



GCSE MARKING SCHEME

**GEOGRAPHY
SPECIFICATION A**

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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.

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UNIT 4321/01 – Unit 1 FoundationTier

Theme 1 - Water Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the OS map extract and photo below.						
	(i)	Use the map to name one tributary of the Afon (River) Elan.	Credit any one of the named tributaries.	Nant Cwta (1) Nant y Ffald (1) Nant yr Ych (1) Nant Lwyd (1)		1	1
	(ii)	Give the four figure grid reference for the meander Y in the photograph.	Credit this answer only but allow use of commas/spaces. Credit 6 figure ref if 4 figures are correct	8971 (1)		1	1
	(iii)	The photograph was taken from point X on the map. Give the direction that the camera was pointing by choosing from the list below.	Credit this answer only	North west		1	1
	(iv)	On the photograph draw an arrow to one slip-off slope and label it.	Give one mark for correct identification of slip-off slope and label. Any part of inside of meander bend must be clearly identified. No mark if not labelled. Do not credit if labelling is on map only.	Correct arrow and label (1)		1	1
	(v)	Explain how a slip-off slope is formed.	Credit three simple statements, one simple and one elaborated or one fully elaborated statement	Slower flow (1) less energy (1) to transport material (1) increased friction (1) deposition (1) grading of material (1). <i>Example of full elaboration:</i> Slow flow (1) so large stones are deposited (1) first then smaller ones (1).	3		3
(b)	Study the graph below.						
	(i)	Complete the graph to show spending of £810 million in 2011-12.	Allow tolerance of + 2mm above 800 line. Do not credit if on 800 line.	Correct plot (1)		1	1
	(ii)	Describe the trend in spending on flood defences since 2001.	Credit simple statement (1) Credit quantification (1) or qualification (1)	Increase (1) break in trend 2006 (1) almost doubled (1) from 410 to 810 (1)		2	2
(c)	Choose at least two of the people above. How and why do their views differ on future management of floodplains.		See level descriptors below		2	3	5
TOTALS				5	3	7	15

Question 1(c) (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 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. 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 issues, able to see clearly the reasons for at least two viewpoints which are justified and described and explained in specific detail. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

The main issue here is the likelihood of more people being affected in the future by flooding due to increased building on floodplains due to housing demand and the impact of climate change. This has to be balanced against the likely impact of flooding on people with homes and possessions damaged and the high cost of reparation. Credit some description of the types of schemes to a maximum of 2 marks that might be implemented in the future, depending on the views chosen and a justification of how they may benefit people balanced against cost of protection given the likely increased demand. This is a challenging question at the F tier but be prepared to credit decent understanding. Give credit for use of examples even though not specifically asked for in question.

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
(a)	Study the map below.						
	(i) Complete the paragraph underneath by using words from the box below.	1 mark for each correct answer (Max 3)	low-lying; Amsterdam			2	2
	(ii) Use the map to estimate the percentage of the Netherlands that is below sea level. Underline the correct answer below.	Credit this response only	25% (1)			1	1
	(iii) Why do you think that people who live around Amsterdam are concerned about climate change?	Credit one mark for simple statements (1+1) Reference to flooding must relate to increased risk in relation to climate change.	It is below sea level (1) rising sea levels (1) <i>increased</i> risk of flooding (1) increased cost of defences		1	1	2
(b)	Study the photograph below.						
	(i) Use the photograph only to give one way in which technology is being used in the Netherlands to fight climate change.	Credit one mark for a simple statement	wind turbines / windmill / wind power / wind farm (1) dyke/embankment (1)		1		1
	(ii) Suggest how technology like this can help to reduce the impact of climate change.	Must relate to answer given in (i) Credit two simple or one simple and one elaborated statement	reduce fossil fuel use (1) less air pollution (1) reduced greenhouse / CO ₂ emissions (1) dyke holds back seawater (1) acts as levee (1) to protect low-lying land behind (1).	1	1		2
	(iii) Describe one way in which people can change their lifestyles to help reduce the risk of climate change.	Credit only one way with development of answer for second mark. Development must take answer forward and relate to reduced emissions.	<u>Renewables</u> : Saving electricity (1) recycle (1) use alternative energy sources (1) development of any point that explains how emissions of GHGs are reduced (1) <u>Transport use</u> : more public transport (1) so car use is reduced / reduced emissions from cars (1)	2			2
(c)	Describe the possible effects of climate change on any country you have studied.		See level descriptors below	3	2		5
TOTALS				6	6	4	15

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 showing limited understanding. 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 detail showing good knowledge and understanding. One effect described in detail or at least two briefly described. Max level for no named country. 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	Application of impacts is described in detail and at least one of these related to a named country showing some case study knowledge. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Effects can be either positive or negative or a combination of the two. Likely responses will focus on increased flooding from rising sea levels but there must be description developed of the increased frequency and effects of this on named places for credit at the top of level 2 or into level 3. Good candidates may refer here to the high cost of protection measures and their effectiveness between rich and poor countries. Flooding may also referred to with other effects from increased storm damage and this can be treated as separate to rising sea levels when considering range of impacts. Other responses could include changing crop patterns with both positive or negative effects depending on the examples used or the potential for increased tourism in some places which might become warmer and drier. Credit answers which give either depth or breadth and remember that this is the F tier and full marks therefore equate to C and not A*.

Theme 3 – Living in an Active Zone Question 3		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the map below.							
	(i)	Write the correct letters in the boxes on the diagram to identify the two features below.	Both correct for mark	Top box = A Lower box = B		1	1	
	(ii)	Put the correct letter from the diagram in the box below to identify each feature.	No alternatives accepted. All 4 = 3 marks; 3 = 2 marks; 1 or 2 = 1 mark	Top to bottom = C A B D	3		3	
	(iii)	Explain how the feature at B is formed. Add to the diagram to help your answer.	Max 2 for no addition to diagram.	Oceanic plate is dense (1) subducted plate (1) friction / pressure (1) absorbed in mantle (1) melting (1) rises to surface (1) folding / thickening of continental plate (1) explosion / eruption from vent / crater (1)	2	1	3	
(b)	(1)	Use evidence from the photograph only to give three impacts of a major earthquake in a large city.	Accept bulleted list. Max 1 for application of knowledge to photograph.	Collapsed buildings (1) Destroyed roads / infrastructure (1) fires (1) <u>Application</u> : deaths / people trapped in cars/buildings (1) gas pipes broken (1)		1	2	3
	(ii)	Describe ways in which the effects of earthquakes can be reduced. Use examples to support your answer.	See level descriptors below	3	2		5	
TOTALS				8	3	4	15	

Question 3(c) (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 1 mark	Simple statement showing limited understanding. No example used. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	One way described fairly well or two ways simply described. Max level for no example. 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	At least two ways described in some detail. Relevant example or case study material used to some effect. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Content will depend on examples chosen. Expect to see reference to building design which should be described in some detail at the higher levels. Reference may also be made to high level short term emergency response and preparedness as the question is asking about the mitigation of effects. Preparedness could refer to issues such as earthquake drills and seismic gap theory in the context of preparing for an earthquake. Some candidates may consider land use zoning and avoidance of danger. Credit depth and/or depth and remember that full marks equates to C and not A*.

Theme 4 – Changing Populations Question 4		Rationale	Expected answer	A01	A02	A03	Total	
(a)								
	(i)	Complete the paragraph underneath by adding answers from the box below.	Credit these responses only. 1 mark for each correct answer (Max 3)	Lower; faster; 1.75 billion			3	3
	(ii)	Suggest one reason for this rapid population growth in Sub-Saharan Africa.	Credit one simple statement (1) plus development (1) which must give some explanation for reason given.	High birth rate (1) falling death rate (1) development (1)	1	1		2
	(iii)	Choose which of the population pyramids below best shows the population structure of Sub-Saharan Africa if this rate of growth continues. Put a tick in the box next to the correct answer.	Correct pyramid indicated in any way.	Middle pyramid correct.			1	1
	(iv)	Give one reason to explain why you chose this pyramid.	Credit simple statement.	Wide base (1) large young population/high BR (1) Narrow at top (1) low life expectancy (1)		1		1
(b)								
	(i)	Complete the map to show population density of 150 people per km ² in region X.	Correct shading (1)	Diagonal lines (1)			1	2
	(ii)	Describe the distribution of population density in India.	Credit any two simple locational statements. Credit use of compass directions or scale.	Highest near Kolkata (1) High in far south and north (1) lowest in central regions (1) and extreme NE (1)			2	2
	(iii)	Explain why some parts of the world are sparsely populated. Use examples to help your answer.		See level descriptors below	3	2		5
				TOTALS	4	4	7	15

Question 4(b) (iii)

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 showing basic understanding. No example used. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points. Max level if only converse (density) is discussed.
Level 2 2 - 3 marks	Some understanding of density/sparsity of population with one or more factors explained briefly. Max level is no example used. 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	At least two factors explained well with at least one of them linked to relevant examples. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

A wide range of factors could be considered relating physical barriers to dense populations such as climate extremes, relief and poor quality soils.

Economic factors might also be mentioned such as the nature of agriculture and capacity to provide food, lack of wealth and job opportunities.

To reach level 3, there must be explanation of **why** the named factors inhibit population, hence a decent level 2 answer might just focus on description of the factors without the depth of explanation. There must be examples quoted accurately for access into level 3.

Credit depth and/or breadth and remember that this is the Foundation tier and, as such, full marks equate only to the C Grade.

Theme 5 - Globalisation Question 5		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the graph below.							
	(i)	Tick the three statements about Indian tourism below that are true, from using the graph only.	Credit these responses only. However identified.	B C E		3	3	
	(ii)	Suggest how any one of the factors below which affect globalisation may have helped the growth in tourism to India. Tick the two boxes you have chosen.	Do not credit choice of factor. Looking for understanding of drivers of globalisation. Max 2 if no attempt made to link this to tourism. Credit three simple statements, one simple with one elaborated reason or one fully elaborated reason.	Internet: greater awareness of other countries (1) advertising (1) ease of booking (1) information (1) development (2) Increasing wealth: more to spend on luxury (1) willingness to travel further (1) electronic access to currency (1) development (2) Transport improvements: cheaper travel (1) by air (1) greater availability (1) development (2) Culture: awareness of foreign culture (1) eg.food (1) music and film (1) development (2)	2	1	3	
(b)	Study the photo below.							
	(i)	Suggest why some British companies have located their call centres in India.	Credit two simple reasons or one reason developed ie 1+1 or 2x1	Cheaper labour (1) willing workforce (1) working conditions (1) language (1) govt incentives (1) cheaper overheads (1) close to new markets (1) development (1)		2	2	
	(ii)	Why might some people be unhappy with this decision.	Credit two simple reasons or one reason developed ie 1+1 or 2x1	loss of UK jobs (1) language difficulties (1) low wages in India (1) lack of employment rights (1) development (1)		2	2	
(c)		Describe ways in which newly industrialised countries like India and China have benefited from globalisation in recent years.		See level descriptors below	3	2	5	
				TOTALS	5	7	3	15

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 1 mark	Simple statements showing limited understanding. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	One way described in some detail or two ways described briefly. 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	At least two ways described in detail related to named newly industrialised countries. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

A range of advantages are relevant, although most candidates will focus on the creation of jobs leading to increased wealth.

Where this happens, simple description might be worthy of level 2 but more detail such as the type of jobs and nature of industry

Might gain access to level 3. Good candidates might also relate the generation of wealth to improved social services and infrastructure

And the creation of a multiplier effect in the country. Other factors might include increased national prestige and greater influence on world

trade with its associated wealth benefits. Also at level 3, there should be some direct reference and knowledge of a named newly industrialised country, for example the increased power of specifically China in world trade in recent years.

Some may also relate back to tourism from the start of the question but this has to be taken beyond the information given in the

Resources for credit above level 2. Credit depth and/or breadth and remember that this is the Foundation tier and, as such, full marks

equate only to the C Grade.

Theme 6 - Development Question 6		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the photo below which shows a project by the charity WaterAid, in Kenya, Sub-Saharan Africa							
	(i)	Use photo evidence only to suggest what this WaterAid project has done.	Credit two simple statements or one elaborated statement.	provide water (1) water / play pump (1) sinking of well (1) community use (1) training (1)		1	1	2
	(ii)	Suggest how this project may have improved the lives of the local community.	Credit three separate points or worthy development of one advantage. 1+1+1, 1+2 or 2+1. Max 2 for simple bulleted list not linked to improving people's lives.	clean water (1) reduce named disease (1) easier to use for women/children (1) less distance to travel (1) sustainable (1) reliable supply (1) community focus (1) development (max 2)		3		3
(b)	Study the graph below.							
	(i)	Use the graph to describe the progress being made in Sub-Saharan Africa towards achieving its target for infant mortality.	Credit quantification (1) or qualification (1) reserve 1 mark for some recognition that SSA is considerably short of reaching target.	fallen (1) steadily from 175-130 (1) still not reaching target (1) further away from target than other regions (1)			3	3
	(ii)	Suggest one reason to explain why infant mortality is higher in some places than others.	Credit one reason and relevant development.	Medical/Healthcare (1) education (1) diet (1) maternal/female health (1) development (1)	2			2
(c)	Describe how patterns of development can differ within one country you have studied. You must draw and label as a sketch map of the country to help your answer.			See level descriptors below	3		2	5
				TOTALS	5	4	6	15

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 1 mark	Simple statements show limited knowledge and understanding. No attempt at sketch. Max level for no named country. 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 knowledge and understanding shown of named country. Simple map adds little to answer. Max level for no sketch map. 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	Detailed knowledge and understanding of named country and its regions. Accurate sketch map supports the answer. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Content will clearly depend on the country chosen. There must be an attempt to compare levels of development in level 2 and this will be reasonably detailed and accurate for level 3. The sketch map does not have to be a work of art but needs to be recognisable and labelled for level 3.

Remember that level 3 equates to a C and not A* and as such, be prepared to award at this level for less than perfect responses.

Credit reasonable geographical knowledge of a country at level 2 and be guided by the quality of the map for level 3.

UNIT 4321/02 - Unit 2 Higher Tier

Theme 1 - Water Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the OS map extract and photograph below:						
	(i)	Give a six figure grid reference of the source of the Nant yr Ych in the north east of the map.	Credit one mark for a correct response. Allow tolerance of easting 908 or 909 and allow 727 or 728 as a northing.	908727 (1)		1	1
	(ii)	Calculate the length of the Nant yr Ych from the source to its confluence with the Afon (River) Elan. Circle the correct answer.	Credit this response.	1.7 km (1)		1	1
	(iii)	In what general direction does the Afon (River) Elan flow?	Accept this answer only.	South easterly / SE (1) Bearing 130 ° -140° (1)		1	1
	(iv)	Name two river landforms shown in the photograph.	Credit one mark each landform identified. Accept only these answers.	Meander (1) floodplain (1) valley (1) river cliff (1) point bar/slip off slope/ river beach(1) interlocking spurs (1)	1	1	2
(b)	Annotate the cross section below to show how different river processes operate in a meander.		Credit processes to include erosion on outside, deposition on inside and transport correctly located in river. All points could then be developed to allow explanation and examples. Candidates do not need to give a comprehensive answer but need to show understanding of more than one process to achieve 4 marks.	Level 1: Simplistic with basic labelling. (1 mark) Level 2: Clear labelling, identification of at least one river process with development (2 – 3 marks). Max 2 marks if annotation not clearly located. Level 3: Identification of more than one process with development, correctly located. explaining how processes operate in different parts of a meander. (4 marks)	3	1	4
(c)	How successful have hard engineering approaches been in providing protection from river flooding?		See level description below.	2	4		6
TOTALS				6	4	5	15

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 1-2 marks	Demonstrates some knowledge and understanding. Max level 1 if response describes hard engineering approaches without evaluation. <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	Demonstrates knowledge and understanding of more than one hard engineering approach and begins to evaluate success. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Demonstrates detailed knowledge and thorough understanding of more than one hard engineering approach and evaluating success with appropriate example (s). <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answer:

Candidates may be expected to show understanding of hard engineering where defences such as flood embankments, flood walls or rip-rap are constructed. Other examples include the building of a dam to store water e.g. Three Gorges. Such defences are expensive, need regular maintenance and will never fully protect a settlement. Candidates may explore how climate change may cause more extreme weather events in the future and flood defences built in the present day will be inadequate. Hence defences such as the Mississippi, despite massive spending, still fail. Candidates may also explore the inability for poorer countries to build strong flood defences. Soft engineering although less expensive would not protect existing settlements. Hence the most able candidates will give a summary of the advantages and disadvantages of hard engineering and perhaps reach a considered decision.

The most able candidate should be able to give examples of where hard engineering have been successful e.g. Thames Barrier and not successful as in the flood defences in Boscastle pre 2008.

Theme 2 – Climate Change Question 2		Rationale	Expected answer	A01	A02	A03	Total
(a)	Study the graph below:						
	(i)	Give the amount of oil consumed in 2010.	Accept only answers within the range 4100 – 4500.			1	1
	(ii)	Describe how consumption of fossil and non-fossil fuel changed between 1970 and 2010.	Credit simple statements and/or development. Max 2 if only describes fossil or non-fossil fuel. Credit quantification (1) or qualification (1)			3	3
	(iii)	How can people change their lifestyles to reduce energy consumption and therefore reduce some causes of climate change?	Credit simple statements per change in lifestyle to a max of 3. Credit development of simple points. Simply to state that less energy would be used would not deserve a development mark.		3		3
(b)	Study the map below. It shows the Netherlands which is a wealthy country in Europe.						
	(i)	Describe the relief of the Netherlands.	Credit one mark per relevant point. Credit quantification of areas within tolerance ~ +/- 10%			2	2
(c)	Describe the possible effects of climate change on the Netherlands and one other country at a different level of development.		See level descriptors below	3	3		6
TOTALS				6	3	6	15

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 1-2 marks	Demonstrates some knowledge and understanding. <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	Demonstrates knowledge and understanding of a range of effects of climate change. Maximum level 2 if response only considers Netherlands or one other country. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Demonstrates detailed knowledge and thorough understanding of a range of effects of climate change, applying knowledge to the Netherlands and one other named country. Specific examples used. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answer:

Candidates should be expected to demonstrate a knowledge and understanding of a range of impacts such as sea level rise, glacier retreat, habitat changes, climatic change, drought and more extreme weather events. These impacts will be different in different places, low lying countries such as the Netherlands and Bangladesh are likely to be affected by sea level rise to a much greater extent than landlocked countries such as Switzerland although these countries may be affected in different ways. The levels of development will also have a crucial effect so that countries such as the Netherlands will have the technology and wealth to build expensive sea defences such as the man-made dikes, dams and floodgates provide defence against storm surges from the sea, river dikes prevent flooding by the major rivers Rhine and Meuse, while a system of drainage ditches, canals and pumping stations keep the low lying parts dry. Although Bangladesh is trying to build embankments the lack of money means that the country remains largely unprotected from the sea level rise and peoples only option may be to move away from large areas of the country. The question invites a comparison of countries 'at a different level of development' i.e. comparison with a country that is economically poorer than The Netherlands.

Theme 3 – Living in an Active Zone Question 3		Rationale	Expected answer	AO1	AO2	AO3	Total			
(a)	Study the map and photographs below									
	(i)	Label in the correct box a constructive and destructive plate margin.	Credit one mark if both answers are correct.			1	1			
	(ii)	In the space below draw an annotated diagram to explain the formation of any one landform at a destructive plate margin.	Due to the variety of landforms and valid points this question is marked using a level mark scheme. Valid landforms are an ocean trench, fold mountain or volcano. Credit knowledge of one of these landforms and the skills of sketching and labelling.	Level 1: Simplistic diagram showing correct shape of landform and some basic labelling. (1 mark) Level 2: Clear and accurate diagram of relevant landform, appropriate labelling and some development. (2 – 3 marks) Level 3: Clear and accurate diagram of relevant landform, clear explanation of processes responsible for formation. (4 marks)	1	1	2	4		
(b)	Study the graph below.									
	(i)	Describe how the percentage of admissions to hospital changes during the eight hours after the earthquake.	Credit simple statements. Credit quantification (1).			2	2			
	(ii)	Suggest two reasons to explain why hospital admissions continue many hours after the earthquake event.	Credit two simple statements. Do not credit development for second mark. Reasons must be limited to delays in time.							
				1	1		2			
(c)	Explain why the effects of earthquakes may vary in countries at different levels of development.			See level descriptors below.			3	3		6
TOTALS				5	5	5	15			

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 1-2 marks	Demonstrates some knowledge and understanding. <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	Demonstrates knowledge and understanding of why the effects vary in different countries. Max level 2 if no comparison or effects on different countries. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Demonstrates detailed knowledge and thorough understanding of a range of effects on named countries at different level of development why the effects of earthquakes vary in named countries. Appropriate examples used to support the answer. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answer:

Effects of earthquakes include landslides, falling building, fire, tsunami and many secondary hazards such as shortages of clean water and subsequent disease.. Candidates could approach this question in a number of ways – not all parts of the world are in a hazard zone, places such as Japan are in active zones and so the impacts are going to be different.

Levels of development will also have a major affect on impacts so that richer countries such as Japan have the wealth and technology to lesson impacts through various predicting and preparation measures and also recover afterwards. Poor countries such as Haiti cannot do this to the same extent. The question invites a comparison of countries at a different level of development.

Theme 4 –Populations Question 4		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the map below.						
	(i)	What was the population growth rate in Tanzania between 2005 and 2010?	Accept only this answer.	2-2.99 (1)		1	1
	(ii)	Complete the graph showing the total population of Niger of 16 million people.	Credit bar of correct height. Shading and width are not relevant. Do not credit if line is not level.	Bar must be on the 16 line, not measurable above or below (1)		1	1
	(iii)	Describe the distribution of countries whose population growth between 2005 and 2010 was more than 3%.	Credit three simple statements. Do not double credit for converse.	Scattered (1), within the tropics (1), none in Southern Africa (1), none north of the Sahara desert (1), most in north west (1), some / few / three in central Africa (1), one in north east (1) mostly north of the equator (1)		3	3
	(iv)	Explain why the population growth rate of countries in sub-Saharan Africa is high.	Allow max two marks for simple statements: Credit elaboration that explains reasons for the gap between birth and death rates. Max 2 for the elaboration points. Max 3 marks if response does not include both birth and death rates.	Birth rates are high (1) death rates falling(1) In SSA the gap between birth and death rates is high (1) <i>Examples of elaboration:</i> improving food supplies (1), so more children survive into old age (1) economic advantage of large families (1) lower status of women (1)	3	1	4
(c)	Explain how different factors have encouraged migration to cities within countries at different levels of development.		See level descriptors below.	3	3		6
TOTALS				6	4	5	15

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 1-2 marks	Demonstrates some knowledge and understanding. <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	Demonstrates knowledge and understanding of a range of factors for migration to cities. Max level 2 if no comparison of countries. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Demonstrates detailed knowledge and thorough understanding of a range of factors for the migration of people to cities in named countries at different levels of development. Appropriate examples used to support the answer. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answer:

Throughout most LEDCs cities are growing rapidly due to migration from rural areas together with natural increase. Credit discussion of push and pull factors. Farm mechanisation, underemployment, land shortages, food shortages, poverty, lack of educational opportunities and crop failure push people from rural areas to urban areas. Nairobi for examples had a population of less than 1 million people in the 1980s and today has a population of around 3 million. Throughout most MEDCs cities are growing more slowly. However cities remain attractive to businesses such as banking which is still largely located in cities such as London. Cities provide many higher education and leisure facilities such as theatres and shopping so appeal to younger adults. The question invites a comparison of countries which are at different levels of development.

Theme 5 - Globalisation Question 5		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the graph below.						
	(i)	Give the increase in the number of foreign tourists going on holiday to India between 2000 and 2010.	Credit one mark for a correct answer. Allow a tolerance of +/-0.2.	2.8 +/- 0.2 million (1)		1	1
	(ii)	Describe the trend in the number of Indian Citizens going on holiday abroad since 1997.	Credit one mark for a simple statement about the whole period of the graph. Credit quantification or qualification.	Increase (1). Slow increase before 2003 (1), rapid increase after 2003 (1), exception of 2008/2009 where little growth (1)		2	2
	(iii)	Describe factors that enable an increase in global tourism.	Credit one mark for each factor. Marks can be gained through three simple statements or by developing one of the factors.	Development of internet (1) so holidays can be booked from comfort of own home (1) increased investment in tourist facilities (1) improved/faster transport (1) greater availability of package holidays (1). Increased media coverage (1) greater political cooperation (1) families living abroad (1) increase in wealth(1) increase in leisure time (1). <i>Example of elaboration:</i> Development of the internet (1) so holidays may be booked from the comfort of home (1).	2	1	3
(b)	Describe the distribution of the top destinations for Indian migrants.		Credit one mark for each statement. Allow one mark for quantification but not for straight copying from resource e.g. 5.48 million live in Middle East. Accept converse.	Every continent (1), highest concentration in West Asia / Middle East (1), most relatively close to India (1), USA largest (1), English speaking (1), former British colonies(1) more developed countries (1) unevenly distributed (1) <i>Example of converse:</i> none in Central Africa (1)		3	3
(c)	Describe the benefits of globalisation to the lives of the people who live in Newly Industrialised Counties such as India and China.		See level descriptors below.		3	3	6
TOTALS				5	4	6	15

Question 5 (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 1-2 marks	Demonstrates some knowledge and understanding. <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	Demonstrates knowledge and understanding of the benefits of globalisation. Max level 2 if no specific examples from Newly Industrialised Countries. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Demonstrates detailed knowledge and thorough understanding of the benefits of globalisation to people in Newly Industrialised Countries. Appropriate examples used to support the answer. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answer:

Globalisation has provided employment and increased standard of living in NICs and BRICs. It has provided income through taxation to enable governments to improve public services. TNCs have brought new skills and technologies. The multiplier effect using local companies to provide resources and giving wages which is spent in local businesses has led to increased development. Tourism for example in India is the largest service industry, employing 8.78% of the working population. In 2011, Foreign Exchange Earning stood at \$17 billion up 19% from the previous year.

Theme 6 - Development Question 6		Rationale	Expected answer	A01	A02	A03	Total			
(a)	Study the map below:									
	(i)	Give the infant mortality rate for Afghanistan.	Accept only this response.	More than 120 (1)		1	1			
	(ii)	Complete the map showing China with an infant mortality rate of 16 deaths per 1000 live births.	Must be clear diagonal shading. There is no need to use a ruler.	Correct shading (1)		1	1			
	(iii)	How does the infant mortality rate in India compare to the rate in the UK?	Credit one mark for correct response.	Higher in India/lower in the UK (1) India 31 -90/ UK 10 or less (1)		1	1			
	(iv)	Explain one reason why the infant mortality rate is higher in some countries	Credit one mark for a simple correct statement which needs to be developed for a second mark.	Lower standard of living (1), poor health care (1), poor living conditions / poor hygiene (1), lack of education (1), lack of clean water (1) lack of adequate food supply (1)	1	1	2			
(b)	Study the graph below.									
	(i)	By how much has the infant mortality rate fallen in South Asia between 1990 and 2010?	Credit one mark for correct answer. Allow tolerance of +/-2.	55 +/-2 (1)		1	1			
	(ii)	Suggest one way in which governments or Non-Governmental Organisation (NGOs) may reduce infant mortality.	Credit one mark for identification of strategy to reduce child mortality and two marks for developing this strategy.	Malaria nets (1) so mothers/young children protected from spread of disease (1) Wells provide clean water (1) so prevents diarrhoea from drinking polluted water (1) Improve education (1) so mothers care for young children (1) Immunisation programmes (1) eg polio / typhoid / smallpox (1) Pre or post natal advice and care (1) e.g. hygiene/correct diet (1) Improved food supplies (1) through high yielding crop varieties (1) elaborated by named NGO (1) named case study (1)	2	1	3			
(c)	Describe how regional patterns of development differ within one country that you have studied.			See level descriptors below.			2	2	2	6
TOTALS				5	4	6	15			

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 1-2 marks	Demonstrates some knowledge and understanding. <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	Demonstrates knowledge and understanding of regional patterns of development. Simplistic map with some relevant detail. Max level 2 if no map. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Demonstrates detailed knowledge and thorough understanding of regional patterns of development. Recognisable map with relevant detail. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answer:

Country chosen could be at any level of development. An attempt must be made to complete a map of the country to achieve level 3. If Ghana chosen then the candidate needs to describe the north south divide and offer an explanation for the differences. The north of Ghana is rural whereas the south is more urban. Incomes in the south are double that in the north. In the south better transport had led to the development of some industry and has seen considerable growth of international tourism in recent years. Unreliable rainfall in the north adds to the poverty.

UNIT 4232/01 – Unit 2 Foundation Tier

Theme 7 Coasts

Question 1			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Which part of the UK is most at risk from a 2m rise in sea level?	Credit this response only.	eastern England			1		1
	(ii)	Give two reasons why rock armour and other sea defences are placed along the UK coastline	Credit two simple statements only. Do not credit one reason plus development.	Absorb wave energy / prevent erosion / cliffs retreating (1) prevent flooding (1) protect property/communities/ economic activities (1) because sea levels are rising (1)	1	1			2
	(iii)	Sea defences like the one used in the photograph are known as hard engineering. Describe disadvantages of hard engineering strategies.	Credit three simple statements, one simple and one developed statement or one fully developed reason. (3x1) or (2+1) or (1+1+1)	expense of construction (1) cost of maintenance / need replacing in time (1), may create problems further along the coast (1), not sustainable (1) if sea levels rise (1), eyesore (1), access to beach difficult (1)	3				3
(b)	(i)	Put one of the labels in each box to identify some of the main features of this coastline.	Credit one mark for each correct box.	TL: sand TR: salt marsh BL: shingle BR: Nature Reserve			4		4
	(ii)	How do transport and deposition contribute to the formation of a spit?	Credit four simple statements, one simple and one fully developed statement or two developed statements. (4x1) (3+1) or (2+2) Reserve 1 mark as to why deposition happens.	longshore drift (1) zig-zag movement (1) swash / waves carry sediment up beach at an angle (1) in the direction of the(prevailing) winds (1) backwash/ material is carried back down/90° (1) sudden change in direction of coastline (1) eg river mouth (1)	2	2			4
(c)	Describe how landforms affect the lives of people living along the coast. Use example(s) of named places to help your answer.		See level descriptors below		4	2		4	10
TOTALS					10	5	5	4	24

Question 1(c)**Award 0 if the answer is incorrect or irrelevant.**

Level	Level descriptor
Level 1 1-2 marks	Basic description of landforms/processes. 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 landforms/processes affect the lives of people. May recognise positive and/or negative effects. 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	Use of example to provide detailed / specific description of landforms/processes and how they affect the lives of people. May recognise positive and/or negative effects. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Credit both positive and/or negative effects of landforms or landform processes on people.

Positive effects of landforms are likely to be linked to tourism (safe beaches / arches and stacks) or other types of economic activity (such as ports / estuaries / safe harbours).

Negative effects of landforms are likely to be linked to coastal erosion / retreat (unstable cliffs) or flooding (estuaries / deltas).

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	Expected answer	AO1	AO2	AO3	SpaG	Total
(a)	(i)	Which of the Canary Islands is most easterly?	Credit this answer only.	Lanzarote			1		1
	(ii)	Give two facts about the location of the Canary Islands.	Credit two simple statements based on map evidence.	Atlantic Ocean (1) west of Africa (1) south west of Spain / Europe (1) close to Africa/ 90km (1)			2		2
(b)		Use the information to suggest why some of the islands suffered fires in 2012.	Credit three simple statements, one simple and one developed statement or one fully developed reason. (3x1) or (2+1) or (1+1+1) Must have reference to heat / dryness windy. Max (2). Third mark for link to vegetation / fires spread easily due to wind.	the climate is dry / low or no rainfall (1) vegetation dried out (1) very hot / hotter than usual (1), weather in August 2012 was very windy (1) so fires spread easily (1)		1	2		3
(c)	(i)	Complete the columns below by adding two high pressure and two low pressure weather hazards.	Credit one mark for each correctly sorted weather hazard.	High pressure	Low pressure	2	2		4
				Drought (1) Heatwave (1) Fog(1) Frost/ice/freezing (1)	Storms / hurricanes / very windy (1) Snow (1) Floods/ Heavy rainfall (1)				
	(ii)	For any one weather hazard you have studied explain how it can affect the natural environment.	Credit four simple statements, one simple and one fully developed statement or two developed statements. (4x1) (3+1) or (2+2) Do not credit choice of hazard. Do not credit impacts on people.	Heatwaves / drought: vegetation dries out (1) and wilts (1) may start forest/grass fires (1) which kills insects / mammals (1) and releases soot / ash into atmosphere (1) destroys animal habitat (1) Storms / hurricanes: trees blow down (1) so woodland habitat damaged (1). Large waves at coast cause erosion (1). Snow: ground is frozen / covered (1) so grazing animals cannot find food (1) thaw leads to floods (1) Heavy rainfall: saturates ground (1) leads to floods (1) ground nesting bird nests destroyed (1) burrows flooded (1) pollution washed into rivers (1)	3	1			4
(d)		The following factors affect the weather and climate of the UK. These include: <i>altitude air masses distance from the sea aspect latitude</i> For any two of these factors describe how it can create variations in weather and climate in the UK.		See level descriptors below	4	2		4	10
TOTALS					9	6	5	4	24

Question 2(d)

Award 0 if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1-2 marks	Basic description of one / two factors. 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 two factors affect the variations in weather / one in detail. 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 two factors and how they affect variations in weather. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Responses should use the UK to describe how factors affect weather and/or climate patterns. Eg air masses: four main air masses affect the UK which bring either wet, cool, dry or warm conditions. At level 3 expect candidates to describe how these air masses would bring different weather conditions at different times of year.

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)	In which year was deforestation greatest?	Credit this response only.	1995			1	1																
	(ii)	Describe the trend in deforestation between 2004 and 2011	Credit overall trend and qualification or quantification.	overall decrease (1) from 25,500/26,000 to 5,500/6,000 (1) slight increase in 2008 (1) rapid/steep decrease 2004 – 2006 / 2008-2009 (1) less steep 2009-2011(1) some fluctuation (1)			2	2																
	(iii)	Describe how the photograph shows negative effects of deforestation.	Credit three simple statements relating to the photograph. Max 1 for application of knowledge to photograph	soil is bare (1) large area cleared of trees (1) machines digging (1) scars or damages the landscape (1) turns muddy (1) rough road / soil is compacted (1) <u>Application:</u> loss of habitat (1) soil erosion(1) loss of nutrient cycling (1)		1	2	3																
(b)	(i)	Deforestation is an unsustainable use of an ecosystem. Complete the table below with two sustainable and two other unsustainable uses of an ecosystem.	Credit one mark for each use that is classified correctly. Credit specific examples (eg rubber tapping).	<table border="1"> <thead> <tr> <th>Sustainable</th> <th>unsustainable</th> </tr> </thead> <tbody> <tr> <td>Selective logging</td> <td>Mining</td> </tr> <tr> <td>National Parks</td> <td>Illegal logging</td> </tr> <tr> <td>Eco-tourism</td> <td>HEP</td> </tr> <tr> <td>Rubber tapping</td> <td>Agri-business eg soya or palm oil or ranching</td> </tr> <tr> <td>Small scale farming/ slash and burn</td> <td></td> </tr> <tr> <td>Agro-forestry</td> <td>Poaching</td> </tr> <tr> <td>Afforestation</td> <td></td> </tr> </tbody> </table>	Sustainable	unsustainable	Selective logging	Mining	National Parks	Illegal logging	Eco-tourism	HEP	Rubber tapping	Agri-business eg soya or palm oil or ranching	Small scale farming/ slash and burn		Agro-forestry	Poaching	Afforestation		3	1		4
Sustainable	unsustainable																							
Selective logging	Mining																							
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Rubber tapping	Agri-business eg soya or palm oil or ranching																							
Small scale farming/ slash and burn																								
Agro-forestry	Poaching																							
Afforestation																								
	(ii)	Describe two ways in which an ecosystem you have studied is being managed.	Credit two developed answers or one simple statement with one fully developed response (2+2) or (1+3). Max 3 if ecosystem is not named.	Tropical rainforest / taiga: heli-logging (1) selective logging means not all vegetation is cleared (1) so nutrient cycle is not broken (1) replanting (1) use of permits (1) fines for illegal logging (1) creation of wildlife corridors (1) Tundra: off-road vehicles banned (1) to prevent erosion / scarring of land (1) national parks created to preserve wilderness / habitat (1) mineral exploration / mining controlled (1) Savanna: anti-poaching patrols (1) game reserves have fences / restrictions (1) trophy hunting permitted (1)	2	2		4																
(c)		Describe how the physical environment interacts with living things in one biome (large scale ecosystem) you have studied.		See level descriptors below	4	2	4	10																
				TOTALS	9	6	5	4	24															

Question 3(c)

Award 0 if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1-2 marks	Basic description of one 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 describe how the physical environment interacts with living things. Some recognition of biotic/abiotic elements. 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	Use of example to provide detailed / specific description of how the physical environment interacts with living things. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Responses at levels 2 and 3 must link the physical environment (climate/soils) to living things (plants/ wildlife/ people) eg in a tropical rainforest the heat speeds up decay, sunlight promotes photosynthesis, high levels of rainfall have led to evolution of drip tips on leaves etc.

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)	Which part of the world had most tourists in 2013?	Credit this response only.	Europe			1		1
	(ii)	Describe the trend in tourist visitors to Asia and the Pacific.	Credit overall trend and qualification or quantification.	overall increase (1) has been steady (1) from 0 in 1950 to 200 -250 million in 2013 (1) some fluctuation (1)			2		2
	(iii)	Explain the overall change in tourist numbers shown on this graph.	Credit three simple statements, one simple and one developed statement or one fully developed reason. (3x1) or (2+1) or (1+1+1)	greater affluence (1) so more / longer holidays (1) to more distant places (1) better transport (1) faster/cheaper air travel(1) package holidays (1) use of internet (1) so more choice / adverts (1) convenience/ ease of booking (1) globalisation (1)	2	1			3
(b)	(i)	Use the information to complete the following sentences.	Credit these responses only.	increased / gone down then up (1) 12 (1) in the east / on the coast / in the south / south east (1) Manaus (1)		1	3		4
	(ii)	Explain why the arrival of large numbers of tourists can have a negative impact on any country or region you have studied.	Credit four simple statements, one simple and one fully developed statement or two developed statements. (4x1) (3+1) or (2+2). Max 3 if no named region / country	impact on local people eg noise (1) traffic congestion (1) anti-social behaviour (1) low paid jobs (1) that are largely unskilled (1) and may be part time/seasonal (1). jobs in informal economy (1) do not have safeguards / unions (1) may encourage criminal activity (1) bad image (1) problems of waste disposal (1) eg sewage (1) may damage marine life/coral reefs (1) development of large resort/marina (1) may destroy forest/mangrove (1) loss of culture (1) footpath erosion(1) water management (1)	2	2			4
(c)	Describe how tourism can be developed in a sustainable way. Use one or more named locations to help your answer.			See level descriptors below	4	2		4	10
TOTALS					8	6	6	4	24

Question 4(d)

Award 0 if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1-2 marks	Basic description of one type of tourism / one location. 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 tourism can be developed in a sustainable way. 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	Use of example to provide detailed / specific description of how tourism may be sustainable. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Examples may be at regional scale (eg National Parks) or at small / local scale (eg footpath repairs). Strategies may include the establishment of National Parks / Nature Reserves / ecotourism / co-operatives, employment of local people (eg as guides or opening their homes for bed/breakfast), use of local produce.

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 Retail and urban change

Question 5			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total																
(a)	(i)	What are goods sold to other countries known as?	Credit this response only.	exports	1				1																
	(ii)	Describe the trend shown by the graph. Use figures in your answer.	Credit overall trend and quantification. 1 mark must be for figures.	increase (1) from 60000/62000 to 120000/122000 (1) it has doubled (1)			2		2																
	(iii)	Describe the advantages that this trend could have for some people living in Kenya.	Credit three simple statements, one simple and one developed statement or one fully developed reason. (3x1) or (2+1) or (1+1+1) Focus must be on people not the country	more jobs (1) so more income (1) so better quality of life for workers/families (1) and more tax paid to government (1) which improves infrastructure / services (1) multiplier effect (1)		2	1		3																
(b)	(i)	Many European city centres have different features during the day and at night time. Complete the table below with two daytime features and two night time features.	Credit one mark for each feature that is classified correctly. Credit entertainment / eating out for either daytime or night time once but do not double credit for both . Do not double credit for converse eg more public transport in day and less public transport at night. Credit one specific example (eg theatre) instead of 'entertainment'.	<table border="1"> <thead> <tr> <th>Daytime</th> <th>Night time</th> </tr> </thead> <tbody> <tr> <td>Retailing</td> <td>Late night shopping</td> </tr> <tr> <td>Entertainment</td> <td>Entertainment</td> </tr> <tr> <td>Coffee/ Eating out</td> <td>Restaurants/ eating out</td> </tr> <tr> <td>Work</td> <td>Anti-social behaviour/ more police</td> </tr> <tr> <td>More public transport</td> <td>Street lighting / bright lights</td> </tr> <tr> <td>Traffic congestion</td> <td></td> </tr> <tr> <td>More people / tourists / commuters</td> <td></td> </tr> </tbody> </table>	Daytime	Night time	Retailing	Late night shopping	Entertainment	Entertainment	Coffee/ Eating out	Restaurants/ eating out	Work	Anti-social behaviour/ more police	More public transport	Street lighting / bright lights	Traffic congestion		More people / tourists / commuters		3	1			4
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Traffic congestion																									
More people / tourists / commuters																									
	(ii)	Describe the change shown and suggest reasons for the change.	Credit one mark for the change. For the reason: credit three simple statements, one simple and one developed statement or one fully developed reason. (3x1) or (2+1) or (1+1+1)	Change: more people during the day / less at night (1) Reasons: people commute into the city centre to work / offices (1) shops open during daytime (1) more public transport available (1) few people live in the city centre (1) more visitors in day (1) safer in day (1)	1	2	1		4																
(c)		UK consumers now have a lot of choice. For example, they can buy fresh vegetable that have been grown all over the world. Explain why changes in retailing and consumer choice are having effects on the environment. Use one or more examples to help you answer.		See level descriptors below	4	2		4	10																
TOTALS					10	6	4	4	24																

Question 5(d)

Award 0 if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1-2 marks	Basic description of changes / effects on environment. 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 explain effects on the environment. 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	Use of example to provide detailed / specific explanation of the effects on the environment. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Credit negative or positive effects. Responses are likely to focus on negatives such as increased impact of 'food miles' ie large carbon footprint / pollution from aviation. They may also focus on negative impacts of growth of large out-of-town retail stores on greenfield sites. Some may focus on growth of internet shopping and describe the impacts of increased delivery as either positive or negative. Some will also focus on the disposal of waste. Negatives include landfill sites but positives include increased recycling.

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)	To which sector of the economy does coal mining belong?	Credit this response only.	primary	1				1												
	(ii)	Describe the trends in coal produced in Wales shown by the data.	Credit two simple statements based on evidence in the table.	deep mined output no change (1) surface mining increased (1) slowly (1) from 1.6 to 2.1 (1)			2		2												
	(iii)	Suggest reasons for these trends in coal production.	Credit three simple statements, one simple and one developed statement or one fully developed reason. (3x1) or (2+1) or (1+1+1)	use of other fuels (1) eg oil / gas / renewables (1) awareness of 'green' issues (1) EU directives to reduce reliance on coal for energy (1) cheap coal from abroad (1) surface mining safer (1) accessible seams worked out (1)		3			3												
(b)		Suggest problems associated with surface coal mining. <i>Use the photograph to help you.</i>	Credit four simple statements, one simple and one fully developed statement or two developed statements. (4x1) (3+1) or (2+2). Accept noise once only	all vegetation cleared (1) so ugly (1) dust is easily blown away (1). habitats destroyed (1) very large vehicles (1) are noisy (1) may cause congestion/ noise/damage on local roads (1). blasting (1) creates dust (1) gets on windows of local houses (1) and noise (1) dangerous for children (1)		1	3		4												
	(i)	Match the following terms to the correct definitions below to show how patterns of work are changing in Wales.	Credit these responses only.	<table border="1"> <tr> <td>2/ multi-national companies</td> <td>Many ...</td> </tr> <tr> <td>X</td> <td>The economic</td> </tr> <tr> <td>4/ de-industrialisation</td> <td>A shift ...</td> </tr> <tr> <td>1/ mechanisation</td> <td>The use ...</td> </tr> <tr> <td>X</td> <td>Jobs that ...</td> </tr> <tr> <td>3/ diversification</td> <td>Developing ...</td> </tr> </table>	2/ multi-national companies	Many ...	X	The economic	4/ de-industrialisation	A shift ...	1/ mechanisation	The use ...	X	Jobs that ...	3/ diversification	Developing ...	4				4
2/ multi-national companies	Many ...																				
X	The economic																				
4/ de-industrialisation	A shift ...																				
1/ mechanisation	The use ...																				
X	Jobs that ...																				
3/ diversification	Developing ...																				
(c)		Describe how farming is changing in Wales		See level descriptors below	4	2		4	10												
TOTALS					9	6	5	4	24												

Question 6(c)

Award 0 if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1-2 marks	Basic description of a farming type. 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 farming is changing in Wales. 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 how farming is changing in Wales and may refer to a specific area / example. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Changes include lower production and lower incomes which may lead to rural depopulation. Smaller farms are least profitable and go out of business / are sold to larger farms. Farmers have had to diversify business eg into leisure and tourism. More organic farming more environmentally friendly methods

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.

UNIT 4232/02 – Unit 2 Higher Tier

Theme 7 Coasts

Question 1		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total							
(a)	(i)	Describe the locations of the coastal areas most at risk in England and Wales.	Reserve one mark for East coast / North Sea Coast. Credit one other simple statement / use of compass. Do not credit converse	Mainly in east / East of England (1) on North Sea coast (1) Close to London / SW Wales / NE England / Yorks / Humber / Holderness / east Midlands / The Wash (1)			2		2						
	(ii)	Use the photographic evidence to compare the position of the coastline in 2009 with its position in 1988.	Award 0 marks if level 1 is not met. <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Simple statements about photo(s)</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statements are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Direct comparisons are made using photo evidence, scale line or compass.</td> </tr> </table>	<u>Level 1</u> 1 mark	Simple statements about photo(s)	<u>Level 2</u> 2-3 marks	Statements are elaborated	<u>Level 3</u> 4 marks	Direct comparisons are made using photo evidence, scale line or compass.	Level 1: erosion with cliff moving inland Level 2: headland / sea defences / slipway have been eroded, significant loss of farmland, loss of houses on due to cliff collapse Level 3: cliff has retreated by 20m – 50m between 1988 and 2009, the beach in 2009 is much wider than in 1998, more erosion to North of headland after 1988, the coast has eroded rapidly to the W / SW		1	3		4
<u>Level 1</u> 1 mark	Simple statements about photo(s)														
<u>Level 2</u> 2-3 marks	Statements are elaborated														
<u>Level 3</u> 4 marks	Direct comparisons are made using photo evidence, scale line or compass.														
(b)	Describe how landforms affect the lives of people living along the coast.		See level descriptors below		4	2			6						
(c)	Explain why named processes lead to the formation of coastal spits.		See level descriptors below		5	3		4	12						
TOTALS					9	6	5	4	24						

Question 1(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of landform(s) with general comment on how people are affected. <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 how people are affected by landform(s) or landform processes. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate description of one or more ways that people are affected by landform(s) or landform processes. Examples at named places correct and in context. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Landforms included such as cliffs, beaches, arches, stacks, coves / bays, spits and salt marshes indicative content: Negative or hazardous - cliff location and possible collapse with impact on homes / transport; farmland lost, camping and caravan sites. Need to protect coastline and impact of strategies, both hard and soft such as managed retreat; build artificial reefs

Positive – Spits act as protection, coves as harbours, beaches for leisure / tourism, famous landmarks, salt marsh environments, Nat. Parks; geology can affect the nature of the landform and its resistance to erosion

Question 1(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of landform or process. <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 process. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Explanation links process to formation / change in structure of the landform. <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	Accurate explanation links process to formation / change in structure of the landform. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: A spit is a landform resulting from deposition of sand or shingle where longshore drift moves large amounts of sand and shingle along the coast with one end attached to the land. Many spits have a hooked or curved end. They form where the coastline suddenly changes direction / river estuary to leave a shallow, sheltered area of water behind it.

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	Expected answer	AO1	AO2	AO3	SPaG	Total						
(a)	(i)	Describe the distribution of areas of Europe that are most likely to have forest fires.	Credit simple statements / use of compass. Allow max one mark for named countries. Not Accept converse for N. Europe Not credit 'nearer to the equator'	Mainly in southern Europe / SE / SW Europe (1); in Mediterranean region / coastal (1) Portugal / Spain / Italy (includes Corsica and Sicily) / Greece (1)			2		2						
	(ii)	Annotate the map to explain how different pressure systems can lead to differences in the amount of forest fires between the UK and other parts of Europe.	Award 0 marks if level 1 is not met. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><u>Level 1</u> 1 mark</td> <td>Simple statements about map</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Statements are elaborated</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Uses map to make clear link between pressure and amount of fires</td> </tr> </table> <p>Must relate weather conditions to high or low risk of fire for L3</p>	<u>Level 1</u> 1 mark	Simple statements about map	<u>Level 2</u> 2-3 marks	Statements are elaborated	<u>Level 3</u> 4 marks	Uses map to make clear link between pressure and amount of fires	<u>Level 1</u> : low pressure in Atlantic, high pressure over Europe. <u>Level 2</u> : Low pressure brings cloud and rain. High pressure in southern Europe brings hot and dry weather. <u>Level 3</u> : Blocking anticyclones/ high pressure in southern Europe can remain in place for long periods of time so soils and vegetation become very dry and are vulnerable to forest fires.	1	1	2		4
<u>Level 1</u> 1 mark	Simple statements about map														
<u>Level 2</u> 2-3 marks	Statements are elaborated														
<u>Level 3</u> 4 marks	Uses map to make clear link between pressure and amount of fires														
(b)	Use the information and your own knowledge to describe how tropical storms can affect the people and economy in any country you have studied.			See level descriptors below	3	3			6						
(c)	A number of factors affect the weather and climate of the UK. One example is altitude. Explain why different factors create the variations in weather and climate experienced within and around the British Isles.			See level descriptors below	5	3		4	12						
TOTALS					9	7	4	4	24						

Question 2(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of tropical storm with general comment on how people are affected. <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 effects of tropical storms on people or economy. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of effects of tropical storms on people and economy in any country studied. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content:

People - injury or loss of life; loss of possessions such as homes, cars; short-term issue of sanitation, health, transport and general infrastructure; longer-term impact of homelessness, insurance claims and increased payments Economy – often development of the above points; businesses destroyed; insurance claims; cost to local government,
To award L3 look for detail about **specific** conditions of tropical storms such as high wind speeds and storm surges and the influence they have; quality of references to a named country; possible comparison between countries; clarity between short and longer-term affects; the need to look at strategies to limit affects prior to storms occurring.
No need to use the table for award of L3

Question 2(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of factors that influence weather. <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 factors that influence weather. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate description with some reasons for weather variations in and around the British Isles. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.
Level 4 7-8 marks	Accurate explanation providing reasons for more than one weather variations in and around the British Isles. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: altitude, aspect, influence of the sea, latitude, relief rainfall, air masses and wind direction, low and high pressure; air pollution and heat island effect in large urban areas. Accept global warming as one reason for climate variations

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	Expected answer	AO1	AO2	AO3	SPaG	Total									
(a)	(i)	Use the information from the graph to describe the trend in deforestation between 1997 and 2011.	Reserve one mark for identification of overall trend. Max 1 mark for any qualification or quantification (allow tolerance).	<i>Overall:</i> It has gone down overall / up then down / fluctuates (1) <i>Example of quantification:</i> It went up from 13,000kmsq. in 1997 to a peak of 26,000kmsq in 2004 (1) fell to 6,000kmsq in 2011 (1)					2								
	(ii)	Annotate the satellite image below. Give two ways that people are using this ecosystem. Suggest how these uses may affect the ecosystem.	Award 0 marks if level 1 is not met. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><u>Level 1</u> 1 mark</td> <td style="padding: 2px;">Simple statements about photo</td> </tr> <tr> <td style="padding: 2px;"><u>Level 2</u> 2-3 marks</td> <td style="padding: 2px;">Statements are elaborated</td> </tr> <tr> <td style="padding: 2px;"><u>Level 3</u> 4 marks</td> <td style="padding: 2px;">Uses photo to make clear link between uses and effects on the ecosystem</td> </tr> </table> Credit positive or negative effects Max. Level 2 for ref. to one way only	<u>Level 1</u> 1 mark	Simple statements about photo	<u>Level 2</u> 2-3 marks	Statements are elaborated	<u>Level 3</u> 4 marks	Uses photo to make clear link between uses and effects on the ecosystem	<u>Level 1:</u> Trees cut down / roads / farms <u>Level 2:</u> Roads have been cut through forest to get logs out. Farms are made in clearings along the road. Habitat for wildlife is lost. <u>Level 3:</u> Canopy has been removed from large areas so soil is now exposed to erosion by rain / leaching by rain water. Movement of wildlife is restricted by loss of habitat / gene pool is restricted. Belts of trees have been conserved to create wildlife corridors. Concentrate development in strips to preserve sections of forest.					2	2	4
<u>Level 1</u> 1 mark	Simple statements about photo																
<u>Level 2</u> 2-3 marks	Statements are elaborated																
<u>Level 3</u> 4 marks	Uses photo to make clear link between uses and effects on the ecosystem																
(b)	Describe the local consequences of the unsustainable use of an ecosystem on people and the environment. You may refer to any ecosystem you have studied.		See level descriptors below					4	2	6							
(c)	Study the map below which shows the global distribution of different ecosystems. Describe how the physical environment interacts with living things to produce different ecosystems.		See level descriptors below					5	3	4	12						
TOTALS							9	7	4	4	24						

Question 3(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of unsustainable use with general comment on how people/ environment are affected. <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 unsustainable use and how people or environments are affected. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of consequences for people and environment of specific unsustainable use. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: May refer to coastal ecosystem provided

People – may link to high population or increased numbers / pressure on an ecosystem for farming, tourism, building, reduction in quality of life and incomes

Environment – soil erosion, reef destruction, loss of habitats for flora and fauna, air pollution

Named ecosystem not required though evidence could differentiate between L2 and L3

‘increase and decrease’ with added quantification.

Question 3(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of ecosystem(s) <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 with basic link to pattern on map <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific description of interaction between non-living and living components with exemplification from 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 7-8 marks	Accurate description of interaction between non-living and living components that create differences in two or more ecosystems with specific exemplification. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: Description of physical and living things to include; energy from sun, flora and fauna, soil and nutrient cycling with links to how that supports ecosystems at different levels. Answer may develop interactions by dealing with biotic and abiotic factors and food chains.

Answer needs to draw out differences between a minimum of two ecosystems such as deserts and rainforests though the question does not ask candidates to refer to map only. In such cases there may be examples drawn from forestry to marine to sand dunes.

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	Expected answer	AO1	AO2	AO3	SPaG	Total							
(a)	(i)	Describe the overall trend in tourist arrivals is changing over time.	Reserve one mark for identification of overall trend. Max 1 mark for qualification or quantification of the overall trend of changes in any one region. Quantification must include unit – millions and years.			2		2							
	(ii)	Add an arrow to the map to show visitors from the USA and describe the pattern shown on your map.	<p>Award 0 marks if level 1 is not met.</p> <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Simple arrow with no indication of scale / statements about map</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Arrow is added. Statements are elaborated. Max L2 if arrow is missing or incorrect</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Arrow is accurate and quantified/qualified description of pattern across whole of map.</td> </tr> </table> <p>Arrow = 5mm (+/-1mm) and starts in USA. Credit overall pattern and qualification or quantification.</p>	<u>Level 1</u> 1 mark	Simple arrow with no indication of scale / statements about map	<u>Level 2</u> 2-3 marks	Arrow is added. Statements are elaborated. Max L2 if arrow is missing or incorrect	<u>Level 3</u> 4 marks	Arrow is accurate and quantified/qualified description of pattern across whole of map.	<p>Level 1: Most visitors are from Europe. Least from Brazil.</p> <p>Level 2: More visitors from Europe than South Africa.</p> <p>Level 3: Most visitors come from Northern hemisphere / richer countries / north of the equator / the north. 46% / almost half come from Europe whereas less come from LEDCs / southern hemisphere.</p>		1	3		4
<u>Level 1</u> 1 mark	Simple arrow with no indication of scale / statements about map														
<u>Level 2</u> 2-3 marks	Arrow is added. Statements are elaborated. Max L2 if arrow is missing or incorrect														
<u>Level 3</u> 4 marks	Arrow is accurate and quantified/qualified description of pattern across whole of map.														
(b)		Explain why attracting large numbers of tourists to sporting events like the Olympic games or the Football World Cup can have a positive impact on the host country.		See level descriptors below				4	2		6				
(c)		Describe how different physical and human factors lead to different forms of tourist development.		See level descriptors below				5	3		4	12			
TOTALS				9	6	5	4	24							

Question 4(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general explanation <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	Explanation <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate explanation of a range of positive impacts <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Construction work, multiplier effects, legacy of sporting facilities, global audience, tourists. Named benefits that link to people, economy and environment. Foreign investment and local businesses benefit; different cities attract investment
Longer term impacts and possibly more typical at Level 3 are answers referring to the degree of sustainability and benefits to local communities linked to government plans to improve areas of deprivation; social housing; investment in services / improved infrastructure

Question 4(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of factors that affect 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 3-4 marks	Description of a range of factors that affect tourism. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Description of physical and/or human factors that affect forms/types of tourism. <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 physical and human factors that affect specific forms/types of tourism using named places. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: **Physical factors** – winter and summer climate lead to skiing or traditional coastal / beach holidays; mountains for skiing or walking; countries like Iceland have volcanic landforms that attract people; iconic landforms such as Grand Canyon attract tourists
Human factors – historical features / museums, city environments, income available and cost of holidays; desire to stay ‘local’; green choices linked to carbon footprint; retired population travelling more regularly abroad; ease and cost of transport.

Accept converse ie accept factors that discourage development of tourism such as conflict / instability / terrorism.

Forms/types of tourism - sunny, warm climate and beaches led to development of mass tourism; greater prosperity and better transport has led to development of eco-tourism in places that have abundant wildlife eg rainforests.

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	Expected answer	AO1	AO2	AO3	SPaG	Total							
(a)	(i)	Describe the trend in the export of flowers from Kenya between 2006 and 2012.	Reserve 1 mark for the overall trend. Credit qualification or quantification (allow tolerance). Quantification must include unit – tonnes.	Overall increase / positive correlation (1) From 61,000 to 122,000 tonnes (1) it has doubled (1) rapid / steep rise from 2009 to 2010 (1)			2		2						
	(ii)	Kenya, an economically developing country, supplies flowers for retail in the UK. Annotate the photographs below to show the impacts on people in Kenya.	<p>Award 0 marks if level 1 is not met.</p> <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Simple statements about one or both photos</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Both photos are annotated. Some statement(s) are elaborated.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Uses photos to make clear link between new jobs and wider effects on people.</td> </tr> </table>	<u>Level 1</u> 1 mark	Simple statements about one or both photos	<u>Level 2</u> 2-3 marks	Both photos are annotated. Some statement(s) are elaborated.	<u>Level 3</u> 4 marks	Uses photos to make clear link between new jobs and wider effects on people.	<p><u>Level 1</u>: more jobs <u>Level 2</u>: Jobs on farms / rural areas. Women employed in factories processing / packing the flowers. <u>Level 3</u>: Formal jobs are created in rural areas / processing factories. Employees spend money in local economy creating a positive multiplier / they pay income tax so government has more revenue. Accept negative interpretation related to long working hours and low wages</p>	1	1	2		4
<u>Level 1</u> 1 mark	Simple statements about one or both photos														
<u>Level 2</u> 2-3 marks	Both photos are annotated. Some statement(s) are elaborated.														
<u>Level 3</u> 4 marks	Uses photos to make clear link between new jobs and wider effects on people.														
(b)	Use the information and your own knowledge to describe how daily changes in population can have advantages and disadvantages for people who live or work in the city.		See level descriptors below		3	2	1		6						
(c)	Retailing is changing fast and UK consumers now have a lot of choice. For example, consumers can buy fresh vegetables that have been grown all over the world. Explain why these changes are having an impact on the environment.		See level descriptors below		5	3		4	12						
TOTALS					9	6	5	4	24						

Question 5(b)

Level	Level descriptor
Level 1 1-2 marks	Simple description of advantages / disadvantages <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 changes / advantages / disadvantages in day, at night or both <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate description of advantage(s) and disadvantage(s) firmly linked to daily changes <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content: Advantages at day time market for traders with higher population; concentration of jobs in different sectors; range of services available to support higher population; energising place to live with many service industries
Disadvantages for daytime population raises property prices; congestion and pollution; lack of local population at night

Advantages at night time include less congestion; disruption and inconvenience to residents,
Disadvantages at night time includes less public transport, less services linked to less people, less well paid jobs

Question 5(c)

Level	Level descriptor
Level 1 1-2 marks	Simple general description of impacts of retailing on environment. <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 impacts of retailing on environment. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate description of how retailing / consumer choice impacts on the environment. <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	Accurate explanation, with examples to show why changes in retailing or changes in consumer choice have led to impacts on the environment. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: **Retailing changes** – customers want fresh / different products all year / cheaply; customers interested in environmental impact / traceability; purchase through the internet; support local growers and industry;

Environmental impact - intensive farming practices; water pollution, reduction in habitats and species, increased road transport and emissions with sales and deliveries to homes, unsightly polytunnels to produce 'unseasonal' products; increase in 'air miles' / water footprint / carbon footprint; reduced packaging; improved CBD as competition for market; farmers encouraged to remain on UK farms / organic products.

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	Expected answer	AO1	AO2	AO3	SPaG	Total						
(a)	(i)	Describe the trend in coal output between 2009 and 2011.	Credit two simple statements based on evidence in the table. Credit quantification through overall totals or for Wales and England figures.	Overall Coal Output: increased overall (1). Deep mined output: in Wales the same (1) declining in England (1) falling overall (1). Surface mining: in Wales increased (1) In England increased (1) increased overall (1)			2		2						
	(ii)	Annotate the photograph to describe the possible social and environmental impacts of surface coal mining in Wales.	Award 0 marks if level 1 is not met. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><u>Level 1</u> 1 mark</td> <td>Simple statements about photo</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Some statement(s) are elaborated.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Uses photo to make clear link between mine and its social and environmental impacts.</td> </tr> </table>	<u>Level 1</u> 1 mark	Simple statements about photo	<u>Level 2</u> 2-3 marks	Some statement(s) are elaborated.	<u>Level 3</u> 4 marks	Uses photo to make clear link between mine and its social and environmental impacts.	<u>Level 1:</u> Large machinery, spoil. <u>Level 2:</u> Large trucks make a lot of noise and dust. All of the vegetation has been removed and the site is unnatural / ugly. Mine creates jobs for some local people. <u>Level 3:</u> Trucks make a lot of dust that blows into local community and makes windows / washing dirty. Vegetation has been removed so rain easily washes away soil and may deposit it in local streams perhaps leading to flooding issues. Spoil tip will need specialist strategies to restore soil profiles and vegetation when the mine closes. Replace old spoil tip with improved environment at end of workings.		2	2		4
<u>Level 1</u> 1 mark	Simple statements about photo														
<u>Level 2</u> 2-3 marks	Some statement(s) are elaborated.														
<u>Level 3</u> 4 marks	Uses photo to make clear link between mine and its social and environmental impacts.														
(b)		Describe how traditional patterns of work are changing for many farmers in Wales.		See level descriptors below	3	3			6						
(c)		Explain why secondary employment is mostly located in North east Wales and along the M4 corridor in South wales. Use one or more examples to support your answer.		See level descriptors below	5	3		4	12						
TOTALS					8	8	4	4	24						

Question 6(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of farming / change / reason for 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	Accurate and specific description of farming / changing patterns of work. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Indicative content; using land for outdoor activities such as quad biking, paintballing; use traditional products such as milk to produce butter, cream, yoghurts, ice cream and sell; in farmers markets; change nature of farming to include change of stock or traditional crops grown; develop organic practice; use farm buildings for tourism and fields for camping; overall changes within primary sector or switch from primary to tertiary

Question 6(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general reasons given for location of secondary industry. <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	Reasons are given which explain the location of secondary industry and employment. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate explanation of factors influencing location of secondary industry and employment for one or both regions <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	Accurate and specific explanation of factors influencing location of secondary industry and employment for both (balanced) regions. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Indicative content: Traditional growth areas for population near coast and flatter ground to north and south of highland; more accessible through M4 and A55 major road; this provides access for suppliers and customers alongside imports and exports from coastal ports. Specific named examples to support above points such as Steel works in Port Talbot or Airbus UK in the north. Do not credit Amazon as a secondary industry.

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.
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