



# **GCSE MARKING SCHEME**

## **GEOGRAPHY SPEC A**

**SUMMER 2012**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE GEOGRAPHY SPEC 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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**In sub-questions marked by levels, award 0 marks for incorrect or irrelevant answer.**

**GCSE GEOGRAPHY SPEC A - UNIT 1 - SUMMER 2012**

**Question 1**

**FOUNDATION TIER**

- (a) (i) A C D B (1 mark each)
- (ii) Saltation, traction, solution or suspension (1) Correct PROCESS description (1)  
e.g. may refer to bouncing for saltation. Description must be clearly related to named process. Credit accurate description even if process is not named.
- (b) Steep slopes: encourage run-off (1) less infiltration (1) faster flow (1) gravity (1) thinner soil (1) Development (+2) Reference to water "running down" must include Surface or Gravity.  
Urban land-use: impermeable surfaces (1) tarmac etc (1) less infiltration (1) drains fill quicker (1) encourage run-off (1) (Development +2) (Credit 2 + 2 or 3 + 1 or 1 + 3)  
Credit no trees to intercept water / soak up water (max 1)

(c)

Level	Description	QWC
Level 1 1 mark	Simple statements or brief list of benefits and/or problems. No example used.	Communication is unclear.
Level 2 2-3 marks	Attempt to describe at least one benefit or problem in some detail or both briefly. Example may be absent or lacking detail. Max level for no example.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
Level 3 4-5 marks	Balanced answer giving description in some detail of both benefit and problem with use of example (s) which show place knowledge.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information: Most candidates are likely to focus on flooding and related problems for disadvantages and it is likely that any imbalance in the answer will be towards the disadvantage, given the emphasis on flooding in the spec. This can be accepted to a point as long as there is genuine attempt to describe an advantage for level 3. Advantages might include tourism, irrigation, navigation, water supply, recreational use, fertile soils for farming. This list is not exhaustive and be prepared to give credit for good relevant Geography. Look for quality of description and credit breadth or depth. Remember that this is the F tier and level 3 equates only to Grade C and not A\*.

AO1	AO2	AO3
	<b>2</b>	<b>2</b>
<b>1</b>	<b>1</b>	
<b>2</b>	<b>1</b>	<b>1</b>
<b>3</b>	<b>2</b>	
<b>6</b>	<b>6</b>	<b>3</b>

**Question 2**

**FOUNDATION TIER**

- (a) (i) increase (1) fluctuating (1) quantification from y axis (1) Max 3
- (ii) Increase / burning of fossil fuels (1) deforestation (1) increased generation of electricity (1) development of any point (1) Reference to fossil fuels must be qualified.
- (b) (i) 1 mark for each advantage or disadvantage. Positive 2, 4, 6; negative 1, 3, 5, 6.
- (ii) **Not enough snow:** impact on skiers (1) reduction in tourist income (1) multiplier (1) redundant infrastructure (1) development (2)  
**Grapes, oranges etc:** reduced food prices (1) greater variety (1) fewer imports (1) more imports (1) increased farm income (1) job creation (1) more jobs (1) development (2)  
**Pest and diseases:** damage to animal / crops (1) increased cost (1) health problems for people (1) identified pest (1) identified disease (1) development (2)  
**Growing season:** more crops (1) farm incomes (1) more jobs (1) development (2)  
**Flooding:** need for defences (1) farm incomes (1) impact on people (1) Coastal erosion (1) impact on tourism (1) development (2)  
**Mediterranean summers:** increased tourism (1) income (1) multiplier (1) drought (1) more irrigation (1) cost of (1) air conditioning (1) more pests and diseases (1) health risks (1) development (2) Also credit answers from boxes 2 +3

(c)

Level	Description	QWC
Level 1 1 mark	Simple statements relating to boxes. Only one box used briefly. Limited understanding.	Communication is unclear.
Level 2 2 -3 marks	One box discussed in detail or two explained in simple terms. Answer lacks depth.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
Level 3 4-5 marks	Two boxes explained in some detail showing understanding of how this leads to a reduction in global warming. May refer to actual strategies.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

**Background information:** At the higher levels, candidates will need to give clear explanation of their chosen strategies, giving identified alternative energies or specific strategies. International co-operation will be expected to refer to various summits and agreements to limit CO<sub>2</sub> levels and at level 3 there will need to be demonstration that candidates understand the macro picture of the link between reduced levels and climate change. Be careful to credit explanation as opposed to description, candidates must attempt to explain how strategies lead to reduction in global warming.

AO1	AO2	AO3
		3
1	1	
	1	1
1	2	
3	2	
5	6	4

**Question 3**

**FOUNDATION TIER**

- (a) (i) constructive; apart; sea-floor; magma; crust.  
All 5 correct = 4; 4 = 3; 3 = 2; 1 or 2 = 1
- (ii) Any two of: rift valley, volcano, ocean ridge (1 mark each)  
Credit impact on human activity only, no mark for falling building on its own.
- (b) Collapsed buildings so loss of shelter(1) crushing/death (1)  
psychological (1) landslides so traffic is blocked (1) forced migration (1)  
no water (1) trapped (1) economic impact (1) effect of infrastructure damaged (1) or clean water (1) development of any point (+2) Max 2 for list.

(c)

Level	Description	QWC
Level 1 1 mark	Limited understanding. May be a simple list with little or no description. No example used.	Communication is unclear.
Level 2 2 -3 marks	Example used but lacking focus. One or more reasons given in simple terms but not fully developed. Example absent or lacking detail. Maximum level for no example.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
Level 3 4-5 marks	Clearly related to case study material. Good understanding of one or more reasons. Answer has depth and/or breadth.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information: Answers will focus on the benefits of living close to volcanoes and are likely to refer to tourism, geothermal energy, mineral exploitation and good soils for farming. However, good candidates could refer to historical and cultural factors; the economic costs of moving to safer areas; the use of technology to make people safer; or the length of time between volcanic eruptions. Either approach could gain access to level 3 but there must be evidence of clear place knowledge at this level and explanation rather than description. Remember that this is the F tier, and as such level 3 equates to grade C and not A\*.

AO1	AO2	AO3
2	1	1
1	1	
1	1	2
2	2	1
6	5	4

**Question 4**

**FOUNDATION TIER**

- (a) (i) 1.2 billion (1) Credit +/- 0.1 billion. Do not credit if billion not given.
- (ii) 7 billion (1) Credit +/- 0.1 billion. Do not credit if billion not given.
- (iii) LEDC risen (1) more steeply (1) quantified (1) MEDC almost constant (1) quantified (1) Accept converse.
- (b) (i) Children as an asset (1) low status of women (1) poor education (1) high infant mortality (1) religious/cultural reasons (1) development of any point (1)
- (ii) Medical/health care (1) Better diet (1) Less manual work (1) Healthy Lifestyle (1) State support (1) Reduced fertility (1) baby boom (1) Development of any point (+2)

(c)

Level	Description	QWC
Level 1 1 mark	Simple statements or list showing limited understanding. No example used.	Communication is unclear.
Level 2 2 -3 marks	Mainly descriptive material from photograph with some limited reference to examples. Max level for no example.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
Level 3 4-5 marks	Good understanding shown with a number of reasons explaining the attraction of rural areas. Answer goes beyond the photograph and relates to examples or case study material.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information: Weaker candidates will concentrate solely on the photo and the environmental benefits of the countryside such as peace and quiet, scenery, clean air, wildlife, etc. Better responses will take the answer further and consider crime rates, transport issues, commuting, retirement, community aspects and the quality of housing, although this list is not exhaustive. Some may focus on the converse, ie why people prefer not to live in urban areas. Credit breadth and/or depth and remember, as always that level 3 is the C and not A\*.

AO1	AO2	AO3
		1
		1
		3
2		
2	1	
1	3	1
5	4	6

**Question 5**

**FOUNDATION TIER**

- (a) (i) C
- (ii) A
- (iii) C
- (b) (i) All over the world (1) most of South America (1) Some in Africa (1) mostly LEDCs / south of Brandt line (1) some MEDCs (1) more south of tropic of Cancer (1) named countries (**max 1**) development (1)
- (ii) Transport improvements (1) internet (1) growth in global media (1) other globalisation drivers (1) mineral exploitation (1) search for greater profits (1) cheaper labour (1) close to markets (1) government support (1) foreign enticements (1) development (1)
- (iii) wealthier population (1) multiplier (1) tax revenue (1) prestige (1) Development (+1) trade (1)

(c)

Level	Description	QWC
Level 1 1 mark	Simple statements describing photograph or simple list of advantages or disadvantages.	Communication is unclear.
Level 2 2 -3 marks	Describes either advantage or disadvantage in some detail or both in very simple terms.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
Level 3 4-5 marks	Balanced answer which describes at least one advantage <b>and</b> disadvantage in some detail.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information: Advantages will focus on the generation of jobs and bringing wealth to people. Some may mention the development of new skills and the provision of living accommodation and other benefits, such as health and social services. Disadvantages will relate to exploitation in the form of low wages, long hours and 'sweatshop' conditions. Good candidates may relate to the type of work, ie low skilled with higher level jobs for foreigners. Give credit for depth or breadth but, as always, remember that this is the F tier and as such, level 3 equates to C and not A\*.

AO1	AO2	AO3
3		
		3
	2	
		2
2	2	1
5	6	4

**Question 6**

**FOUNDATION TIER**

- (a) (i) Pakistan (1) 600 (1)
- (ii) negative (1) lower (1)
- (iii) Increasing wealth or converse (1) leads to improved medical care (1) ante / post-natal care (1) diet (1) housing (1) development (+2)
- (b) (i) 50-69
- (ii) Lack of money (1) to invest in education (1) remoteness (1) too few teachers (1) few females educated (1) children needed to work (1) development (1)
- (c)

Level	Description	QWC
Level 1 1 marks	Simple statement or list showing limited understanding.	Communication is unclear.
Level 2 2 -3 marks	Basic description of strategy relevant to identified goal. Max level for no identified goal. Answer lacks depth.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
Level 3 4-5 marks	Relevant and detailed description of strategy(ies) related to identified goal. Good understanding of link between aid and development.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information: Content will clearly depend on the chosen MDG. Look for understanding of the link between aid and specific strategy or strategies employed to meet the chosen MDG. Give credit for named aid agencies, countries or projects and this should lead you towards level 3. It is unlikely that responses unable to use examples will be focused or detailed enough to move beyond level 2. Remember as usual, however, that this is the F tier.

AO1	AO2	AO3
		2
	1	1
1	2	
		1
1	1	
2	2	1
<b>4</b>	<b>6</b>	<b>5</b>

**GCSE GEOGRAPHY SPEC A - UNIT 1 - SUMMER 2012**

**Question 1**

**HIGHER TIER**

- (a) (i) Floodplain (1) Meander (1) Ox bow lake (1)
- (ii) Slow-flowing water (1) Lacks energy to carry load (1) Load deposited (1) Largest material first (1) Graded (1)
- (iii) Fast-flowing water on outside of meander (1) Erosion (1) Named process: accept hydraulic action, abrasion, corrosion (1) +2 dev
- (b) (i) Increases overland flow (1) reduces infiltration (1) named human activity. Building of houses or roads / removal/ planting of trees / agriculture (1) + 1 dev
- (ii)

Level	Description	QWC
Level 1 1-2 marks	Simplistic answer. Demonstrates some understanding, largely descriptive.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding and begins to explain in detail how landform(s) impact on people's lives. <b>Maximum Level 2 if no landform identified</b>	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clear and detailed understanding and explanation of how river landform(s) impact on people's lives. Identify an example (s).	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information:**

Many possible approaches. Floodplains provide ideal land for farming (fertile soils) and building (flat surface). Flood risk influences nature of farming, pastoral farming dominates. Buildings need to be protected from flooding, residential properties face increased insurance costs. Many local examples could be used or examples such as Bangladesh. Landforms such as waterfalls provide tourist attractions and gives employment. Obvious examples include Niagra and Ystradfelte.

AO1	AO2	AO3
1		
	1	1
	2	2
	1	1
3	3	
<b>4</b>	<b>7</b>	<b>4</b>

**Question 2**

**HIGHER TIER**

- (a) (i) Consistent rise (1) fluctuates (1) +1 quantification  
 (ii) Burning / increases use of fossil fuels (1) Deforestation (1) +2 dev
- (b) Positive – warmer summers / milder winters (1) Increased growing season (1) Enables new crops to be grown (1) +1 dev (maximum 3) increase in domestic tourism (1)  
 Negative – more pest and diseases (1) Flooding of low-lying coastal areas (1) Increase of extreme weather (1) loss of habitat (1) +1 dev (maximum 3)
- (c)

Level	Description	QWC
Level 1 1-2 marks	Simplistic answer. Demonstrates some knowledge, largely descriptive.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding and begins to explain how the impacts of climate change are likely to be greater in LEDCs. <b>Maximum Level 2 if no use of article.</b>	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clear and detailed understanding and explanation of a range of impacts and explains how these impacts are likely to be greater in LEDCs (or converse). Use own knowledge.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information:**

In LEDCs there is a lack of technology and finance for adaptive strategies. Hence, LEDCs will not be able to build effective flood defences, e.g. Bangladesh. Many LEDCs, e.g. Egypt and Mali, already have water shortages and these are likely to become more severe. The importance of agriculture to the economy of LEDCs means that they will be affected to a greater extent. Many, e.g. Ghana with cocoa rely on primary exports for revenue. Crop yields are expected to fall further in many parts of Africa. There will be a greater risk of insect-borne and water-borne diseases, e.g. Malaria and Cholera. LEDCs do not have the medical equipment and supplies to combat this.

AO1	AO2	AO3
		2
2	1	
2	2	
2	2	2
<b>6</b>	<b>5</b>	<b>4</b>

**Question 3**

**HIGHER TIER**

- (a) (i) Mid-Atlantic Ridge / plate margin(1) North-east of Reykjavik (1) west / south west Iceland (1) Accurate use of scale (1) Accurate reference to other volcanoes (1) inland (1) unpopulated (1)
- (ii) Mid-Atlantic Ridge (1) volcano (1) Lava field (1) North American and Eurasian plate moving apart (1)
- (iii) Credit landforms such as ocean ridge, rift valley or shield volcano.  
**Ocean ridge** – plates move apart (1) magma pushes to the earth's surface (1) Forms new crust (1) which forms a ridge either side of plate margin (1) +1 e.g.  
**Shield Volcano** – plates move apart (1) magma pushes to the earth's surface (1) lava is running (1) flows considerable distance from the crater (1) + 1 e.g.  
**Rift Valley** plates move apart (1) magma pushes to the earth's surface (1) forms new crust (1) rift formed (1) + 1 e.g.
- Simplistic diagram (1), detailed diagram (2), max 3 marks if no diagram. Reserve one mark for annotation.  
 Maximum 2 marks if incorrect landform identified or landform is not clear in answer.

AO1	AO2	AO3
		2
	1	1
2		3
3	3	-
<b>5</b>	<b>4</b>	<b>6</b>

(b)

Level	Description	QWC
Level 1 1-2 marks	Simplistic answer. Demonstrates some knowledge, largely descriptive.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge and understanding of a range of ways in which the effects of earthquakes could be reduced.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clear and detailed knowledge and understanding of a range of ways in which the effects of earthquakes could be reduced. Identify an example.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information:**

Predicting earthquakes: Laser beams are used to detect plate movement. Seismometers are used to pick up vibrations. Levels of radon gas are measured.

Preparing for an earthquake: Earthquake drills and education will mean people will know what to do in the event of an eruption. Emergency supplies of basic items need to be stored. Buildings, roads and bridges can all be designed to withstand an earthquake. Japan provides obvious examples such as Taipei 101, equipped with a tuned mass damper and the world's second tallest skyscraper.

**Question 4**

**HIGHER TIER**

- (a) (i) Credit accurate completion of bar (1) Accurate +/-1mm  
 (ii) 45% +/-1mm(1)  
 (iii) **Europe** – population decrease (1) Low birth rate (1) Higher death rate (1) +2 dev. e.g. educated female population.  
**China** – small increase (1) Lower birth rate (1) Lower death rate (1) +2 dev, e.g. One Child policy.  
**USA or India.** Large increase (1) high birth rate (1) lower death rate (1) +2 dev  
**Least developed** – rapid increase (1) High birth rate (1) low death rate (1) +2 dev, e.g. youthful population.

Max 2 if region is not clear.

- (b) Credit elaborated statements using evidence from the photo as the prompt.  
 e.g. small village (1) low density housing (1) open spaces (1) attractive buildings (1) low levels of pollution (1) countryside (1) +2 dev. Eg low levels of stress, places for recreation, quiet, community spirit (max 2 dev points)

(c)

Level	Description	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited knowledge and understanding.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge and understanding of a range of factors which contribute to an ageing population.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clearly demonstrates detailed knowledge and understanding of a range of factors which contribute to an ageing population. Identify example(s).	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information:**

Birth rates are decreasing as greater numbers of women have careers and put off having families until later in life. The desire for couples to have children decrease as life opportunities and the cost of having children increase. People are living longer due to improvements in health care, nutrition and living conditions. In the UK, for example, birth rates are around twelve per thousand, whilst death rates are around ten per thousand. Over 20% of the population is over 60 and this is forecast to rise to almost 30% by 2050.

AO1	AO2	AO3
		1
1	1	1
	2	2
3	3	-
<b>4</b>	<b>6</b>	<b>6</b>

**Question 5**

**HIGHER TIER**

- (a) (i) Credit three comparative statements. Orkut in LEDC/NIC south of Brandt line / named continent/country (1) MySpace in MEDC north of Brandt line / named continent/country (1) MySpace in more countries (1) None of either site in Africa (1) Orkut more equatorial (1) Max 2 marks if distribution of one networking site.
- (ii) Named changes in technology, e.g. internet, mobile telephones, transport ( max 1) +2 dev of any point, e.g. allows video conferencing (1) and, hence, growth of MNCs (1)
- (b) Risen (1) Initial fall (1) Big rise in 2000 (1) Highest year 2005 (1) Quantified (1) inconsistent rise (1) Lowest year 1997 (1) (max 2 if answer does not cover time period 1996 to 2005)

(c)

Level	Description	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited knowledge and understanding.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge and understanding of how globalisation can bring threats <b>Max Level 2 if no relevant NIC identified.</b>	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clearly demonstrates detailed knowledge and understanding of how globalisation can bring threat to people. Give example(s) from a NIC such as India and/or China.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information:**

Globalisation is a threat to cultural diversity, re-casting the world in the mould of the capitalist west. Migration can cause social tension. Wages are often low. MNCs are often foreign owned and much of the profit goes out of the country. Working conditions are often poor and child labour may be used. Local culture may be swamped by foreign media. Increased pollution level. Increased number of robots used, taking away the jobs of locals. Increased dissatisfaction with import of foreign products.

AO1	AO2	AO3
		3
2	1	
		3
3	3	
<b>5</b>	<b>4</b>	<b>6</b>

**Question 6**

**HIGHER TIER**

- (a) (i) Negative correlation (1) GNI increased / under 5 mortality decreases (1) Plus (1) +1 Dev.
- (ii) Higher in Sub-Saharan Africa / lower in South Asia (1) exceptions (1) Named example (1)
- (b) (i) North of the equator (1) Western Africa (1) Northern Africa (1) Named example (1) Exception Mozambique/ Rwanda/ Burundi (1)
- (ii) Fewer girls attend school at present (1) Lower birth rates (1) Help prevent spread of disease (1) Increase employment opportunities (1) improved health (1) reduced infant mortality (1) it will help meet MDG's (1) + 1 Dev.
- (c)

Level	Description	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited knowledge and understanding.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge and understanding of one or more strategies in which NGOs promote development. Relates to one or more MDG's <b>Maximum Level 2 if no MDG identified.</b>	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clearly demonstrates detailed knowledge and understanding of a range of ways in which named NGOs promote development. Identify an example(s).	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information:**

Many possible examples and approaches. Oxfam is providing clean water in rural Ghana. This will help achieve Goal 4, for example to reduce child mortality. Save the Children will provide food aid and shelter in emergency situations. Practical Action is working in Kenya to help people acquire the tools needed to work themselves out of poverty. Both help achieve MDG 1 to eradicate extreme poverty and hunger.

AO1	AO2	AO3
		2
		2
		2
1	2	
3	3	
<b>4</b>	<b>5</b>	<b>6</b>

**GCSE GEOGRAPHY SPEC A - UNIT 2 - SUMMER 2012**

**THEME 7 – OUR CHANGING COASTLINE**

<b>Question 1</b>		<b>FOUNDATION TIER</b>			<b>K</b>	<b>A</b>	<b>S</b>
(a)	(i)	3184 (1)					1
	(ii)	Power station (1) farming/farms (1) works (1) villages/city/towns/houses (1) roads (1) mast / pylons (1) specific buildings eg Church (1) nature reserve (1) woodland (1) earthworks (1) spoil heap (1) sea defences/ embankments (1) car park (1) railway (1) drainage channel (1).					2
	(iii)	Lowland (1) flat (1) drainage channels (1) river estuary/mouth (1) sea defences/embankments (1) Saltmarsh/marsh (1)				2	1
(b)		Loss of farmland (1) other economic impact(1) more sea defences needed (1) impact on infrastructure (1) loss of homes/villages/possessions (1) environmental refugees (1) effect on low coastal countries (1) loss of life/injuries (1) +2 for dev and/or examples (2 + 2 or 1 + 3 or 3 + 1)			4		
(c)	(i)	cliff	bay	headland			
		cave	arch	stack	2	2	
		(6 correct = 4 marks 4/5 = 3 marks 2/3 = 2 marks 1 =1 mark)					
	(ii)				2	2	2
		Level 1 0-2 marks	Description of landform or simplistic attempt at explanation	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
		Level 2 3-4 marks	Clear explanation of landform development. Processes may be named. Max level if no diagram or landform named.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.			
		Level 3 5-6 marks	Detailed explanation of landform development. Processes named and applied to the landform. At least one process explained. Possible to give all marks from detailed annotated diagram.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
		<b>Background information</b> Detail will depend on the landform chosen but must be clearly related to process to reach Level 3. At this level there must be some explanation of how hydraulic action, corrosion or corrosion work to create the landform, e.g. hydraulic action by the waves will widen any weaknesses to form a cave.					
		<b>Total mark = 20</b>			<b>8</b>	<b>6</b>	<b>6</b>

## THEME 8 – WEATHER AND CLIMATE

### Question 2

### FOUNDATION TIER

- (a) (i) Below 976 (1)
- (ii) Strong winds/stormy/windy (1) rainfall/heavy rain (1) unsettled (1) dull/cloudy (1) snow (1)
- (iii) Heavy rain can lead to flooding (1) loss/closure of business (1) transport disruption (1) cost of repair (1) power failures (1)  
Winds can lead to damage to business property (1) transport disruption (1) power failure (1) cost of repair (1) + 2 dev.
- Note: one weather condition only credited and must be affect on business.
- (b) (i) 19°N (1) north westerly (1) Bahamas (1) Atlantic (1)

- (ii) Hazards include high winds, storm surges, flooding, heavy rainfall and landslides  
1 for hazard + 1 for dev – if development is given without the stem max 1

(iii)

Level 1 0-2 marks	A list of strategies/examples, no explanation.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	More detail with regard to strategies. Max level if no example.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed explanation of a range of strategies/ named place(s) / hurricane(s). More than one strategy in detail.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Ways or strategies could include satellite tracking and weather forecasting/predictions, which helps with preparation and advice to evacuate.

Hard engineering strategies could include sea walls and the building of levees.

Examples from MEDC/LEDC or both would be valid.

**Total mark = 20**

K	A	S
		1
2		
1	2	
		4
2	2	
4	2	
<b>9</b>	<b>6</b>	<b>5</b>

## THEME 9 – LIVING THINGS

### Question 3

### FOUNDATION TIER

- (a) (i) Tundra (1)
- (ii) 7 month/ a number of months below zero or converse (1) min -25/ -26/ -27°C (1) max 17/18°C range 40° + (1) rises steeply/ falls steeply (1)
- (iii) Northern hemisphere (1) northern North America (1) northern Asia (1) northern Europe (1) high latitude/arctic circle (1) specified places e.g. Alaska/Siberia (1) extensive distribution (1) max 2 for places
- (b) (i) Birds (1) rocks (1) photosynthesis (1) roots (1)
- (c) Rain all year promotes dense vegetation/ forest/trees (1) combined with heat (1) less vegetation with less rain (1) grass replaces trees (1) drought means little or no growth (1) drought resistant species (1) dry season leads to semi desert/ scrub (1)
- (d)

Level 1 0-2 marks	List of ways, limited in detail or descriptive.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Uses are outlined briefly or answer is limited to one use. Some explanation. Max level if no example given.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed explanation of the uses given. Reference to named places/ecosystems.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

#### Background information

Ecosystems are used for logging, agriculture, mining and tourism. Specific examples could include Malaysia, Amazonia or Central America.

A Level 3 answer might recognise that there are conflicting uses and that ecosystems may be used unsustainably.

Small scale ecosystems such as sand dunes are valid. Use by indigenous people is valid.

**Total mark = 20**

K	A	S
	1	
		2
	1	2
4		
1	2	1
4	2	
<b>9</b>	<b>6</b>	<b>5</b>

## THEME 10 – TOURISM

### Question 4

### FOUNDATION TIER

- (a) (i) 200 km (1)
- (ii) western side (1) Ionian Sea (1) accurate use of compass points (max 1) such as: north of Ithaca/ north of Cephalonia/ South of Corfu (1), accurate use of scale line (max 1).
- (b) (i) Coast/sea (1) dev +2 eg sailing and other water sports.  
Hills/mountains/vegetation (1) dev +2 walking, looking at scenery, bird watching etc
- (ii) Provides work / few alternatives to tourism (1)  
Generates income (1)  
Improves infrastructure (1) + 1 for dev
- (iii) **People**  
Congestion – more cars/coaches (1) a type of pollution (1) loss of traditional occupations/culture (1) impact on water supplies (1) any anti social behaviour (1) higher property prices/goods in shops (1)  
**Environment**  
Visual impact of hotels(1) any other form of pollution (1) landscape degradation (1) Impact on water supplies (1) affects on wildlife (1) (2 + 2)
- (c)

Level 1 0-2 marks	Simple list, repeats the information given or descriptive only.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Some explanation offered or describes two changes fully.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Clear understanding of why change happens, may use specific examples. May note changes other than those given.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

#### Background information

There are many examples of different types of holiday including city breaks, eco-tourism and cultural. People are also more willing to travel further distances to more exotic locations and the frequency of holidays is increasing. Reasons include more leisure time, greater affluence and changing technology such as internet booking.

At Level 3 answer will also include specific examples.

**Total mark = 20**

K	A	S
		1
		2
	1	2
2	2	
3	1	
4	2	
<b>9</b>	<b>6</b>	<b>5</b>

**THEME 11 – RETAIL & URBAN CHANGE**

**Question 5**

**FOUNDATION TIER**

- (a) (i) 10% (1) check box
- (ii) Large car park (1) large building (1) surrounded by greenery/trees (1) building by itself/no development close by (1)
- (iii) Serves local people / students / elderly (1) on busy roads (1) so passing trade (1) CBD / inner city / built up (1).  
Office/shop workers (1) Smaller store (1) so can only stock convenience/low order goods (1) less bulk buying (1) no car parking (1) examples of convenience goods (1) land prices higher (1) +1 dev.
- (b) (i) 16-24 (1) 96 (1) 29 (1) 65 (1)
- (ii) **Benefit**  
Convenience/less hassle (1) choice (1) disabled/frail/older (1) without car (1) creation of jobs (1)  
Cheaper (1) benefits for environment (1) + 1 for dev
- Problem**  
Fraud (1) closure of shops/loss of trades (1) CBD (1) loss of jobs (1)  
Delivery problems(1) +1 for dev  
(2 + 2)
- (c)

	K	A	S
			1
	1		1
	1	2	
			4
	2	2	
	4	2	
<b>Background information</b>			
Positive impacts include the creation of jobs in developing countries and multiplier effect which can lead to investment in transport, education and health.			
Negative impacts include the exploitation of workers and their health, and loss of farming land. Dependency on consumer trends in the UK could be apparent for Level 3.			
<b>Total mark = 20</b>			
	<b>8</b>	<b>6</b>	<b>6</b>

**THEME 12 – ECONOMIC CHANGE AND WALES**

**Question 6**

**FOUNDATION TIER**

- (a) (i) 6 (1)
- (ii) Finite/will run out (1) can only be used once (1) specific example (max 1)
- (iii) Anglesey (1) coast (1) north Wales (1) north west Wales (1)  
Accurate use of scale line (max 1)  
Accurate use of compass points in relation to other point (max 1)
- (iv) Renewable (1) tidal (1) Dinorwig (1) trees (1)
- (b) High set-up costs (1) visual pollution (1) noise pollution (1) negative impacts of tourism (1) disruption during building (1) intermittent energy (1) kills birds (1) hazardous for people (1) + 1 for dev

(c)

Level 1 0-2 marks	Simplistic list, limited in detail and no reference to any type of non renewable energy.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Advantages of the options are outlined briefly or answer may focus more on one option.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	A detailed and balanced answer with the arguments well understood.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

**Background information**

The arguments for **coal** include reliability and quantity.

The arguments for **nuclear energy** include reliability, quantity, improved safety and less contribution to the greenhouse effect and acid rain.

The arguments for **gas** include efficiency, easy to transport and distribute, and low atmospheric pollution.

The argument for **oil** include reliability multiple use etc.

By comparison, candidates may argue that renewables are more expensive to set up and much more intermittent.

A Level 3 answer might recognise the limitations of renewable and the need for a mix of energy resources.

**Total mark = 20**

K	A	S
		1
2		
		3
3		1
	3	1
4	2	
<b>9</b>	<b>5</b>	<b>6</b>

**GCSE GEOGRAPHY SPEC A - UNIT 2 - SUMMER 2012**

**THEME 7 – OUR CHANGING COASTLINE**

**Question 1**

**HIGHER TIER**

- (a) (i) 3184 / 3185 / 3285 / 3284 (1); correct six figure (1); proximity to river (1); proximity to river mouth / estuary / meander (1); valid place name/ O.S. symbol with correct compass direction (1); distance /scale from point to dock (1).
- (ii)

K	A	S
		2
1	1	2

Level	Annotation
Level 1 1 mark	No annotation or basic details that are not always accurate.
Level 2 2-3 marks	A minimum of two factors that are accurate but not detailed. Annotation linking the feature to possible flooding. One accurate annotation linked to flooding can achieve a maximum of 2 marks.
Level 3 4 marks	Two or more factors that are accurate on the map and link the feature to possible flooding with explanation.

**Background information**

Relevant map information to show why the area shown has a high risk of flooding include: embankment in place along coastline, drainage channels / reens, flat land / no contours, marsh/poor drainage, mostly farmland/very little housing. Close to river and coast/high water mark.

(b)

Level	Diagrams	Explanation	Communication	K	A	S
Level 1 1-2 marks	Simple and lacking clarity. No evidence of sequential change.	More descriptive. Some accurate identification of change but no or limited ref. to processes.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.	2	2	2
Level 2 3-4 marks	Diagrams show change over time and have the clarity to show understanding of shape. Maximum of L2 if no diagrams.	More clear knowledge of landform with a minimum of one process named even if detail limited.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar			
Level 3 5-6 marks	Sequence of diagrams showing main features clearly. Clear annotation, located accurately on the diagram, to identify process.	More than one process named and linked clearly to shape and change over time. One process may be explained in more detail than the other.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			

**Background Information**

Landform may be the result of erosion or depositional processes. An answer with no diagrams and or poor quality may be able to achieve low L2 credit.

(c)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	5	3	
Level 1 1-2 marks	Basic reference to sea level change with limited or no linkage to strategies.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling punctuation and grammar.			
Level 2 3-4 marks	One or more management strategy described. Link to sea level rise may not be explained.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	One or more located strategy explained with clear link to sea level rise.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Depth and breadth of located strategies. Answer must make link between strategy and threat posed by sea level change.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
<b>Background Information</b>  At Level 1 the answers are most likely to refer to climate change or global warming and its link to sea level rise. This may develop into a brief knowledge of problems rather than management solutions. Level 2 must identify with at least one management strategy that is linked to potential sea level rise; e.g. hard and/or soft engineering projects. Strategies could include, sea defences, boulders, sea walls, groynes, flood areas, council planning to include residential use / commercial developments along coastline. Accept up to 4 marks maximum if a credible list of potential schemes is offered. Level 4 answers should use named places well to explain how a minimum of two strategies work.					
<b>Total marks = 20</b>			<b>8</b>	<b>6</b>	<b>6</b>

**THEME 8 – WEATHER AND CLIMATE**

**Question 2**

**HIGHER TIER**

- (a) (i) Correct placement of LOW in centre of depression(1); accurate drawing of isobar (1).
- (ii)

Level	Quality of map drawing	Annotation
Level 1 1 mark	No map drawn. May be a generic map or only basic detail.	No or limited annotation. May only refer in basic terms to 'fronts' or temperature readings.
Level 2 2-3 marks	Map drawn represents main details from map in reasonable detail and accuracy.	Annotation links to aspects of the map. 2 or more correct points identified and labelled. May be more than two but only description not explanation.
Level 3 4 marks	Map details accurate and clearly presented. Drawing must include cold front.	3 or more points accurately labelled and annotation shows good understanding

K	A	S
		2
	1	3

**Background Information**

Annotations may include:

Labelling of the cold front and wind direction behind the warm front; recognition of the wind direction and warmer, tropical air from the south west and colder, polar air from the north west.

(b)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	4	2	
Level 1 1-2 marks	Description of how technology is used. May be limited to names or a list.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	One strategy in detail (depth) or more than one strategy with limited explanation (breadth).	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Depth and breadth of named strategies that show clear understanding.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
<b>Background information</b>  This question is about using technology to predict the potential hazard and/or put in place strategies to manage the impact of a storm. In most cases this will probably identify forecasting though this can be further developed regarding the very detailed and complex forecasting techniques. The answer may link such forecasting to short or long-term strategies to include building design and location, evacuation, emergency services and immediate aid, coastal defences.					

(c)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	5	3	
Level 1 1-2 marks	Descriptive account of weather characteristics for high pressure.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Reference to high pressure hazard in winter or summer. Link weather to hazard.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Reference to high pressure hazard in winter and summer. Weather is linked to hazard.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Detailed understanding of both winter and summer high pressure with clear link to hazards.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
<p><b>Background information</b></p> <p>At Level 1 the answer may give basic reference to weather characteristics such as too hot or too cold with limited link to how this is a hazard. Progression through L2 into L3 can be achieved by developing at least a summer or winter high pressure situation in more detail, includes reference to high pressure heat and possible drought in summer. Links to farming, public water supply. In winter extreme cold and domestic heating also transport, schools, hospitals and impact on service provision.</p> <p>The answer must identify with the hazard and credit is not based on the weather characteristic itself. This may be the factor that separates L2 and L3, L4 answers will show a good understanding of both winter and summer high pressure, which refers to the impact on people at different times of the year.</p>					
<b>Total marks</b>			<b>9</b>	<b>6</b>	<b>5</b>

**THEME 9 – LIVING THINGS**

**Question 3**

**HIGHER TIER**

(a) (i) Between tropics/equatorial (1); along/near equator (1); named continent/country/ place e.g. Amazon (1) mostly in LEDC's (1)

(ii)

Level	Explanation
Level 1 1 mark	No annotation or very basic and possibly incorrect
Level 2 2-3 marks	The diagram shows at least two links between the physical environment and living things.
Level 3 4 marks	Two or more links that show detailed understanding between the physical environment and living things.

**Background Information**

Annotation may include leaves and vegetation growing through photosynthesis; dead matter decaying and returning nutrients to the soil; living matter in the soil speeding up this decomposition and providing nutrients for new growth; heat causing rainfall which provides moisture for growth; heat and moisture encourage decay; decaying material may provide habitat for living things.

Credit annotations that are linked to the same interaction.

K	A	S
		2
1	1	2

(b)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	3	2	1
Level 1 1-2 marks	More a description of how the type of biome changes.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Basic description of change along the transect. Answer is able to offer some explanation for the location of at least two biomes.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	An accurate description of change along the transect is supported by an explanation of at least two different biomes, but reference to all 3.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
<b>Background Information</b>  The answer could include reference to climate change including rainfall and temperature.  At A: subtropical desert location on Tropic of Cancer meant higher temperature from overhead sun. Lack of rainfall means very little flora and fauna.  Tropical grassland is located between desert and rainforest. Increase in rainfall towards the equator lead to increase in vegetation such as taller 'savannah' grasses.  At B: tropical rainforest. High heat and rainfall for much of the produces perfect conditions for variety of flora and fauna.					

(c)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	5	3	
Level 1 1-2 marks	Brief description and/or a list of uses. No significant use of an example.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Clear description of people's management linked to an ecosystem.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Some evaluation of management linked to an ecosystem. Depth or breadth of example(s)	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Good evaluation of success of management linked to an ecosystem. Depth and breadth of example(s)	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
<b>Background information</b> Example could involve ecotourism selected logging national parks, cycle ways and fishing quotas.					
<b>Total marks = 20</b>			<b>9</b>	<b>6</b>	<b>5</b>

**THEME 10 – TOURISM**

**Question 4**

**HIGHER TIER**

(a) (i) S/SE/E (1); on mainland (1); coastal (1); close/west of Aegean Sea (1) north of Crete (1) accurate use of scale from named place (1) accurate use of compass from named place (1)

(ii)

Level	Explanation
Level 1 1 mark	No or basic annotation.
Level 2 2-3 marks	A minimum of two points accurately annotated. Only one may give appropriate detail between the place/ feature and the nature of tourism.
Level 3 4 marks	A minimum of two features/ places accurately identified with both showing good understanding of their link to the nature of tourism.

**Background Information**

Annotations may include reference to warm, clear Mediterranean, sea, sandy beaches, inland areas for walking and climbing, clear skies with warm, sunny weather.

Impact of cliffs; water activities; forestry environment; traditional Greek building.

K	A	S
		2
	1	3

(b)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	4	2	0
Level 1 1-2 marks	Brief descriptive impact or a list.  No accurate reference to a MEDC region.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar			
Level 2 3-4 marks	Simple explanation of at least one impact in detail.  Accurate reference, to one MEDC region.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Detailed explanation of impacts.  Clear reference and link to one MEDC region.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
<b>Background information</b>  Impacts may include:  Economic – wealth for the region and its people, allows for investment and improves infrastructure, e.g. transport and services.  Social – employment for local people, improvements in living standards, more leisure opportunities for local people.  Environmental – helps to protect and preserve areas  All of the above may be looked at in a positive and negative sense and may be qualified by use of an example.					

(c)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	5	3	
Level 1 1-2 marks	More of a list of the nature of tourism.  No significant reference to sustainable management.  No or limited use of examples.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Depth or breadth of strategy(s). No significant reference to sustainable management. One correct named example.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Depth or breadth of strategy(s). Clear reference to sustainable management. One or more examples.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Detailed explanation. Depth and breadth of strategy(s). Clear reference to sustainable management. One or more detailed examples(s)	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
<b>Background information</b>					
Strategies will vary depending on the case study and the ability of the candidate to link this knowledge to the concept of sustainable management. Could include reference to managing different environments whilst providing access through protection schemes, limiting development whilst encouraging it elsewhere. May include national parks, Rainforest projects, ecotourism, sustainable hunting.					
<b>Total marks = 20</b>			<b>9</b>	<b>6</b>	<b>5</b>

**THEME 11 – RETAIL AND URBAN CHANGE**

**Question 5**

**HIGHER TIER**

(a) (i) 1 or 2 accurate plots (1), 3 accurate plots (2)

(ii)

Level	Explanation
Level 1 1 mark	No annotation or limited and lacking accuracy.
Level 2 2-3 marks	Minimum of two factors linked to transport, cost of land, customers and size of store.
Level 3 4 marks	Accurate annotation and clear understanding shown of more than two factors.

**Background information**

Location of smaller express stores could include location close to CBD linked to high numbers of shoppers, less space, cost of land and the convenience nature of shopping in and around CBD for workers and people without access to cars.

For larger extra stores there is proximity to development land, major roads, space for car parks and the store itself, new housing estates, cheaper land costs.

Do not credit annotations which are the converse. The question asks for 'different' reasons.

K	A	S
		2
1	1	2

(b)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	3	2	1
Level 1 1-2 marks	Description of internet users based on resource. No significant named example(s).	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Depth or breadth of concern(s) given. Reference is made to an example/ place.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Depth and breadth of concern(s) are evaluated.  Clear reference to an appropriate example/ place.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
<b>Background information</b>  At Level 1, the answer is likely to describe an increase in internet users but may not make conclusions about different age groups. Some reference may be made to high street shops closing with no specific example but mention of; e.g. books, CDs and possibly Amazon / Ebay. Answers could identify the trend in internet use; i.e. more young people that will extend this market in future years. The question asks 'could' there be an impact. At Level 3, the candidate may explore the advantages for high street retailers of using the internet to their advantage such as through advertising.					

(c)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	5	3	
Level 1 1-2 marks	Brief reference to an advantage or disadvantage. No significant example.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Explanation includes an advantage or disadvantage. No significant example.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Explanation includes at least one advantage and disadvantage. Depth or breadth of example(s).	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Detailed explanation includes advantage(s) and disadvantage(s) with clear use of appropriate example(s).	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
<p><b>Background information</b></p> <p>At Level 1 the answer may only include reference to how supermarkets are now stocking many different products. Simple reference to how people in another country benefit by having jobs or how they earn very little for a great deal of work. Up to two aspects of this is enough to award 2. If such references add more detail through improved knowledge then Level 2 can be awarded. It may be that the candidate is aware of things like Fairtrade but is not able to extend their knowledge into a clear understanding of how this is global with advantages and disadvantages. To award Level 3 look for a clear example; e.g. cocoa beans that is supported by at least a reference to its global location and one advantage or disadvantage for people both here and in other parts of the world. For Level 4 the answer may include social and economic factors such as increased wealth, standards of living, tax revenues and possible government initiatives relating to health, education, transport.</p>					
<b>Total marks = 20</b>			<b>9</b>	<b>6</b>	<b>5</b>

**THEME 12 – ECONOMIC CHANGE AND WALES**

**Question 6**

**HIGHER TIER**

- (a) (i) Fluctuates (1); gradual increase to 2005 (1); steep rise from 2006/07 to present (1); quantification (1)
- (ii)

Level	Explanation
Level 1 1 mark	No or basic annotation.
Level 2 2-3 marks	A minimum of two points accurately annotated.
Level 3 4 marks	A minimum of two features/ places accurately identified with both showing good understanding of their link to HEP.

**Background information**

Annotations may include reference to higher land and more rainfall, higher land and more sparse populations, ability to gain permission/less controversial. Mostly in Mid and North Wales with higher rainfall. Mountainous areas are ideal for reservoirs/pump storage.

K	A	S
		2
	1	3

(b)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	4	2	
Level 1 1-2 marks	Basic reference to renewable energy types with limited or no reference to impact.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar			
Level 2 3-4 marks	One or more impact linked to renewable energy type.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	One or more impact explained in detail and clearly linked to renewable energy type.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
<b>Background information</b>  Candidates may refer to impact on natural, agricultural or human environments. Renewable energy types may refer to solar, wind, HEP, tidal or biomass. Concerns by people may include: aesthetics, visual, noise, cost, impact on leisure and tourism, loss of habitat. At top level candidates may refer to the cost to the environment of manufacturing the pv cell / turbine. Though not essential, the inclusion of an example(s) will help to show improved knowledge and understanding through each level.					

(c)

			<b>K</b>	<b>A</b>	<b>S</b>
<b>Level</b>	<b>Explanation</b>	<b>Communication</b>	5	3	
Level 1 1-2 marks	Basic reference to how energy may be generated in the future.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Generic understanding of how <b>or</b> why energy may be generated in Wales in the future. No significant use of an example(s).	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Clear understanding of how <b>and</b> why energy may be generated in Wales in the future. Correct use of an example(s).	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Detailed understanding of how <b>and</b> why energy may be generated in Wales in the future. Clear use of appropriate example(s).	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
<b>Background information</b>  At lower levels the answer may refer to traditional coal, gas or oil generation with an emphasis on the present. To move beyond level 2 the candidate needs to be specific about a renewable and/or non-renewable energy source. The key is knowledgeable justification and good use of an example will enable the answer to achieve level 4. For example, traditional coal/oil/gas based on well established infrastructure; development of renewable balanced against cost and amount of energy produced. Candidates may justify a balance between renewable and non-renewable.					
<b>Total marks = 20</b>			<b>9</b>	<b>6</b>	<b>5</b>



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