



GCSE MARKING SCHEME

SUMMER 2016

**GEOGRAPHY - SPECIFICATION A
UNIT 2 (FOUNDATION TIER)
4232/01**

INTRODUCTION

This marking scheme was used by WJEC for the 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 4232/01 – Unit 2 Foundation Tier

Theme 7 Our Changing Coastline

Question 1			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Use the map to give the direction of longshore drift along this coastline.	Credit this response only.	south easterly(1)			1		1
	(ii)	The graph opposite shows erosion rates at different places along this coastline. Describe the pattern shown.	Credit each valid statement for one mark to max two marks. Credit use of map/graph evidence to name place and read graph accurately (1)	rates increase towards south (1) variable/ uneven along coast (1) highest at Holmpton (1) 6m at Holmpton (1) lowest at Bridlington (1) 0.2-0.3m at Bridlington (1)			2		2
	(iii)	Suggest reasons for these different rates of erosion.	Credit three simple statements, one simple and one developed statement or one fully developed statement that apply understanding to the resources. (3 x 1 or 2 + 1 or 1 + 2)	Soft rocks (1) prone to undercutting (1) prone to slumps/slides (1) narrow beach (1) sediments carried away by longshore drift (1) natural protection lost (1) lack of defences (1) less erosion at Bridlington protected by Flamborough Head (1)		3			3
(b)	(i)	Write four of the following terms in the correct box below each photograph.	Credit one mark for each correct match.	Sea wall Groynes	Rip rap Beach replenishment	2	2		4
	(ii)	Describe how any one of these strategies is used to protect the coastline from erosion.	Credit four simple statements, one simple and one fully developed statement or two developed statements. (4x1 or 3+1 or 1+3 or 2+2) Credit any of the 7 strategies listed at start of (b)(i).	<u>Sea wall</u> : absorb wave energy (1) made of resistant material like concrete (1) may be curved (1) reflects waves back to sea (1) <u>Groynes</u> : prevent longshore drift (1) traps sand (1) wide beach (1) sand absorbs wave energy (1) <u>Rip rap</u> : absorb wave energy (1) made of resistant material (1) protect base of cliff (1) prevents undercutting (1) <u>Beach replenishment</u> : increases length/depth/angle of beach (1) absorbs wave energy (1) increases friction (1) so waves don't reach cliffs (1)	3	1			4
(c)	Describe how different processes lead to the formation of an arch. Add labels to the photograph to help your answer.			See level descriptors below	4		2	4	10
TOTALS					9	6	5	4	24

Question 1 (c) Describe how different processes lead to the formation of an arch. Add labels to the photograph to help your answer.

Question 1(c)level	Level descriptor
0	Answer is incorrect or irrelevant
Level 1 1-2 marks	Description of an arch and/or some basic reference to erosion. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Accurate description of the sequence involved in the formation of an arch with some links to named erosion processes. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed description and clearly related to processes. At least one process is described correctly. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Arches are more likely to form where headlands protrude into the sea. Weaknesses such as joints and faults are widened by corrosion, corrosion/abrasion, and hydraulic action to form caves then arches.

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

Theme 8 Weather and Climate

Question 2			Rationale	Expected answer	AO1	AO2	AO3	SpaG	Total
(a)	(i)	The rainfall associated with a depression is known by which term?	Credit this answer only.	Frontal rainfall (1)	1				1
	(ii)	Give two ways in which the satellite image suggests that there was rainfall as this storm crossed the UK.	Credit two simple statements based on satellite image.	Cloud (1) dark patches (1) low air pressure (1) fronts (1)			2		2
(b)		Use the photograph to suggest ways in which this hazard affected the economy of this area.	Credit three simple statements or one simple and one developed statement or one fully developed statement. (3 x 1 or 2 + 1 or 1 + 1)	Farming land / buildings flooded (1) so fields waterlogged (1) plants unable to grow (1). Loss of crops / livestock (1). Roads blocked (1) so people unable to go to work (1) deliveries cannot be made (1). Cost of repairs/insurance (1)		3			3
(c)	(i)	Use information from the map above to underline the correct answers in the passage below.	Credit one mark for each correct answer.	Pacific Ocean (1) Leyte (1) north westerly (1) Philippines (1)		1	3		4
	(ii)	For a named tropical storm you have studied describe two ways in which very strong winds can cause problems for people.	Credit two developed answers or one simple statement with one fully developed response. (2 + 2 or 1 + 3 or 3 + 1) Max. 3 if tropical storm is not named.	Lack of power (1) so no aircon/refrigeration (1) so food goes off (1). Communication problems caused by wind (1) Trees down (1) so roads blocked (1) so emergency service cannot access (1) Property damaged (1) people injured (1). High waves / storm surge caused by strong winds (1) cause flooding (1).	4				4
(d)		Describe how the impact of named weather hazards can be reduced in different parts of the world.		See level descriptors below	4	2		4	10
TOTALS					9	6	5	4	24

Question 2(d) Describe how the impact of named weather hazards can be reduced in different parts of the world.

Level	Level descriptor
0	Answer is incorrect or irrelevant
Level 1 1-2 marks	Name weather hazards and/or describe the hazards. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Begins to describe how the impacts can be reduced. May only refer to one hazard. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed/specific description of the ways in which more than one weather hazard and its impact can be reduced. Specific examples given in different parts of the world. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Weather forecasting, design and construction of buildings and natural buffers may be used to reduce the impact of storms.
Drought can be managed by water transfer schemes and low level technology such as bunds/ 'magic stones' e.g. in sub-Saharan Africa.
Controlled burning is used to reduce the risk of forest fires during heatwaves e.g. in SE Australia.

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

Theme 9 Living Things

Question 3			Rationale	Expected answer	AO1	AO2	AO3	SpaG	Total
(a)	(i)	Underline the correct answer below which gives the meaning of the term abiotic.	Credit this response only.	The non-living parts (1)	1				1
	(ii)	Use the photograph to describe the landscape of this part of Canada.	Credit two simple statements or one which is developed.	rocky (1) flat / gently undulating (1) lake / water surfaces/ marshy (1) bare/lack of vegetation / grass (1) especially trees (1)			2		2
	(iii)	Describe the pattern of temperature and rainfall shown by the graph.	Three simple statements relating to the graph. Must refer to both temperature and rainfall for three marks. Allow one mark for quantification of each.	Highest temperature occurs at same time as highest rainfall (1) <u>Temperature</u> Below freezing most of the year/October to May (1) Temperature range 10°C to -30°C (1) Highest is August (1) at 10°C (1) Lowest is Jan/Dec (1) at -30°C (1) <u>Rainfall</u> Very little overall (1) especially November to May (1). Ranges from 2mm to 41/42mm (1) Highest is August (1) at 41/ 42mm (1) Lowest is February (1) at 1-2mm (1)			3		3
(b)	Match the following statements to show how the physical environment can interact with living things. One has been completed for you.		Credit one mark for each correct match.	1 to 4 (1) 2 to 3 (completed) 3 to 1 (1) 4 to 5 (1) 5 to 2 (1)		4			
(c)	(i)	Describe two ways in which people use a biome, (large scale ecosystem) that you have studied.	Credit two developed answers or one simple statement with one fully developed response. (2 + 2 or 1 + 3 or 3 + 1)	<u>Tropical Rain Forest</u> Logging (1) to extract/process timber (1) Mining (1) to open cast sites (1) for iron ore/bauxite (1). Tourism (1). Farming (1). Communication (1). Indigenous tribes (1) use slash and burn (1) to clear small areas of forest for subsistence (1) medicines (1)	4				4
	(ii)	What is the evidence that the biome you have studied is being used unsustainably?		See level descriptors below	4	2		4	10
TOTALS					9	6	5	4	24

Question 3(c) (ii) What is the evidence that the biome you have studied is being used unsustainably?

Level	Level descriptor
0	Answer is incorrect or irrelevant
Level 1 1-2 marks	Description of uses without any link (or weak link) to unsustainably and/or no named biome. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Begins to link the uses to unsustainability and the biome is clearly identified. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed evidence clearly linked to unsustainability in a named and <u>located</u> biome. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Likely responses will focus on the degradation of land, the impacts of specific types of pollution or the removal of native flora or fauna. In the tropical rainforest, for example, unsustainable use may be linked to logging, mining and agri-business.

Assessment of spelling, punctuation and the accurate use of grammar in questions 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	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Give the straight line distance in kilometres between Land's End and Sennen Cove. <u>Underline</u> the correct answer below.	Credit this response only.	1.8 km (1)			1		1
	(ii)	Give two examples of facilities for tourists shown on the OS map.	Credit up to two valid statements related to the OS map each with one mark.	Camp/caravan sites (1) viewpoint (1) National Trust (1) South West Coastal Path (1) parking (1) Theme Park (1) cycle network (1) hotels (1) historical site (1)			2		2
	(iii)	Use the OS map and the photograph to give three physical factors that attract visitors to this part of Cornwall.	Credit up to three valid statements, related to the map and/or photograph, each with one mark.	Long/ sandy beach (1) clear/ blue sea (1) Attractive scenery / beautiful views such as cliffs and bays (1) varied coastline (1)		1	2		3
(b)	(i)	Match each of the following terms to the correct definitions below to identify some of the present trends in tourism.	Credit these responses only.	C tourist enclave (1) B ecotourism (1) X (1) A budget airlines (1) D mass tourism (1)	4				4
	(ii)	Suggest two reasons why city breaks have become more popular in the UK and elsewhere.	Credit two developed answers or one simple statement with one fully developed response. (2 + 2 or 1 + 3 or 3 + 1)	Accessibility (1) so travel costs are low (1) allows several short holidays each year (1) Environmental concerns (1) Large variety of different type of attraction in cities (1) such as cultural/historical/stag and hen nights / entertainment/shops (1)		4			4
(c)	Describe the effects of tourism on the environment in any named place you have studied.			See level descriptors below	4	2		4	10
TOTALS					8	7	5	4	24

Question 4(c) Describe the effects of tourism on the environment in any named place you have studied.

Level	Level descriptor
0	Answer is incorrect or irrelevant
Level 1 1-2 marks	Mostly a description of tourism and/or reference to social/economic effects. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Begins to give effects on the environment rather than on people and the economy. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clear understanding of the effects on the environment with specific references to a named region. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Effects may be positive or negative.

Negative effects are likely to focus on hotel construction, water management, waste disposal, footpath erosion and air pollution linked to traffic congestion.

Positive effects are likely to be related to ecotourism and how money generated by tourism can be used in environmental conservation.

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.

Theme 11 Urban and retail change

Question 5			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Which motorway would you use to travel south west from Cribbs Causeway? <u>Underline</u> the correct answer below.	Credit this response only.	M5 (1)			1		1
	(ii)	Complete the following sentence which describes the location of Cribbs Causeway.	Credit two simple statements.	northerly (1) outskirts/edge (1)			2		2
	(iii)	Suggest three ways in which this large shopping centre could have negative effects.	Credit three simple statements.	loss of countryside (1) habitat loss (1) any specified pollution (1) traffic congestion at peak time (1) increased use of energy/electricity (1) effects on CBD / local towns (1)		3			3
(b)	(i)	Complete the table below by putting each of the following statements in the correct column.	Credit these responses only. Each letter can be credited only once. 5 correct – 4 marks 4 correct – 3 marks 3 correct – 2 marks 1/2 correct – 1 mark	City Centre – statements B, C, E Suburban – statements C, E 'Out of town' – statements A, B, D	4				4
	(ii)	Use the photograph to explain why this is a suitable site for a supermarket.	Credit two developed answers or one simple statement with one fully developed response. (2 + 2 or 1 + 3 or 3 + 1)	Large retail space / floor space (1) so wider range of goods (1) Close to road (1) so easily accessible (1) Close to residential areas (1) so large customer base (1) Close to retail park (1) so increase in customers from other shops (1)		2	2		4
(c)		Describe how city centres can give advantages and disadvantage for people at night.		See level descriptors below	4	2		4	10
TOTALS					8	7	5	4	24

Question 5(c) Describe how city centres can give advantages and disadvantage for people at night.

Level	Level descriptor
0	Answer is incorrect or irrelevant
Level 1 1-2 marks	Superficial or list of activities. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Begins to describe the advantages/disadvantages. Answer may focus more on either advantages or disadvantages. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed and balanced answer that describes specific advantages and disadvantages in real places. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Advantages include entertainment, late shopping and bright lights.

Disadvantages include anti-social behaviour/ crime.

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

Theme 12 Economic change and Wales

Question 6			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Give the highest point shown to the OS map in grid square 9376.	Credit this response only.	497m (1)			1		1
	(ii)	Other than farming give two land uses which are shown on the map.	Credit two simple statements based on evidence from the map.	forestry (1) wind farm (1) roads (1) settlements (1)			2		2
	(iii)	Use the map and the photograph to explain why farming is difficult in this area.	Credit one simple and one developed statement or one fully developed reason. (1 + 2 or 2 + 1)	Highland (1) so too cold for growing crops (1) wind would damage crops (1) Steep slopes (1) so unsafe/difficult to use machinery (1) so manual labour is expensive (1) Rocky (1) so thin soils (1)		3			3
(b)	(i)	Complete the table below by putting each of the following in the correct column.	Credit these responses only. 6 correct - 4 marks 4/5 correct - 3 marks 2/3 correct - 2 marks 1 correct - 1 mark	<u>Primary sector</u> B Organic farming and D coal mining <u>Secondary sector</u> A Making aeroplane parts <u>Tertiary sector</u> C Teaching, E Amazon and F Call Centre	4				4
	(ii)	For any one activity in the primary sector describe its distribution within Wales.	Credit one description of distribution by awarding one mark for each valid statement to a max 4.	<u>Open cast/Coal mining</u> Distribution is concentrated/clustered/focussed (1) on one region (1) in the valleys (1) of south east Wales (1) e.g. Merthyr Tydfil (1) <u>Farming</u> Sheep across upland regions (1) in central Wales/ mid-Wales (1) and north Wales (1). Dairy cattle in SW Wales (1) lower altitude (1)	4				4
(c)	Why might people in Wales be against developing the proposed sources of renewable energy?			See level descriptors below				4	10
TOTALS								4	24

Question 6(c) Why might people in Wales be against developing the proposed sources of renewable energy?

Level	Level descriptor
0	Answer is incorrect or irrelevant
Level 1 1-2 marks	Describes the changes shown on the graphs. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Begins to show how these changes can have a negative effect in Wales. May only refer to one type of renewable energy. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed description referring to specific areas in Wales and different type of renewables. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Wind power is likely to be linked to the negative effects of wind farms on land or offshore.

HEP is also likely to be linked to the creation of reservoirs and unnatural flooding of rivers.

Tidal energy is likely to focus on the Severn Barrage and biomass linked to the use of waste products and vegetation.

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.