



GCSE MARKING SCHEME

SUMMER 2016

**GEOGRAPHY – SPECIFICATION B
UNIT 1 (Higher Tier)
4241-02**

INTRODUCTION

This marking scheme was used by WJEC for the Summer 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 4241/02 - Unit 1 Higher Tier – Question 1

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
1	Study the map and the cross-section below. They show information about the Pennine Way							
(a)	Use <u>both</u> resources to describe the route of the Pennine Way.	Credit one mark for each correct observation.	Start / finish at Edale / Kirk Yetholm (1) Passes through Malham AND Cross Fell (1) The route runs north to south - or S to N (1) The route takes in 3 different NPs (1) The route is..... kms long (allow between 310 – 410 kms) (1) The highest point of the route is at Cross Fell (1) The highest point of the route is nearly 900 m (1) (allow 850 – 900m) The route is very undulating – allow mountainous / hilly (1) Allow - The route is entirely within England (1) Allow other accurate observations. Zero marks for straight line distances taken from map.			4		4
(b)	The table gives information about visitor numbers for the three National Parks linked by the Pennine Way.							
(i)	Use the information in the table to complete the graph for 2013.	The missing line to divide the Yorkshire Dales segment and the Peak District segment is 11 million. The mark should only be awarded if (a) the line is accurately located on the 11 m line, (b) the correct shading is used and (c) the order of the NPs within the bar is identical.				1		1
(ii)	Compare the numbers of visitors to the three National Parks in 2011 and 2013.	Reserve one mark for the overall / total change in visitor numbers from 2011 to 2013 Reserve the second mark for a reference to how one (or more) of the individual Nat. Parks have changed 2011 – 13. No specific figures are required.	Overall visitor numbers have gone up (1) ***** In the Peak District numbers have actually gone down (1) Northumb & Yorks D, n ^o s have gone up (1) Yorks D has had the biggest increase (1)			2		2

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(c)	In the last 50 years, day visitors seeking leisure activities in rural areas of the UK have grown significantly.													
(i)	Give reasons to explain why. Refer to social and economic reasons in your answer.	<p>Levels of response mark scheme. Work upwards from the lowest level. Award 0 marks if the answer is incorrect or irrelevant.</p> <p>In the depth of coverage for this key question the specification overtly makes reference to “improved transport links” as one of the reasons for a growth in numbers. Credit this as an economic factor.</p> <table border="1"> <tr> <td>Level 1 1 mark</td> <td>Valid simple statement - no elaboration.</td> </tr> <tr> <td>Level 2 2/3 marks</td> <td>Includes some <i>explanation through elaboration</i>. Either social <u>or</u> economic factors can be used.</td> </tr> <tr> <td>Level 3 4/5marks</td> <td>The response includes detailed explanation. Responses must include elements of both social AND economic factors.</td> </tr> </table> <p>Reward other valid observations beyond those given in the next column.</p>	Level 1 1 mark	Valid simple statement - no elaboration.	Level 2 2/3 marks	Includes some <i>explanation through elaboration</i> . Either social <u>or</u> economic factors can be used.	Level 3 4/5marks	The response includes detailed explanation. Responses must include elements of both social AND economic factors.	<p>L 1 - Simple statements: It's easier to get to rural areas. People have more money / wages have increased. People have more holidays / more time off work.</p> <p>L 2 – Some elaboration: It's easier to get to rural areas because roads have been improved. People have more moneyso have more disposable income / can spend money on luxuries. People have more holiday days....so day trips in the week are possible.</p> <p>L 3 – Detailed explanation:</p> <p>(Ec) Transport More people have their own transport ... so travel to rural areas is easier for them ... so they can get to rural areas for just day visits. Roads have improved ... so that less time is taken to get to rural locationsso people living further away can reach rural areas in a day.</p> <p>(So) Holidays People have more holiday days....so day trips in the week are possible....so people try new areas away from where they live.</p> <p>(Ec) Wealth With higher wages people have more disposable income...this means they can afford luxuries e.g. the cost of travel / parking / eating out / entrance to attractions.</p>	3	2			5
Level 1 1 mark	Valid simple statement - no elaboration.													
Level 2 2/3 marks	Includes some <i>explanation through elaboration</i> . Either social <u>or</u> economic factors can be used.													
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(c)	An increase in visitor numbers								
	(ii)	<p>Explain why some people who live in rural areas welcome an increase in visitor numbers.</p>	<p>Credit one fully developed answer (4 marks) or a combination of simple statements with elaboration.</p> <p>Max 3 for simple statements as the command word was EXPLAIN.</p> <p>Don't credit references to improves quality of life / standard of living unless qualified.</p>	<p>It will boost the economy / bring wealth / bring money (1). All these are the same thing so don't double credit.</p> <p>This may create jobs (1) such as running B&Bs (1)....this is important as rural areas may lack many job opportunities (1)</p> <p>Business for pubs (village stores) will increase (1)....so profits will go up (1)pubs / stores threatened with closure may stay open (1)....which is good for those who live in rural areas as services are maintained (1)</p> <p>B&B owners get more customers (1)...so profits go up(1) so money is available for improvements(1)so they can improve facilities such as bathrooms(1).</p> <p>Boost the economy (1)...which will mean more services can be provided – <i>this would need more detail</i>, so no elaboration mark until they give an example, e.g. buses(1).</p>		4			4

Question	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
<p>(d) How can rural environments, under pressure from visitors, be managed to ensure a sustainable environmental and social future? You should refer to examples in your answer.</p>	<p>Use best fit to apply a levels of response descriptor. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1" data-bbox="674 316 1205 866"> <tr> <td data-bbox="674 316 835 392">Level 1 1/2 marks</td> <td data-bbox="835 316 1205 392">Simple statements no elaboration.</td> </tr> <tr> <td data-bbox="674 392 835 572">Level 2 3/4 marks</td> <td data-bbox="835 392 1205 572">Includes some explanation through elaboration of either social and / <u>or</u> environmental management.</td> </tr> <tr> <td data-bbox="674 572 835 866">Level 3 5/6 marks</td> <td data-bbox="835 572 1205 866">Must include detailed explanation supported by reference to at least one named place / location Responses must include elements of both social AND environmental futures.</td> </tr> </table> <p>Reward valid responses other than those listed as they are illustrative.</p> <p>Max Level 2 if no examples (reference to places/locations).</p>	Level 1 1/2 marks	Simple statements no elaboration.	Level 2 3/4 marks	Includes some explanation through elaboration of either social and / <u>or</u> environmental management.	Level 3 5/6 marks	Must include detailed explanation supported by reference to at least one named place / location Responses must include elements of both social AND environmental futures.	<p>Management of footpath erosion Segregation of users (e.g. at lambing time). Education (about flora and fauna protection). Planning regulation (leisure use). Traffic management (with resultant social and environmental advantages). Second home / affordable home regulation. Employment creation. Subsidies to ensure service provision such as out of season transport.</p> <p>Simple: footpaths are repaired / yellow lines are painted on roads. Some explanation: Yellow lines are painted so that cars don't block narrow roads in villages. Detailed explanation: Near Buxton, at lambing time some footpaths are temporarily re-routed to avoid worrying the sheep, which may cause still born lambs and therefore loss of revenue. On the Norfolk Broads they segregate faster boats from sailing craft to ensure that competing leisure activities don't cause tension between alternative users.</p>	4	2			6
Level 1 1/2 marks	Simple statements no elaboration.												
Level 2 3/4 marks	Includes some explanation through elaboration of either social and / <u>or</u> environmental management.												
Level 3 5/6 marks	Must include detailed explanation supported by reference to at least one named place / location Responses must include elements of both social AND environmental futures.												

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	<p>CASE STUDY: Either:</p> <p>(i) A case study about housing in an urban area.</p> <ul style="list-style-type: none"> Name the urban area; Describe the pattern of housing in different parts of this urban area. Explain why different groups of people live in different parts of this urban area. <p>Or</p> <p>(ii) A case study about the distribution of shopping services across an urban area.</p> <ul style="list-style-type: none"> name the urban area. describe how shopping services are distributed across the area. explain why this pattern exists. 	<p>Levels of response mark scheme. Work upwards from the lowest level.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Gives a range of generic descriptive <u>or</u> explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar. (1/2 marks)</i></p> <p>Level 2: Provides an elaborated account which includes some description <u>or</u> explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy. (3/4 marks)</i></p> <p>Level 3: Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy. (5/6 marks)</i></p> <p>Level 4: Provides a balanced account which includes both well elaborated description and explanation specific to the place, and in roughly equal proportions. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p> <p>For (e)(i) If the housing area chosen is small in scale (e.g. a docklands redevelopment area), and no clear distribution pattern of housing is provided within that locality, award MAX L2.</p> <p>For Case Study (ii) Max Level1 if the response relates to another service, other than shops and shopping patterns, e.g. sports centres.</p>	<p>Accept responses from countries at any level of development.</p> <p>Description: Housing style / location / age / construction methods / price.</p> <p>Explanation: Responses should relate to factors such as affordability of houses / the availability of local authority housing and housing association properties to support those who can't afford to buy/ house price variation within the area / provision of retirement homes / clustering of those who want to use /share cultural amenities / facilities e.g. stemming from economic migration / students close to education facilities.</p> <p>*****</p> <p>The distribution of shopping services must form the basis for the description and the explanation.</p> <p><u>Description:</u> The description of how shops are distributed will depend on the name of the urban area stated. Typical responses are likely to refer to the wider and scattered distribution of low-order shops (convenience shops) across a larger area. High order shops are likely to be located in the central business district. Large retail parks may be referred to. These are likely to be located on the edge of towns adjacent to main road junctions.</p> <p>The <u>explanation</u> of the pattern may relate to the expectancy frequency of use by the customers. Alternatively, the pattern may be explained with reference to historic or transport/access reasons. Some responses may make specific reference to the uniqueness of a particular location.</p>	3	5		3	11
TOTAL				10	13	7	3	33

Assessment of spelling, punctuation and the accurate use of grammar

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

UNIT 4241/02 - Unit 1 Higher Tier – Question 2

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
2	Study the map and climate data below, it shows information about London and Kuala Lumpur (Malaysia).							
	(a)	<p>Compare the climate of London with that of Kuala Lumpur. Use figures in your answer.</p> <p>Level of response mark scheme. Work upwards from the lowest level. Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: One simple statement about the climate difference. No figures used to support the response. (1 mark)</p> <p>Level 2: At least two comparative statements made, with at least one accurate figure used to support the observation. (2 - 3 marks)</p> <p>Level 3: Three distinctive comparative climatic observations made, with each aspect supported by an accurate figure. (4 marks)</p> <p>Max L1 if no comparative statement is made, i.e. a simple list of rainfall or temperature figures are given.</p>	<p>The 3 distinctive climatic observations will relate to: Temperature/Precipitation/ Humidity Examples of possible responses:</p> <ul style="list-style-type: none"> • London has lower overall temperatures - any relevant figure(s) to illustrate this. • KL has constant temperatures. London fluctuates - any relevant figure(s) used to illustrate this. • KL has higher rainfall amounts - any relevant figure(s) to illustrate this. • Low monthly variation of precipitation in London compared to KL - any relevant figure(s) to illustrate this. • with high temperatures and high rainfall, KL is more humid than London 			4		4

Question		Rationale		Expected answer	AO1	AO2	AO3	SPaG	Total
(b)	Explain why plants in tropical ecosystems grow at a rapid rate.	Levels of response mark scheme. Work upwards from the lowest level. Award 0 marks if the answer is incorrect or irrelevant.		<p>Simple statement: It's hot and wet. There is lots of sunshine.</p> <p>Simple elaboration: It's hot all year round (most of the year), most days there is heavy rainfall. In the tropics the sun is always high in the sky / overhead. Lots of sun for photosynthesis.</p> <p>Detailed elaboration: Abundant sunlight provides perfect conditions for photosynthesis. High levels of water and nutrients are constantly available due to rapid recycling, caused by high humidity rates / decay. Other possibilities include reference to: Temperatures remain hot all year, (at least 25 degrees C). Rainfall inputs are high, with either afternoon downpours or rainy seasons. There are no cold seasons to halt growth.</p>	1	4			5
		Level 1 1 mark	Simple statements refer to high temperatures and high rainfall.						
		Level 2 2/3 marks	Ref to temperature and rainfall inputs with some simple elaboration of one or both (both for top of level).						
		Level 3 4/5 marks	Explanation must be detailed. Entry to level 3 must also include elaboration related to the optimum conditions for photosynthesis and the supply of nutrients.						

		Question	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
	(c)	Annotate the diagram below to describe how convectional rainfall forms. Write your annotations in the space provided below.	<p>Points marking with 1 mark reserved for each annotation.</p> <p>Credit candidates who annotate directly onto the diagram.</p> <p>Scroll down to view this if the answer space appears blank.</p> <p>You can have two correct responses in the same numbered dotted line.</p>	<p>Bottom line responses for each point on the diagram.</p> <ol style="list-style-type: none"> 1. The sun heats the earth/ ground. 2. Air rises/ evaporation. 3. Clouds form / condensation occurs/ it rains. <p>Expect more complex answers, but this is the bottom line response for 3 marks.</p>	3				3

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(d)	Study the weather map below, it shows a winter anticyclone positioned over the United Kingdom in January 2014.							
	(i)	What is an anticyclone? Tick (✓) the correct answer from the statements below.	Credit this response only.	"An area of high pressure with light winds.	1			1
	(ii)	Use the map to compare the weather in Birmingham with Edinburgh in January 2014. Use figures in your answer.	Levels of response mark scheme. Work upwards from the lowest level. Award 0 marks if the answer is incorrect or irrelevant. Level 1: At least two simple comparative statements about the weather. No figures to support the response. (1 mark) Level 2: At least two simple comparative statements with at least one accurate figure incorporated. (2 marks) Level 3: Three comparative weather observations made. Each aspect has an accurate figure or direction for emphasis. (3 marks)	The 4 possible responses will relate to: Temperature Wind strength Wind direction Cloud cover: Birmingham has lower temperatures (4° C difference ...or -2 °C against 2°C) Wind strength is greater in Edinburgh (10 knots difference ...or 15 knots against 5 knots). Alternatively, allow... both locations have light wind 0 – 15 knots Wind direction at both locations is from the west (or north-west). Birmingham has less cloud cover - 1/8 – (okta) against 2/8 – (oktas) Alternatively, allow... both locations have little cloud cover, i.e. <1/4 cloud cover.			3	3

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(e)	Compare the hazards brought by a prolonged summer anticyclone with those of a prolonged winter anticyclone.	<p>Levels of response mark scheme. Work upwards from the lowest level. Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <tr> <td>Level 1 1/2 marks</td> <td>Simple statements that describe / list the hazards in winter and summer. Either the cause of the hazard or the impact of the hazard can be given.</td> </tr> <tr> <td>Level 2 3/4 marks</td> <td>Comparative statements that make links between both summer and winter hazards. Either the cause of the hazard or the impact of the hazard can be given.</td> </tr> <tr> <td>Level 3 5/6 marks</td> <td>Detailed comparative statements that make links between both summer and winter hazards. Either the cause of the hazard or the impact of the hazard can be given.</td> </tr> </table> <p>Award max Level 1 if the response does not make direct comparative statements between either the cause or the impact of the hazard.</p> <p>Named weather events (in any UK / non UK locality) will enrich the response.</p>	Level 1 1/2 marks	Simple statements that describe / list the hazards in winter and summer. Either the cause of the hazard or the impact of the hazard can be given.	Level 2 3/4 marks	Comparative statements that make links between both summer and winter hazards. Either the cause of the hazard or the impact of the hazard can be given.	Level 3 5/6 marks	Detailed comparative statements that make links between both summer and winter hazards. Either the cause of the hazard or the impact of the hazard can be given.	<p>Responses might include reference to either the cause of the hazard, such as: hazards resulting from: temperature issues / light winds / humidity or the impact of the hazard, such as: health issues / employment / transport water.</p> <p>Examples of simple statements that make no direct comparative links:</p> <p>Summer Drought Heatwave Poor air quality</p> <p>Winter Ice Fog Low bright sun</p> <p>Comparative statements are likely to focus on impacts: Jobs.... in summer farming jobs may be disrupted by drought in winter construction jobs may be halted by the cold. Health..in summer poor air quality may cause breathing problems in winter ice can cause accidents (broken bones). Water.. in summer there may be a shortage, in winter, water in pipes may freeze. Disrupted transport...in summer tarmac may melt in winter ice on roads causes accidents.</p>	2	4			6
Level 1 1/2 marks	Simple statements that describe / list the hazards in winter and summer. Either the cause of the hazard or the impact of the hazard can be given.													
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(f)	<p>CASE STUDY: Either:</p> <p>(i) A case study about managing an area threatened by coastal erosion:</p> <ul style="list-style-type: none"> Name the coastal area you have studied; Explain why the coastal area needs to be managed at this location; Describe how the coastal area is being managed. <p>Or</p> <p>(ii) A case study about flood prevention along a river.</p> <ul style="list-style-type: none"> name a place where a river has been managed to prevent flooding. describe the disadvantages of the flood prevention scheme. explain why named groups of people hold different views about the flood prevention scheme. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Gives a range of generic descriptive <u>or</u> explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i> (1/2 marks)</p> <p>Level 2: Provides an elaborated account which includes some description <u>or</u> explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3: Provides an elaborated account which includes description <u>and</u> explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i> (5/6 marks)</p> <p>Level 4: Provides a balanced account which includes both well elaborated description and explanation specific to the place, and in roughly equal proportions. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i> (7/8 marks)</p> <p>Case St (i) Human causes of erosion = MAX Level 1. Case St (ii) Award zero marks to responses that relate only to the cause of the flood.</p>	<p>Answers must relate to coastal areas where erosion is a threat. Dependent on the location chosen: <u>Explanation</u> might include marine and / or sub areal processes. References to rates of erosion or erosion events might also be included. A <u>description</u> of a range of engineering approaches might be given. Responses might also comment on how successful the management is.</p> <p>*****</p> <p><u>Rivers:</u> <u>Description</u> For the descriptive section, only the disadvantages of the scheme should be rewarded. Typically this will relate to cost/disruption in the construction phase/disruption and problems for those living nearby/problem of river navigation/lowering of visual quality. <u>Explanation</u> For the explanation response, at the higher levels, the groups referred to must be overt and clear. Differing viewpoints may stem from issues about the cost to protect just some people whilst those not protected may still pay for the scheme. Some may be more disadvantaged by the completed scheme than others (eyesore/access issues etc.) . Some responses may relate to issues being created further downstream. Some may relate to issues affecting the local environment/ecosystem.</p>	3	5		3	11
TOTAL				10	13	7	3	33

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