxide and methane. People's actions have added to the greenhouse gases through deforestation, burning fossil fuels, cattle ranching and landfill as examples.

Theme 3 Living in Hazardous Environments Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total
<b>(a)</b>	Study the map and photograph below.						
	<b>(i)</b>	Use the map to calculate the time it took the tsunami wave to reach Hawaii.	Credit an answer in this range only.	7-8 (1)		1	1
	<b>(ii)</b>	Calculate the distance from the epicentre of the earthquake to Hawaii.	Credit accurate use of scale in this range only.	6800-7200 km (1)		1	1
	<b>(iii)</b>	Use evidence from the map to describe the changes in the height of the tsunami as it moved away from Japan.	Credit simple description and/or quantification	Decreases in size (1), over 1.0m high near epicentre/0.25-0.5 in Hawaii/less than 0.25 m when reaches North/South America (1), areas to the south and south east are less affected (1)		2	2
	<b>(iv)</b>	Use evidence in the photograph only to describe <b>one</b> way in which the tsunami affected the lives of people who live in the coastal areas of Japan.	Credit one mark for identifying impact and a further mark for describing effect on lives of people.	Roads damaged/destroyed (1) makes it difficult for emergency services to reach casualties (1) Houses damaged/destroyed (1) so people homeless (1) Cars washed away (1) so people have to replace damaged goods (1) Boats smashed against coastline/sunk (1) so people lose their livelihood (1)	2		2
	<b>(b)</b>	Explain why many people continue to live in areas which are affected by hazards associated with earthquakes.	Credit one mark for a relevant point. Any of these points can be developed for either one or two marks.	Often a rare occurrence (1) so people assume it won't happen to them (1) Born there (1) so people choose to live in their home community (1) Moving is expensive (1) so unable to afford to move (1) Local employment opportunities (1) so people cannot afford to lose a job. Fertile soils (1) so farmers have productive farm land (1) Improved early warning systems/improved building structures (1)	3		3
<b>(c)</b>	Explain the formation of any large scale feature (such as a rift valley or ocean trench) that has been formed by plate movement. <i>You must use an annotated diagram to help your answer.</i>		<b>See levels mark scheme</b>	3	1	2	6
<b>TOTALS</b>				<b>6</b>	<b>3</b>	<b>6</b>	<b>15</b>

**Question 3 (c)**

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

<b>Level</b>	<b>Level descriptor</b>
Level 1 <b>1-2 marks</b>	Tectonic landform identified. Demonstrates some knowledge and understanding of the formation of this landform. Poorly drawn or absence of diagram. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 <b>3-4 marks</b>	Relevant large scale landform identified. Demonstrates knowledge and understanding of the formation of this landform. Relevant and clear diagram. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 <b>5-6 marks</b>	Relevant large scale landform identified. Demonstrates detailed knowledge and understanding of the formation of this landform which is clearly linked to plate movement. Relevant, clear diagram with relevant labelling and/or annotation. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

**Expected answer:**

Most likely landform is a rift valley but accept ocean trench, fold mountain or volcanic island chain. If a volcano is chosen the response must explain how volcanoes occur as a direct result of plate movement to reach Level 3.

Theme 4 Changing populations Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the map below:						
	(i)	Give the latitude and longitude of Mumbai.	Credit this answer only.	19 N 73 E		1	1
	(ii)	Describe the pattern of population change in India between 2001 and 2011.	Credit four simple points.	Kerala has lowest population growth (1), north of country general has higher growth (1), one area in north east population loss (1), low growth along west coast (1), north east has greatest variation in adjacent areas (1), use of key (1), use of latitude/longitude (1), the overall pattern is of population growth (1)		4	1
(b)	Study table below:						
	(i)	Choose <b>two</b> development indicators from the table. Use this information to help explain why Kerala has a low population growth rate.	Credit reasons for a falling/low birth rate. Allow up to three marks for each development indicator. Development points are examples and not an exhaustive list. No credit for simple lifting of figures.	<b>Infant mortality</b> low rate (1), no need for large family to ensure survival of some (1), to help support rest of family (1) <b>Female literacy rate</b> high rate (1), allows women to have careers (1), delay the start of a family (1) <b>Contraception</b> widely used (1), allow women to plan families (1), may be provided free (1)	3	1	4
(c)	Explain why some parts of the world are densely populated. <i>Use one or more examples to help your answer.</i>		<b>See level descriptors below</b>	3	3		6
<b>TOTALS</b>				<b>3</b>	<b>6</b>	<b>6</b>	<b>15</b>

**Question 4 (b)**

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

<b>Level</b>	<b>Level descriptor</b>
Level 1 <b>1-2 marks</b>	Demonstrates some knowledge and understanding. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.  Max Level 1 if response focuses on growth rates and not density. Max Level 1 if response identifies reasons for variations in population density.
Level 2 <b>3-4 marks</b>	Demonstrates knowledge and understanding of reasons why some areas of the world are more densely populated. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 <b>5-6 marks</b>	Demonstrates detailed knowledge and thorough understanding using examples to support the answer of reasons why some areas of the world are more densely populated. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

**Expected answer**

Physical features such as relief, climate, soils, vegetation and natural resources influence density. Human factors include industrial growth, agriculture, and accessibility and government policies.

Theme 5 Globalisation Question 5		Rationale	Expected answer	AO1	AO2	AO3	Total	
<b>(a)</b>	Study the information below.							
	<b>(i)</b>	Describe the distribution of component suppliers.	Credit up to <b>three</b> valid statements, each for one mark. Do no double credit. Credit quantification (max 1) Credit reference to countries at different levels of development (max 1)	Overall distribution is uneven / irregular (1). Clustered /many in E Asia/S.E. Asia (1) some in Europe (1) <b>Quantification:</b> 3 in Europe / 8 in Asia / 1 in USA / 1 in middle east none in Africa/S. America/Australia (1) <b>countries at different levels:</b> several in MEDCs/some NICs/ some in LEDC (1) None in least developed countries (1)			3	2
	<b>(ii)</b>	Suggest reasons to explain the distribution of component suppliers.	Credit at least <b>two</b> valid statements, each for one mark. Credit valid explanation of either or both (2+2 or 3+1).	Component suppliers are located where labour costs are low (1), land prices low (1), environmental laws less strict (1) Reduced transport costs (1) access to manufacturer (1) access to skilled workforce (1) government incentives (1) trading blocs (1) Access to raw materials (1)	2	2		4
<b>(b)</b>	<b>(i)</b>	Explain how one named change in technology has allowed increased globalisation of human activities.	Named <b>change</b> in technology deserves credit for 1 mark which can be developed for one additional mark. The expected example is only one example, other valid technologies can be accepted.	Example: Growth of the internet (1), allows video conferencing (1), hence growth of TNCs (1).	2			2
	<b>(ii)</b>	Explain why some people see increased globalisation as a threat.			3	3		6
<b>TOTALS</b>				<b>7</b>	<b>5</b>	<b>3</b>	<b>15</b>	

**Question 5(b)**

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

<b>Level</b>	<b>Level descriptor</b>
Level 1 <b>1-2 mark</b>	Demonstrates some knowledge and understanding of the impact of globalisation. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 <b>3-4 marks</b>	Demonstrates knowledge and understanding of the impact of globalisation. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 <b>5-6 marks</b>	Demonstrates detailed knowledge and thorough understanding of the impact of globalisation, using examples to support the answer. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

**Expected answer:**

Globalisation largely works in the interest of the richer countries of the world and the large multinational companies. Although things have changed considerably in recent years profits are still concentrated in the richer countries. Local companies may be driven out of business in the poorer countries. Wages are sometimes very low in poorer countries and people feel exploited by low pay, poor working conditions or poor union representation.

There are environmental concerns transporting huge numbers of products around the world. Sometimes multinational companies cause pollution which would not be allowed in richer countries. Globalisation involves the movement of millions of people and the suppression of local cultures and languages, re-casting the world in the mould of the capitalist West. Richer countries suffer from deindustrialisation and the loss of manual jobs.



Theme 6 Development Question 6		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the map and graph below.							
	(i)	Compare the change in the HDI of India and the Democratic Republic of Congo between 1980 and 2012.	Statements must be comparative. Accept alternative numerical comparison.	India increase whereas Congo stagnated/ fluctuated (1), Congo decrease 1990-2000 whereas India consistent increase (1), in 2010 India has a value of HDI of 0.6 double Congo at 0.3 (1) similar rates of increase from 2000 to 2010 (1)		2	2	
	(ii)	Suggest reasons which would explain the change in HDI for India.	Credit 3 separate points OR 2 separate points with development.	<b>Health</b> has improved because of improved nutrition (1), immunisation of children (1), setting up of a National Health Service (1) <b>Wealth</b> has increased because of growth of industry (1) such as Tata (1) producing Nano car (1). <b>Education</b> has improved because of free education for all policy (1) ban on child labour (1) expansion into rural areas (1)	3		3	
(b)	Study the scattergraph below.							
	(i)	Give the mean years in school of children in Democratic Republic of Congo.	Credit answers in this range only	Between 3.4 and 3.8		1	1	
	(ii)	Describe the relationship between mean years in school and GDP per person as shown on the scattergraph.	Credit three simple statements.	Positive correlation (1), the Mean Years of Schooling increases as the GDP per Capita increases (1), example (1), anomaly (1)		3	3	
(c)	Describe how non-governmental organisations can help sub-Saharan countries improve the standard of living of people living in those countries.		<b>See level descriptors below</b>		3	3	6	
				<b>TOTALS</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>15</b>

**Question 6(c)**

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

**Award 0 marks if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 <b>1-2 marks</b>	Demonstrates some knowledge and understanding of the role on non-governmental organisations in improving standards of living. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 <b>3-4 marks</b>	Demonstrates knowledge and understanding of the role on non-governmental organisations in improving standards of living. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.  Max Level 2 for responses that only deal with areas outside of sub-Saharan Africa.
Level 3 <b>5-6 marks</b>	Demonstrates detailed knowledge and thorough understanding of the role on non-governmental organisations in improving standards of living using examples to support the answer. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

**Expected answer**

Save the Children in Sudan help orphaned and vulnerable children find a home and family in a SOS Children's Village. Save the Children help poor children stay with their families, and after disasters, run emergency relief programmes to help children and families survive. Other non-governmental organisation help provide clean water such as WaterAid in Ghana. Non-governmental organisations also help with immunisation programs and for example providing mosquito nets. A level 1 answer is likely to give very general examples without reference to specific countries/or non-governmental organisations. A level 2 answer is likely to show knowledge of named NGOs and specific projects. A level 3 answer is likely to give detailed summary of specific projects in named countries.

## UNIT 4232/01 – Unit 2 Foundation Tier

### Instructions for examiners of GCSE Geography when applying the marking scheme

#### 1 Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

This box contains the sub-question

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

Question 1			Rationale	Indicative response	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Describe the relief in grid square 0381.	Credit up to <b>two</b> valid statements each with one mark.	Ridge runs east-west (1) Steep slopes in southern part of square (1) Gentle slopes in northern part of square (1)			2		2

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains indicative content for point-based marking. For **closed** sub-questions (in particular, on Foundation tier papers) this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read.

#### 2 Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do not use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should strike through the available dotted lines with a diagonal line.

### 3 Banded (or level) mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

#### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

#### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and other valid responses must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

#### Options Themes

Learners are instructed to answer **one** question. If the candidate has responded to both questions then the examiner must mark both questions. Award the higher mark that has been attained.

## Theme 7 Coasts

Question 1			Rationale	Indicative content	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Give the four figure grid reference for The Foreland.	Credit this answer only.	0582 (1)			1		1
	(ii)	Use the photograph <b>only</b> to identify <b>two</b> other landforms along this coastline.	Credit any two landforms identified. One mark each.	cave (1) arch (1) cliff (1) stack (1) wave cut platform (1)		2			2
	(iii)	Attrition is <b>one</b> coastal process that occurs along this coastline. Describe the process of attrition.	Credit three simple statements or one statement which is elaborated.	Attrition is an erosion process / high energy process (1) beach sediment e.g. pebbles (1) smash against one another (1) to form smaller /break-up (1) smoother (1) rounded sediment(1)	3				3
(b)	(i)	Use the OS map to put the following names or words in the correct box to identify some of the features of this coastline.	Credit one mark for each correct response in this order, from top to bottom.	sandy beach (1) Old Harry (1) Beach with groynes / groynes (1) Peveril Point (1)			4		4
	(ii)	Use the sketch map and your own knowledge to explain how these rock types have helped to create the headlands and bays of this coastline.	Credit one valid statement about hard rock for one mark. Credit one valid statement about soft rock for one mark. Credit <i>explanation/development</i> of <b>either</b> statement for additional one or two marks. 2+2 or 3+1 or 1+3	<b>Hard rock</b> ; more resistant/least eroded (1) erodes slowly (1) left protruding out to sea (1) <b>Soft rock</b> ; less resistant / most eroded (1) erodes rapidly (1) continuous erosion (1) retreats / recedes (1) between headlands (1)	2	2			4
(c)	Describe how soft engineering has been used to manage the coastline in an area or areas you have studied.			<b>See level descriptors below</b>	4	2		4	10
<b>TOTALS</b>					<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>24</b>

**Question 1(c)** Describe how soft engineering has been used to manage the coastline in an area or areas you have studied.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Basic description of soft engineering strategy /strategies or a list of coastal management strategies. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 3-4 marks	Elaborated description of soft engineering strategy / strategies. May refer to a specific area or areas. <i>Information is communicated by brief statements. There us a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 3 5-6 marks	Detailed description of soft engineering strategy / strategies. Accurate reference to specific areas or areas. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Assessment of spelling, punctuation and the accurate use of grammar in question 1(d)

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

**Indicative content** Responses may describe one of the following 'soft' strategies:

- Dune Stabalisation
- Beach replenishment
- Managed realignment / retreat
- Stable bays / offshore reefs to trap sediment
- The 'do nothing' approach

'Hard' engineering such as groynes, sea walls, rip-rap should be credited to max Level 2 (3 marks) if no mention of 'soft' strategies.

## Theme 8 Weather and Climate

Question 2			Rationale	Indicative content	AO1	AO2	AO3	SpaG	Total
(a)	(i)	Temperature is one element of the weather. Name <b>one</b> other.	Credit any valid response with one mark.	cloud (1) types of precipitation (1) wind (1) air pressure (1) sunshine (1) humidity (1)	1				1
	(ii)	Describe the location of Faversham.	Credit two simple statements or one which is elaborated.	south east (1) south east of London/ close to London (1) 25-30km from London (1) 200-225km from Cardiff (1) to east (1) 525-550km from Braemar (1) to south east (1) lowland (1) coastal (1)			2		2
	(iii)	Explain why the lowest temperature is at Braemar. Use the map to help you.	Credit up to <b>two</b> valid statements each for one mark. Credit <i>explanation/development of either</i> statement for one additional mark. Max 2 for only development points. <b>OR</b> Credit a valid statement followed by a two-step chain of reasoning (1+1+1)	highland (1) inland (1) northerly (1)  <i>cooler by 1°C for every 100m (1) some distance from moderating effects of the sea (1)</i> <i>latitude (1)</i>  <i>eg Highland (1) air rises and cools (1) 1°C for every 100m (1)</i>	1		2		3
(b)	Suggest how very low temperatures can affect both the transport system and power supplies in the UK.		Credit 1 valid statement about transport for one mark. Credit 1 valid statement about power supplies for one mark. Credit <i>explanation/development of each</i> statement for an additional mark. 2+2 or 3+1 or 1+3	<b>Transport:</b> icy roads (1) accidents (1) cost of gritting (1) closure of airport runways (1) electricity cables on the rail network (1) suspension bridges (1) <b>Power supplies:</b> increased demand (1) pressure on supply network (1) electricity cables (1) heating systems breaking down (1)	2	2			4
(c)	(i)	Match the numbers on the diagram to the correct label below to explain how rain is formed along the warm front of a depression.	5 correct 4 marks 4 correct 3 marks 3 correct 2 marks 2 correct 1 mark 1 correct 1 mark	Correct sequence – 3, 5, 1, 4 and 2	2	1	1		4
	(ii)	Describe how stormy conditions associated with depressions can affect people. Use named places to help your answer.	<b>See level descriptors below</b>		3	3		4	10
<b>TOTALS</b>					<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>24</b>

**Question 2(d)** Describe how stormy conditions associated with depressions can affect people. Use named places to help your answer.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Basic description of stormy conditions / list of stormy conditions / effects on people. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 3-4 marks	Elaborated description of stormy conditions which may be linked to the effects on people. May refer to specific examples. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 3 5-6 marks	Detailed description of stormy conditions which are clearly linked to the effects on people. Accurate reference to specific area or areas. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Assessment of spelling, punctuation and the accurate use of grammar in question 2(d)

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

**Indicative content:** There should be some reference to stormy conditions which includes high winds, heavy rainfall and possible storm surges along the coastline.

This often leads to flooding either along the coastline or along rivers.

Effects include:

Those associated with flooding

Those associated with high winds.



### Theme 9 Living Things

Question 3			Rationale	Indicative content	AO1	AO2	AO3	SpaG	Total
(a)	(i)	Name the continent which has the largest hot desert.	Credit this answer only.	Africa (1)			1		1
	(ii)	Describe the pattern of temperature shown on the graph.	Credit two simple statements OR one mark for a simple statement of pattern and one additional mark for quantification.	<b>hot</b> all year (1) especially summer months/ less so in winter months (1) max 34°C (1) min 18/19°C (1) range of temperature 15-16 °C (1)			2		2
	(iii)	Use the graph to suggest how the rainfall pattern in a hot desert makes it difficult for living things to survive.	Credit up to <b>two</b> valid statements each for one mark. Credit <i>explanation/development of either</i> statement for one additional mark. Max 2 for only development points <b>OR</b> Credit a valid statement followed by a two-step chain of reasoning (1+1+1)	No rainfall for 6 months / in summer months (1) low rainfall (1) rainfall below 30mm in other 6 months (1)  <i>only some species can adapt (1) lack of water stunts plant growth (1) poor or dry soil (1) plus high temperature leads to high evaporation losses (1)</i>		1	2		3
(b)	(i)	Identify <b>two</b> living and <b>two</b> non-living parts.	Credit one mark for each correct response.	<b>Living:</b> producers (1) consumers (1) decomposers (1) <b>Non-living:</b> atmosphere (1) solar energy (1) soil (1) rocks (1)	3	1			4
	(ii)	Explain the following links shown in the diagram. The link between solar energy and producers. The link between producers and primary consumers.	Credit one valid statement for solar energy and producers for one mark. Credit one valid statement for producers and consumers for one mark. Only credit food chain once. Elaboration is needed for each additional mark. 2+2 or 1+3 or 3+1	Solar energy and producers: solar energy absorbed by green plants (1) photosynthesis (1) beginning of food chain (1) Producers and consumers: plants are eaten by animals (1) herbivores (1) energy is able to pass through the ecosystem (1) part of the food chain (1)	2	2			4
(c)	For one large scale ecosystem (biome) you have studied describe how climate influences its living parts.			<b>See level descriptors below</b>	4	2		4	6
<b>TOTALS</b>					<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>24</b>

**Question 3(c)** For one large scale ecosystem (biome) you have studies describe how climate influences its living parts.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Basic description of the climate <b>or</b> a description of the living parts. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 <b>3-4 marks</b>	Elaborated description of the climate which may be linked to its living parts. Chosen biome is stated clearly. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 3 <b>5-6 marks</b>	Detailed knowledge of the climate and its link to the living parts. May have examples of specific locations within the biome. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Assessment of spelling, punctuation and the accurate use of grammar in questions 3(c)

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

**Indicative content:** e.g. Tropical Rain Forest biome. The climate is hot and wet all year. There may be references to convectional rainfall and location along the equator. This results in dense vegetation and a large variety of species. Plant growth is rapid and vegetation exists in distinct layers. Some plants have had to adapt.

This results in a wide variety of habitat for all types of animals.

## Theme 10 Tourism

Question 4		Rationale	Indicative content	AO1	AO2	AO3	SPaG	Total
(a)	A tourist resort that is completely separated from the local community is known by which term?	Credit this answer only.	tourist enclave (1)	1				1
(b)	(i) Describe the trend shown on the graph.	Reserve one mark for overall trend. Credit <i>elaboration or quantification</i> for one additional mark.	increases (1) <i>slow to begin with (1) rapidly after 2000 (1) from 3.5m to 23.5m / 20 million (1)</i>	1	2			2
	(ii) Use the map to describe the location of Grand Turk.	Credit up to two valid statements each with one mark. Reserve one mark for use of scale.	Atlantic Ocean (1) North / NE of Cuba (1) Between Miami and St Thomas/ east of Miami/west of St Thomas (1) 850-900km (1) from Miami 950-100km (1) from St Thomas			3		3
(c)	(i) Suggest how package holidays may cause problems for people and the environment in places such as the Caribbean. You may use the photographs to support your answer.	Credit <b>one</b> valid statement about <b>people</b> for one mark.  Credit <b>one</b> valid statement about <b>environment</b> for one mark.  Credit valid <i>explanation/ development</i> of <b>each or either</b> statement for each additional mark. 2+2 or 1+3 or 3+1  Valid statements will relate to the context of tourism in a <b>developing economy</b> .	<u>Environment:</u> Cruise ships produce emissions (1) <i>so increased air pollution (1)</i> Oil spills / waste disposal at sea (1) <i>so damage to marine life (1)</i> anchor can drag on sea bed (1) <i>so damages coral reefs (1)</i> Other credit-worthy environmental problems include waste disposal, water usage, noise, environmental degradation.  <u>People:</u> create tourist enclaves (1) <i>so money spent in hotel/on ship (1) goes to foreign companies (1)</i> low skill jobs (1) <i>workers poorly paid (1) often seasonal (1) results in poor living areas/standards (1) people live in shanty towns (1) crime (1) culture (1)</i>	2	2			4
	(ii) Tourism can also create benefits in areas such as the Caribbean. Match the following statements to show some of these benefits.	One mark for each correct match.	1 to 4 (1) 2 to 3 (1) 3 to 1 (1) 5 to 2 (1)	2	2			4
(d)	Describe how tourism has changed in recent years. Use one or more named locations to help your answer.		<b>See level descriptors below</b>	4	2		4	10
<b>TOTALS</b>				<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>24</b>

**Question 4(d)** Describe how tourism has changed in recent years. Use one or more named locations to help your answer.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple / general description of change or a list of changes. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 3-4 marks	Elaborated description of change. May refer to a named location. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 3 5-6 marks	Detailed description of changes in either breadth or depth. Accurate reference to named location. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Assessment of spelling, punctuation and the accurate use of grammar in question 4(d)

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

**Indicative content:** Responses should describe changes (expect recent changes i.e. since development of package holidays rather than historical accounts) such as:

- Increasing number of short breaks (including city breaks) throughout the year
- Increasing number of tourists taking long haul flights to worldwide destinations
- Increasing trend for taking holidays in the UK / at home (staycation)
- Eco-tourism and the growth in specialist and bespoke holidays such as bird watching, whale watching, adventure activities, trekking etc.
- Use of internet to diversify choice.

### Theme 11 Urban and retail change

Question 5			Rationale	Indicative content	AO1	AO2	AO3	SPaG	Total
(a)	(i)	By what other term is the central shopping area of retailing in a town or city known?	Credit this answer only.	CBD (1)	1				1
	(ii)	Describe the change in city centre sales.	Credit up to <b>two</b> valid statements each for one mark. Quantification is <b>not</b> required but may be credited.	decreased (1) but still the most popular (1) greatest change (1) by 9.6-10% (1)			2		2
	(iii)	Suggest why there has been a change in the number of people who shop on the internet.	Credit up to <b>two</b> valid statements each for one mark. Credit <i>explanation/development</i> of <b>either</b> statement for an additional mark. (2+1 or 1+2) <b>OR</b> Credit a valid statement followed by a two-step chain of reasoning (1+1+1)	Greater convenience (1) better choice (1) <i>because it is easier to shop around / compare prices (1)</i> Goods may be cheaper (1) Goods are delivered (1) <i>saves time/money in driving to shops (1) saves problems finding a parking space (1)</i> More people are able to use the internet (1)	3				3
(b)	(i)	Complete the table below to identify different examples of the <b>four</b> features that may attract more people to this city centre. Use map evidence only.	Credit up to <b>four</b> valid statements each for one mark.	Public transport: train stations (1) Culture: museums (1) arena (1) world heritage site (1) Cavern Quarter (1) Gallery (1) Albert Dock (1) Accommodation: hotels (1) Retailing: Liverpool 1 shopping centre (1)		1	3		4
	(ii)	Explain how regenerating city centres can make them more appealing for shoppers.	Credit up to <b>two</b> valid statements each for one mark. Credit <i>explanation/development</i> of <b>each</b> statement for an additional mark. 2+2 or 1+3 or 3+1	Shopping centres/ precincts (1) <i>are covered / can shop in any weather (1)</i> Pedestrianized zones (1) <i>are safer (1)</i> Park and ride schemes (1) <i>saves the problem of finding a parking space (1)</i> Waterfront developments (1) <i>provide a high quality environment (1) eg leisure / bars / restaurants (1)</i> street furniture (1) entertainment (1) regeneration of old buildings (1) increased security (1)	2	2			4
(d)	Increasing consumer choice in Europe has effects on people who live in developing countries. Describe these effects using examples.		<b>See level descriptors below</b>		3	3		4	10
<b>TOTALS</b>					<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>24</b>

**Question 5(d)** Increasing consumer choice in Europe has effects on people who live in developing countries. Describe these effects using examples.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Basic description of impacts of increased consumer choice. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 3-4 marks	Elaborated description of the impacts of consumer choice on people. May refer to specific examples. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 3 5-6 marks	Detailed description of the impacts of consumer choice on people in <b>developing countries</b> . Examples add clarity to the response. Impacts can be either all negative, all positive or both. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Assessment of spelling, punctuation and the accurate use of grammar in question 5(d)

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

**Indicative content:** Indicative content: Responses may describe positive or negative impacts on people in developing countries. The impacts may be economic (eg more jobs, better pay) or social (eg child labour / sweatshops).

Positive impacts – job creation, training, positive multipliers, increased tax revenue, public spending by government.

Negative – jobs may be low paid, poor or dangerous working conditions, child labour, lack of local profit and investment, disposal of waste.

Max Level 2 (3 marks) for responses that only describe the increasing consumer choice ie customers want fresh products all year (eg fruit, vegetables, flowers) or cheap products manufactured abroad (eg clothes, shoes, electrical goods) but not the impacts of that choice.

## Theme 12 Economic change and Wales

Question 6			Rationale	Indicative content	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Use the key on page 28 to identify the following OS map symbol in grid square 0251.	Credit this response only.	golf course / links / club (1)			1		1
	(ii)	Use the OS map extract <b>only</b> to describe the site of the Royal Welsh Showground.	Credit two simple statements or one elaborated.	flat (1) extensive (1) close to river (1) close to roads (1) steeper in north (1)			2		2
	(iii)	Describe the trend in the number of visitors to the Royal Welsh Show.	Credit up to two valid statements each with one mark. Reserve minimum one mark for use of quantification to max 2 marks. Allow tolerance of +/- 2,000 as shown	overall increase (1) some fluctuation (1) from 200,000-202,000 in 2007 (1) to 240,000 to 242,000 in 2013 (1) increased by 40,000 (1)	1		2		3
(b)		Suggest how the Royal Welsh Show benefits the rural economy in Wales.	Credit up to <b>two</b> valid statements each for one mark. Credit <i>explanation/development of each</i> statement for an additional mark. 2+2 or 3+1 or 1+3	creation of jobs (1) <i>supports diversification of farming</i> (1) advance science and research (1) maintains rural industries (1) <i>by offering support/networking/training</i> (1) investment in young people (1) so creates a future for farming (1) encourages tourism (1) encourages conservation (1) so creates jobs (1)		4			
(c)	(i)	Put the following types of energy in the correct columns below.	8 correct 4 marks 6/7 correct 3 marks 4/5 correct 2 marks 1/2/3 correct 1 mark	<u>Non-renewable:</u> coal, nuclear and natural gas <u>Renewable:</u> biomass, wind tidal, solar and waste	4				4
	(ii)	Explain why Wales is well-suited to produce energy from renewable sources. Use a named place or places to help your answer.		<b>See level descriptors below</b>	4	2		4	10
<b>TOTALS</b>					<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>24</b>

**Question 6(c)** Explain why Wales is well-suited to produce energy from renewable sources. Use a named place or places to help your answer.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Basic explanation why Wales is well suited OR a list of renewable energy sources. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 3-4 marks	Elaborated explanation why Wales is well suited. May use a named place or places. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 3 5-6 marks	Detailed explanation why Wales is well suited. The response is supported by one or more detailed examples. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Assessment of spelling, punctuation and the accurate use of grammar in question 6(c)

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

**Indicative content:** Wales is well-suited because of **physical factors**:

- It is well suited to utilise wind power because of upland and coastal areas which are exposed and where there are high wind speeds.
- HEP can be produced because of abundant rainfall in upland areas and many suitable river valleys.
- Coastal areas are suited to utilising tidal variations provide opportunity for barrage development.

There are also **economic/political factors** such as WG encouraging development of renewable energy schemes.



## UNIT 4232/02 – Unit 2 Higher Tier

### Instructions for examiners of GCSE Geography when applying the marking scheme

#### 1 Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

This box contains the sub-question

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

Question 1			Rationale	Indicative response	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Describe the relief in grid square 0381.	Credit up to <b>two</b> valid statements each with one mark.	Ridge runs east-west (1) Steep slopes in southern part of square (1) Gentle slopes in northern part of square (1)			2		2

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains indicative content for point-based marking. For **closed** sub-questions (in particular, on Foundation tier papers) this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read.

#### 2 Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do not use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should strike through the available dotted lines with a diagonal line.

### 3 Banded (or level) mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

#### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

#### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and other valid responses must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

#### Options Themes

Learners are instructed to answer **one** question. If the candidate has responded to both questions then the examiner must mark both questions. Award the higher mark that has been attained.

## Theme 7 Coasts

Question 1			Rationale	Indicative response	A01	A02	A03	SPaG	Total								
(a)	(i)	Describe the relief in grid square 0381.	Credit up to <b>two</b> valid statements each with one mark. Credit elaboration up to 1 mark	Escarpment/ ridge runs east-west (1) hill / steep slope (1) Steep slopes in southern part of square (1) Gentle slopes in northern part of square (1)			2		2								
	(ii)	Using evidence from the OS map, and your own knowledge, annotate the sketch below to explain why headlands and bays form along the coastline.	<table border="1"> <tr> <td></td> <td>Award 0 if response is irrelevant or incorrect</td> </tr> <tr> <td><u>Level 1</u> 1 mark</td> <td>Valid, simple statement(s)</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statement(s) are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Statement(s) are elaborated with a valid chain of reasoning</td> </tr> </table>		Award 0 if response is irrelevant or incorrect	<u>Level 1</u> 1 mark	Valid, simple statement(s)	<u>Level 2</u> 2-3 marks	Statement(s) are elaborated	<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning	<p>Responses should link rock type and/or geological structures (such as the east-west escarpment of Ballard Down) to the resistance of the coastline and its rate of erosion.</p> <p>A valid chain of reasoning begins with a valid statement that is elaborated at least twice eg <i>The bays are made of less resistant rock (vs) so they erode more rapidly than harder rocks (e) and continue to erode over a period of time causing the coastline to retreat (e+)</i></p>		2	2		4
	Award 0 if response is irrelevant or incorrect																
<u>Level 1</u> 1 mark	Valid, simple statement(s)																
<u>Level 2</u> 2-3 marks	Statement(s) are elaborated																
<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning																
(b)	Explain the changes in global sea level shown by the graph.			<b>See level descriptors below</b>	3	2	1		6								
(c)	Describe how soft engineering can be used to manage the coastline. Explain the <i>advantages</i> and <i>disadvantages</i> of soft engineering in an area (or areas) of coastline you have studied.			<b>See level descriptors below</b>	5	3		4	1 2								
<b>TOTALS</b>					<b>8</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>2 4</b>								

**Question 1(b)** Explain the changes in global sea level shown by the graph.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Simple description of the graph and general comments that suggest reasons/s for sea level rise. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 <b>3-4 marks</b>	Description of the trend of the graph is linked to reasons/s for sea level rise. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 <b>5-6 marks</b>	Elaborated explanation of sea level rise is linked clearly to a description of the trend of the graph. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Responses should describe the overall rise in sea levels of 20cm in 120 years. They should also link the rise in sea levels that are indicated on the graph to possible reasons which should include climatic change. Better responses should link climate change to melting of polar ice **and** the expansion of sea water which both contribute to eustatic sea level rise (the use of the term 'eustatic' is not required for level 3). Candidates may also be credited for describing isostatic adjustment of the coastline which has resulted in apparent sea level rise. However, the graph shows global sea levels so this explanation is not a full explanation of the graph as isostatic adjustment affects coastlines at a regional scale.

**Question 1(c)** Describe how soft engineering can be used to manage the coastline.  
 Explain the *advantages* and *disadvantages* of soft engineering in an area (or areas) of coastline you have studied.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Simple / general description of one or more soft engineering strategy. Maximum L1 if only hard engineering is considered. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 <b>3-4 marks</b>	Description of one or more soft engineering strategy. Advantages and/or disadvantages are identified. Maximum L2 if no strategy named. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 <b>5-6 marks</b>	Description of one or more soft engineering strategy is linked to how the strategy works. The response demonstrates understanding of advantages and/ or disadvantages. Response is supported by named place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 <b>7-8 marks</b>	Description of one or more soft engineering strategy is clearly linked to how the strategy works. The response demonstrates understanding of advantages <b>and</b> disadvantages. Response is supported by a detailed example / use of plausible information. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: Responses should identify one or more soft engineering strategies such as dune stabilisation, beach nourishment or managed retreat. Advantages/disadvantages might include a consideration of **economic arguments**, e.g. to protect local property, business or infrastructure such as roads; **social arguments**, e.g. families have lived here and farmed the land for generations; **cultural arguments** e.g. historical landmarks need to be protected. Hard engineering = sea walls, groynes, offshore barriers, rip-rap, granite boulders.

Assessment of spelling, punctuation and the accurate use of grammar in Question 1(c)

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

## Theme 8 Weather and climate

Question 2			Rationale	Indicative response	AO1	AO2	AO3	SPaG	Total								
(a)	(i)	Describe the pattern shown in the map.	Credit up to <b>two</b> valid statements each with one mark.	Temperatures above 26°C in Midlands / Eastern England / South East (1) Temperature in low 20s in south west / Wales (1) Coolest temperatures in north / Scotland (1)			2		2								
	(ii)	Using information from the map and your own knowledge, annotate the map below to explain the pattern of July temperatures.	<table border="1"> <tr> <td></td> <td>Award 0 if the response is irrelevant or incorrect</td> </tr> <tr> <td><u>Level 1</u> 1 mark</td> <td>Valid, simple statement(s)</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statement(s) are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Statement(s) are elaborated with a valid chain of reasoning</td> </tr> </table>		Award 0 if the response is irrelevant or incorrect	<u>Level 1</u> 1 mark	Valid, simple statement(s)	<u>Level 2</u> 2-3 marks	Statement(s) are elaborated	<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning	Responses should demonstrate understanding of factors that affect summer temperatures across the UK such as: <ul style="list-style-type: none"> <li>• latitude</li> <li>• maritime moderating of temperatures continental influences</li> <li>• movement of continental high pressure from the south</li> </ul> The better responses will explain patterns i.e. will explain hotter and cooler temperatures. Must refer to 2 different factors.		2	2		4
	Award 0 if the response is irrelevant or incorrect																
<u>Level 1</u> 1 mark	Valid, simple statement(s)																
<u>Level 2</u> 2-3 marks	Statement(s) are elaborated																
<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning																
(b)	Explain why low pressure systems (depressions) bring variations in the weather as they move across the UK. You <b>must</b> add information to the diagram to support your answer.			<b>See level descriptors below</b>	3	2	1		6								
(c)	Describe how weather hazards can affect the environment and economy of a country (or countries) you have studied.			<b>See level descriptors below</b>	5	3		4	12								
<b>TOTALS</b>					<b>8</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>24</b>								

**Question 2(b)** Explain why low pressure systems (depressions) bring variations in the weather as they move across the UK. You **must** add information to the diagram to support your answer.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Simple / general description of weather associated with depression. Simple labels added to transect. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 <b>3-4 marks</b>	Response demonstrates understanding of variations in weather associated with depression. Labels add clarity to response. Maximum L2 if no use of the diagram. Maximum L2 if only one weather characteristic of a depression developed. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 <b>5-6 marks</b>	Variations in weather associated with depression are explained in relation to movement. Labels add clarity to response. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Responses should identify the link between the movement of the fronts and variations in both temperature (warm and cold sectors of air) and the amount of cloud and rainfall that is experienced. Explanation will be of the process of frontal rainfall. Level 3 responses will demonstrate understanding of the sequence of change.

**Question 2(c)** Describe how weather hazards can affect the environment and economy of a country (or countries) you have studied.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple / general description of weather hazard. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of weather hazard. General comment on how environment and/or economy is affected. Maximum level 2 if only impact with no reference to type of weather. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Description of weather hazard is linked to understanding of how environment and/or economy is affected. Response is supported by a named place with some reference to the named weather hazard(s) <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Description of weather hazard is linked to understanding of how environment <b>and</b> economy is affected. Response is supported by a detailed example. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: The examples will depend on the weather hazard (e.g. cyclone, drought, heatwave, or blizzard). Accept effects on physical or human environments such as trees blown down in cyclones or roofs torn off buildings / infrastructure damaged. Heavy rain may lead to flooding, heat wave may lead to land scorching, vegetation dying or wild fires.

Effects on economy may be a development of the above points, e.g. businesses destroyed; insurance claims; cost to local government.

Assessment of spelling, punctuation and the accurate use of grammar in Question 2(c)

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



### Theme 9 Living Things

Question 3			Rationale	Indicative response	A01	A02	A03	SPaG	Total								
(a)	(i)	Describe the relationship shown in the graph.	Reserve one mark (max) for identification of <b>relationship</b> . Max 1 mark for <b>any</b> qualification or quantification (allow tolerance).	Relationship: Both have increased (1) number of extinctions has gone up as human population increased (1)  Qualification or quantification: both rose slowly 1850 – 1950 (1) both have risen steeply since 1950 (1)			2		2								
	(ii)	Study the photograph below which shows an area that has been mined in a tropical rainforest. Annotate the photograph to describe how people can have a negative impact on the environment in the ecosystem.	<table border="1"> <tr> <td></td> <td>Award 0 if answer is irrelevant or incorrect</td> </tr> <tr> <td><u>Level 1</u> 1 mark</td> <td>Valid, simple statement(s)</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statement(s) are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Statement(s) are elaborated with a valid chain of reasoning</td> </tr> </table>		Award 0 if answer is irrelevant or incorrect	<u>Level 1</u> 1 mark	Valid, simple statement(s)	<u>Level 2</u> 2-3 marks	Statement(s) are elaborated	<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning	Responses should demonstrate understanding of the link between human activity and impact on the environment e.g. clear felling of trees means that there is reduced interception so top soil is eroded.		2	2		4
	Award 0 if answer is irrelevant or incorrect																
<u>Level 1</u> 1 mark	Valid, simple statement(s)																
<u>Level 2</u> 2-3 marks	Statement(s) are elaborated																
<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning																
(b)	Explain why a named ecosystem needs to be managed more sustainably in the future.		<b>See level descriptors below</b>		4	2			6								
(c)	Explain why the global distribution of large scale ecosystems (biomes) is influenced by climate. You must refer to more than one large scale ecosystem (biome) in your answer.		<b>See level descriptors below</b>		5	3		4	12								
<b>TOTALS</b>					<b>9</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>24</b>								

**Question 3(b)** Explain why a named ecosystem needs to be managed more sustainably in the future.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Simple / general description of damage to, or management of, an ecosystem. The response provides limited reasoning. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 <b>3-4 marks</b>	Response demonstrates understanding of the need for management. Response is supported by a named example. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 <b>5-6 marks</b>	Response clearly explains the need for management and demonstrates understanding of sustainability. Response is supported by a detailed example. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Responses may refer to any ecosystem.

The response may link need for improved future management to human population increase and need for more resources or it may focus on evidence of unsustainable exploitation of the ecosystem and its long term damage resulting in loss of habitat and bio-diversity. Candidates may describe strategies of sustainable ecosystem management but this is not required. Responses that only describe sustainable strategies rather than explain why they are needed should be limited to Level 1.

**Question 3(c)** Explain why the global distribution of large scale ecosystems (biomes) is influenced by climate. You must refer to more than one large scale ecosystem (biome) in your answer.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple / general description of one or more biomes. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Response demonstrates basic understanding of reasons for distribution of one or more biomes linked to climate. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Response demonstrates understanding of climate factor(s) that explain distribution pattern of one or more biomes. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Response clearly explains the influence of a minimum of 2 climatic factors on the global distribution pattern of more than one biome. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: Responses should describe global distribution of more than one biome and explain this distribution in terms of climatic factors such as annual rainfall totals, seasonality of rainfall or temperature, number of months above zero etc.

Answer needs to draw out differences between a minimum of two ecosystems such as deserts and rainforests or rainforests and tundra.

Max Level 3 if only one biome is used.

Assessment of spelling, punctuation and the accurate use of grammar in Question 3(c)

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

## Theme 10 Tourism

Question 4			Rationale	Indicative response	AO1	AO2	AO3	SPaG	Total								
(a)	(i)	Describe the trend shown on the graph.	Reserve one mark (max) for identification of overall <b>trend</b> . Max 1 mark for <b>any</b> qualification or quantification (allow tolerance) must include units/millions.	Trend: it has increased / gone up (1)  Qualification or quantification: from 3.5million to 24million (1) slowly from 1995-2005 (1) rapid rise from 2005 onwards (1)			2		2								
	(ii)	Study the photographs below which show cruise ships at ports in a Caribbean island. Annotate the photographs to suggest some impacts of cruise holidays in the region.	<table border="1"> <tr> <td></td> <td>Award 0 if the response is irrelevant or incorrect</td> </tr> <tr> <td><u>Level 1</u> 1 mark</td> <td>Valid, simple statement(s)</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statement(s) are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Statement(s) are elaborated with a valid chain of reasoning</td> </tr> </table> <p>Answer does not have to refer to both photographs for L3.</p>		Award 0 if the response is irrelevant or incorrect	<u>Level 1</u> 1 mark	Valid, simple statement(s)	<u>Level 2</u> 2-3 marks	Statement(s) are elaborated	<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning	Responses should demonstrate understanding of the link between human activity and impact on the economy, environment or people of the Caribbean region. Impacts could be positive or negative, Positive example: wealthy tourists come ashore and spend money in local shops and bars creating a positive multiplier effect in the local region. Negative example: too little money is spent directly (e.g. in bars and shops) so many local people do not benefit and continue to live in poverty.		2	2		4
	Award 0 if the response is irrelevant or incorrect																
<u>Level 1</u> 1 mark	Valid, simple statement(s)																
<u>Level 2</u> 2-3 marks	Statement(s) are elaborated																
<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning																
(b)		Describe how tourism has changed in recent years. Use one or more named locations to support your answer.		<b>See level descriptors below</b>	4	2			6								
(c)		What are the impacts of the development of tourism on people in <b>two</b> regions at different levels of economic development? Use named regions to support your answer. Label the regions correctly on the map.		<b>See level descriptors below</b>	5	3		4	1 2								
<b>TOTALS</b>					<b>9</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>2 4</b>								

**Question 4(b)** Describe how tourism has changed in recent years. Use one or more named locations to support your answer.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Simple / general description of change. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 <b>3-4 marks</b>	Description of change is elaborated. Response supported by a names example. Maximum L2 if answer refers to 'why' only. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 <b>5-6 marks</b>	Response provides a description that is developed in either breadth (types of change) or depth. The response is supported by one or more located, detailed examples. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Responses should describe changes (expect recent changes i.e. since development of package holidays rather than historical accounts) such as:

- Increasing number of short breaks (including city breaks) throughout the year
- Increasing number of tourists taking long haul flights
- Growth in specialist and bespoke holidays such as bird watching, whale watching, adventure activities, trekking etc.

**Question 4(c)** What are the impacts of the development of tourism on people in **two** regions at different levels of economic development? Use named regions to support your answer. Label the regions correctly on the map.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 <b>1-2 marks</b>	Simple / general description of impacts of tourism. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 <b>3-4 marks</b>	Response demonstrates basic understanding of the impacts of tourism on people in a minimum of one region. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 <b>5-6 marks</b>	Response demonstrates understanding of the impacts of tourism on people in <b>two</b> contrasting regions. Regions are identified on map. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 <b>7-8 marks</b>	Response demonstrates sophisticated understanding of the impacts of tourism on people. The response is supported by detailed knowledge of <b>two</b> contrasting regions. Regions are accurately identified on map. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: The response may organise impacts into social, economic and environmental but must link back to people. The impacts could be positive or negative. Positive impacts may include job creation (direct or indirect) and positive multipliers in the economy. Wealth creation/taxation allowing government to invest in infrastructure. Negative impacts may be to resources (e.g. over abstraction of water) or cultural. Low skilled and lower paid, seasonal jobs. At the top level responses may note similarities or differences between the impacts at different levels of development although this is not required.

Assessment of spelling, punctuation and the accurate use of grammar in Question 4(c)

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

### Theme 11 Retail and urban change

Question 5			Rationale		Indicative response	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Describe the main changes shown by the graphs.	Credit up to <b>two</b> valid statements each with one mark.		Decrease in the CBD (1) decrease in local (1) Increase in internet (1) increase in out-of-town (1) Must refer to city centre / retail park. For 1 mark.			2		2
	(ii)	Amazon is a large internet retailer. Look at the map which shows the location of the Amazon Distribution Centre on the outskirts of Milton Keynes in England. Annotate the map to suggest why this site was chosen by Amazon for a Distribution Centre.		Award 0 if response is irrelevant or incorrect	Responses should understand of decision making and link features of the map to reasons for location, e.g:  <ul style="list-style-type: none"> <li>large area of flat land so room for parking/deliveries;</li> <li>close to junction 13 so ease of access to motorway system and delivery across UK;</li> <li>close to large town so workforce can be employed locally.</li> </ul>		2	2		4
		<u>Level 1</u> 1 mark	Valid, simple statement(s)							
		<u>Level 2</u> 2-3 marks	Statement(s) are elaborated							
		<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning							
(b)	Use the information and your own knowledge of a European city to describe how regenerating a city centre can bring advantages to people.				<b>See level descriptors below</b>	4	2			6
(c)	Describe how increasing consumer choice in Europe can have impacts on people in developing countries.				<b>See level descriptors below</b>	5	3		4	12
<b>TOTALS</b>						<b>9</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>24</b>

**Question 5(b)** Use the information and your own knowledge of a European city to describe how regenerating a city centre can bring advantages to people.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple description of regeneration scheme / its advantages. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of the advantages (for people) of regeneration is elaborated. Response is supported by a named example. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Response provides a description of the advantages (for people) of regeneration that is developed in either breadth (different advantages) or depth. The response is supported by one located, detailed example. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Responses may consider social, economic or environmental advantages of regeneration. Social advantages may include benefits to local communities such as improved access to leisure, health or education facilities. Economic advantages may include short term job creation (in construction) or longer term economic impacts i.e. positive multipliers in the local economy (more jobs in retailing or leisure industries). Other advantages may include environmental improvements to derelict brownfield sites or reclamation of sites that have been polluted by heavy industry. (This must be linked to how people benefit)

Max Level 2 (3 marks) if the description is of the regeneration scheme only and not its advantages.



**Question 5(c)** Describe how increasing consumer choice in Europe can have impacts on people in developing countries.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple / general description of impacts of increased consumer choice and impacts on people in developing countries. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Response demonstrates basic understanding of the impact(s) on people in developing countries. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Response demonstrates understanding of the impact(s) of consumer choice on people in <b>developing countries</b> . <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Response demonstrates sophisticated understanding of more than one impact of consumer choice on people in developing countries. The response is supported by detailed knowledge of one or more developing countries. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: Responses may describe positive or negative impacts on people in developing countries. The impacts may be economic (eg more jobs, better pay) or social (eg child labour / sweatshops).

Positive impacts – job creation, training, positive multipliers, increased tax revenue, public spending by government.

Negative – jobs may be low paid, poor or dangerous working conditions, child labour, lack of local profit and investment, disposal of waste.

Max Level 2 (4 marks) for responses that only describe the increasing consumer choice ie customers want fresh products all year (eg fruit, vegetables, flowers) or cheap products manufactured abroad (eg clothes, shoes, electrical goods) but not the impacts of that choice.

Assessment of spelling, punctuation and the accurate use of grammar in Question 5(c)

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

## Theme 12 Economic change and Wales

Question 6			Rationale	Indicative response	A01	A02	A03	SPaG	Total								
(a)	(i)	Describe the changes shown by the graph.	Credit up to <b>two</b> valid statements each with one mark. Reserve one mark for general trend.	General trend has increased (1) Rose fastest between 2007 and 2008 (1) Fluctuation between 2008 to 2011 (1) Quantification on visitor numbers (1)			2		2								
	(ii)	Annotate the map to identify <b>two</b> advantages of this location as the permanent site for the Show.	<table border="1"> <tr> <td></td> <td>Award 0 if response is irrelevant or incorrect</td> </tr> <tr> <td><u>Level 1</u> 1 mark</td> <td>Valid, simple statement(s)</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statement(s) are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Statement(s) are elaborated with a valid chain of reasoning</td> </tr> </table>		Award 0 if response is irrelevant or incorrect	<u>Level 1</u> 1 mark	Valid, simple statement(s)	<u>Level 2</u> 2-3 marks	Statement(s) are elaborated	<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning	<p>Responses should understand of decision making and link features of the map to reasons for location, e.g.</p> <ul style="list-style-type: none"> <li>• large area of flat land so room for parking/deliveries;</li> <li>• close to junction of A483 and A470 so ease of access to rest of Wales;</li> <li>• close to town so workforce can be employed locally.</li> </ul> <p>Credit responses that apply knowledge e.g. Central location in Wales with access to all regions and Midlands.</p>		2	2		4
	Award 0 if response is irrelevant or incorrect																
<u>Level 1</u> 1 mark	Valid, simple statement(s)																
<u>Level 2</u> 2-3 marks	Statement(s) are elaborated																
<u>Level 3</u> 4 marks	Statement(s) are elaborated with a valid chain of reasoning																
(b)		Describe the physical factors that are encouraging people in Wales to invest in renewable energy schemes.		<b>See level descriptors below</b>	4	2			6								
(c)		Describe ways in which farming has changed in Wales. Explain the social impact of such changes.		<b>See level descriptors below</b>	5	3		4	12								
<b>TOTALS</b>					<b>9</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>24</b>								

**Question 6(b)** Describe the physical factors that are encouraging people in Wales to invest in renewable energy schemes.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple / general description of physical factors / renewable energy schemes. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of the <b>physical factors</b> is elaborated. Response is supported by a named example of energy type. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Response provides a description that is developed in either breadth (different <b>physical factors</b> ) or depth. The response is supported by one or more detailed examples of energy types. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Responses should focus on **physical factors** such as: high wind speeds across coastal and mountainous regions of Wales; high tidal range around coastline; or climatic factors that promote growth of bio-fuels, climate / mountainous areas suitable for HEP  
Credit human factors only (eg low population density in areas of mid Wales which favours development of wind power) to Level 2 (max 4 marks).

**Question 6(c)** Describe ways in which farming has changed in Wales. Explain the social impact of such changes.

Level	Level descriptor
	Award 0 marks if the response is wholly irrelevant or incorrect.
Level 1 1-2 marks	Simple / general description of farming / impacts of change. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of farming / change. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Response demonstrates a knowledge of one or more change in farming. The answer begins to explain the impacts of these changes(s) on people. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Response demonstrates a knowledge of one or more changes in farming. The answer explains the impact on people in detail. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: Responses may focus on decline in traditional hill farming and/or diversification of farming e.g using land for outdoor activities such as quad biking, paintballing; or changes which allow farmers to add value to their products e.g. processing milk to produce butter, cream or ice-cream.

Responses may explain positive or negative social impacts. Positive impacts may include increased income from diversification. Negative impacts may include rural depopulation, especially of younger people, financial hardship for farmers and increased stress.

Assessment of spelling, punctuation and the accurate use of grammar in Question 6(c)

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



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)