



GCSE MARKING SCHEME

GEOGRAPHY B

SUMMER 2015

INTRODUCTION

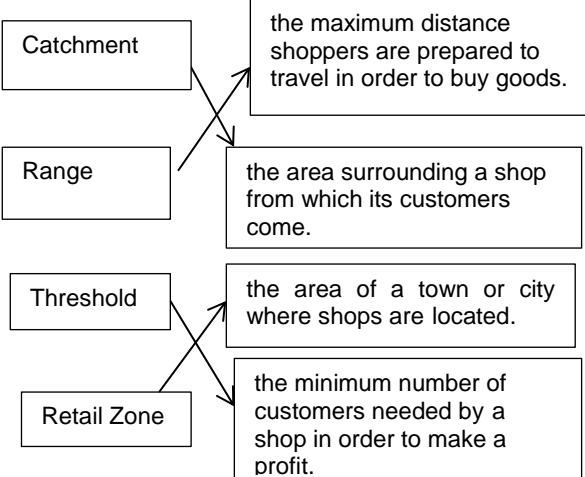
The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE GEOGRAPHY B. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that 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 4241/01 – Unit 1 Foundation Tier

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
1	The distribution of selected shops found in most UK towns and cities							
(a)	Describe the distribution of the large supermarkets shown on the map.	Credit one mark for each correctly ticked answer.	(i) on the edge of the city (1) (ii) north and west (1) (iii) Near to main roads (1)			3		3
(iv)	Describe two ways in which the distribution of grocery and convenience shops is different to that of the larger supermarkets.	Credit up to two valid statements each with one mark. Answers must relate to <u>differences</u> .	Scattered throughout the town (1) Not near the large supermarkets (1) More convenience stores/fewer large supermarkets (1) Not just near main roads (1)			2		2
(v)	Complete the 'heads and tails' sentences by drawing lines to link the terms with the correct definitions.	If it is not clear which box has been chosen, or there is more than one line to a box, no marks. 1 or 2 correct = 1 mark All 3 correct = 2 marks A=2 B=1 C=4 D=3 If <u>either</u> the lines <u>or</u> the boxes are correct, award marks. Do not have to do both.		2				2
(vi)	Explain why this is a suitable location for a new supermarket.	Credit up to two valid statements each with one mark (to max 2). For either valid statement, credit a valid explanation for one additional mark. OR Credit one valid statement that is explained by a chain of reasoning.	Near main road (1) Near dual carriageway (1) <i>so easy access for customers/deliveries</i> (1) Not near any other large supermarket (1) <i>so less competition</i> (1) more profit / money (1) Large catchment area (1) <i>so plenty of potential customers</i> (1) Outside the urban boundary (1) <i>so land may be cheaper</i> (1) space available (1)		3			3

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total										
(b)																		
	(i)	Describe the changes between 1973 and 2013 by ticking two correct statements	Credit these responses only.			2		2										
			<table border="1"> <tr> <td></td> <td>Tick √</td> </tr> <tr> <td>More grocery goods were sold by independently owned convenience shops in 1973 than 2014</td> <td>√</td> </tr> <tr> <td>Less grocery goods were sold by independently owned convenience shops in 1973 than 2013</td> <td></td> </tr> <tr> <td>The biggest increase in the share of sales of grocery goods has been by internet/discount shops.</td> <td></td> </tr> <tr> <td>The biggest increase in the share of sales of grocery goods has been by large supermarkets.</td> <td>√</td> </tr> </table>		Tick √	More grocery goods were sold by independently owned convenience shops in 1973 than 2014	√	Less grocery goods were sold by independently owned convenience shops in 1973 than 2013		The biggest increase in the share of sales of grocery goods has been by internet/discount shops.		The biggest increase in the share of sales of grocery goods has been by large supermarkets.	√					
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	(ii)	Give two reasons why shopping on the internet has become more popular in recent years.	Credit up to two valid statements each with one mark.	2				2										
			<p>More convenient for working people (1) Goods can be cheaper (1) Can compare products and prices from different stores (1) Less time/money spent travelling (1) Delivered direct to your home (1) Personal preference (1)</p>															

Question			Rationale	Expected answer	A01	A02	A03	SPaG	Total
(c)	(i)	Explain why closing small convenience shops could affect the quality of life of elderly people.	Credit up to two valid statements each with one mark. For each valid statement, credit a valid explanation for one additional mark. OR Credit one valid statement that is explained by chain of reasoning. (1+1+1+1)	Greater distance to travel (1) <i>so may take more time</i> (1) More expensive (1) <i>because of extra cost of travelling.</i> (1) Less convenient. (1) <i>because further distance to get to shops.</i> (1) Fewer opportunities to socialise (1) <i>because of less personalised service</i> (1) Reduced access to shops (1) <i>because of lack of a car.</i> (1) May need to walk further (1) which could improve their health (1)	2	2			4
	(ii)	Explain why planners might be worried about having an increasing number of empty buildings in urban areas.	Credit up to two valid statements each with one mark (to max 2). For either valid statement, credit a valid explanation for one additional mark (1+2 or 2+1) or Credit one valid statement that is explained by chain of reasoning (1+1+1)	Council gets less money for rents/taxes (1) <i>so less money for investment</i> (1) Problems of squatters moving in (1) <i>so health concerns</i> (1) Derelict building could be dangerous (1) <i>to children playing</i> (1) Creates a poor image of the area (1) <i>so less businesses want to move in</i> (1) Less places for people to meet (1) <i>so community spirit is lost</i> (1) May need to walk further (1) which could improve their health (1)		3			3

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(d)	Explain why people living nearby may have mixed feelings about it being built. You should include both positive and negative points in your answer.	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statements (1 mark)</p> <p>Level 2: Simple statements are briefly elaborated. (2/3 marks)</p> <p>Level 3: Detailed and specific elaboration of initial statement. (4 marks)</p> <p>Max Level 2 if <u>only</u> positive or negative points made.</p>	<p>Description:</p> <p><u>Positive</u></p> <ul style="list-style-type: none"> - better choice of items/longer opening hours/cheaper prices <p><u>Negative</u></p> <ul style="list-style-type: none"> - more noise/more traffic/may use new land <p>Simple elaboration:</p> <p><u>Positive</u></p> <ul style="list-style-type: none"> - better choice so more interesting food to buy-longer opening hours so more convenient/cheaper prices so save money <p><u>Negative</u></p> <ul style="list-style-type: none"> - roads busier so more noise/more dangerous for children playing <p>Detailed elaboration:</p> <p><u>Positive</u></p> <ul style="list-style-type: none"> - better choice so more interesting food means can have greater cultural diversity. - longer opening hours so more convenient so more leisure time - cheaper prices and may have petrol station selling cheap petrol. - 24 hour deliveries mean more noise at night - value of house may go down - more dangerous roads so may need new crossing built - visually not very attractive. 	2	2			4

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(c)	<p>CASE STUDY: Either:</p> <p>(i) Rural to urban migration</p> <ul style="list-style-type: none"> Name a city to which people are moving. Explain why people leave the countryside and move to this city. Describe the problems this creates for the planners in this city. <p>Or</p> <p>(ii) Conflict from leisure use in rural area</p> <ul style="list-style-type: none"> Name a rural area where leisure use is causing conflict. Explain why this conflict occurs Describe how the conflict is being managed. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statements (1 mark)</p> <p>Level 2: Gives a range of generic descriptive or explanation points either of which is simply elaborated. (2/3 marks)</p> <p>Level 3: Provides an elaborated account which includes some description or explanation specific to the place. (4/5 marks)</p>	<p>Accept any example that relates to an LEDC, MEDC or NIC.</p> <p><u>Explanation</u> Will possibly relate to push/pull factors and good answers will refer to both problems in rural areas e.g. drought, lack of jobs etc. and to advantages of city life such as education, health care etc.</p> <p><u>Description</u> Must relate to problems for planners such as housing provision, sanitation, health care, scale of migration, costs.</p> <p>Could relate to conflicts between rural dwellers and leisure users or between competing leisure users. Could also be between leisure and other economic uses. Could be at National Park or local level.</p> <p><u>Explanation</u> Should include reasons why conflict is occurring such as damage by walkers, loss of animals through gates being left open etc. Speed boats causing problems for fishing and windsurfers etc.</p> <p><u>Description</u> Should relate to ways in which solutions have been found such as segregation of activities, involvement of local community groups, publicity campaigns, tourist information, wardens/rangers.</p>	2	3		3	8
TOTAL				10	13	7	3	33

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold 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 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> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
2	Study the map below showing the location of the main areas of savanna.							
(a)	Use the map to decide which two statements are correct.	Credit one mark for box (ii) and box (iii)	(ii) Most savanna is found between the Tropic of Cancer and the Tropic of Capricorn. (1) (iii) There are large areas of savanna in Africa. (1)			2		2
(b)	Give two features of the natural vegetation as show in the photograph.	Credit up to two valid statements each with one mark.	Grass (1) dry grass (1) short grass (1) trees (1) bushes (1) shrubs (1) small trees (1) large tree (1) acacia tree (1) patchy/sparse/poor vegetation (1) Scattered trees (1)		2			2
(c)	Choose the correct label for arrow A.	Credit one mark for box (iii) If more than one box ticked, no marks	(iii) Plants take up nutrients from the soil (1)		1			1
(iv)	Use the information in the diagram to explain the importance of bacteria and fungi.	Credit up to two valid statements each with one mark or One statement with a linked explanation (1+1)	Rots down plants/leaf litter (1) to produce nutrients (1) This goes back into the soil to be used by plants. (1)	2				2
(d)	Name one example of each of the following from the food web.	Credit up to two valid names each with one mark.	Carnivore - lion (1) leopard (1) Herbivore - monkey (1) elephants giraffes (1) gazelles (1)		2			2

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(e)	(i)	Complete the temperature graph by plotting the figures for June and November.	Credit one mark for each accurate completion. Must be exact to gain mark. No mark for joining up the line.	June 33 ^o C (1) November 28 ^o C (1)			2		2
	(ii)	Complete the sentences below using the information from the graphs	Credit one mark for each correct answer with tolerance.	Highest temperature-May (1) Total rain in wettest month - 160mm (1) Months under 20mm - 8 months (1)			3		3
(f)	(i)	Explain why the activities shown in the photographs can lead to desertification.	Credit up to two valid statements each with one mark to (max 2). For each valid statement, credit a valid explanation point for one additional mark (1+1). or Credit valid statements explained by a chain of reasoning (1+1+1) Do not have to refer to the activities by name.	<u>Overgrazing</u> Animals trample on land (1) more animals kept (1) because of increase in population (1) Vegetation is very sparse so animals have little to graze on (1) Animals have to eat roots of plants as there is so little food (1) Plants die leaving bare ground (1) Animals eat plants down to the root (1) So plants stop growing / die (1) Bare ground may become hard (1) Ground becomes infertile (1) <u>Collecting firewood</u> Increase in population means greater need for wood (1) Trees cut down (1) Soil dries out (1) Wind blows soil away (1) Soil erosion increases (1)	4				4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(f)	(ii)	Explain why desertification makes everyday life very difficult for the people who live there. Use the photographs to help your answer.	<p>Credit up to two valid statements each with one mark. For either valid statement. credit a valid explanation or development point for one additional mark (2+1 or 1+2) OR Credit one valid statement that is explained by a chain of reasoning (1+1+1)</p>	<p>Lack of water (1) means people become dehydrated (1) and ill. (1) Crops do not grow well (1) so lack of food means people may become malnourished. (1) Unreliable rainfall (1), so do not know if they will have enough food to last. (1) Hot climate means difficult to work in the sun all day with little shelter as few trees. (1) Have to keep moving animals to where there is vegetation which is hard work. (1) Less wood for fuel (1) so people have to travel further (1)</p>		3			3

(f)	(iii)	Describe some of the measures that people are taking to try to manage the problem of desertification.	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statement (1 mark)</p> <p>Level 2: Simple statements are briefly elaborated. (2-3 marks)</p> <p>Level 3: Detailed and specific elaboration of initial statement. (4 marks)</p>	<p>Description: Could be at either local or international scale. Simple list of possible measures such as planting trees, stone bunds, more efficient wood burning stoves, terracing fields, rock dams, collecting rainwater from buildings etc.</p> <p>Simple explanation: Tries to explain the effects of the chosen measures e.g. stone bunds will reduce soil erosion. Or More efficient wood burning stoves mean less firewood needed so less trees cut down.</p> <p>Detailed explanation: Need to have more than one example and clearly indicates how the chosen measure will reduce desertification. May use named examples. e.g. planting trees will hold soil in place so when it rains heavily the soil is not washed away. International examples might include UN strategies, individual country's action plans, role of NGO's in funding development projects.</p>	2	2			4
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(g)	<p>CASE STUDY: Either:</p> <p>(i) For an extreme weather event.</p> <ul style="list-style-type: none"> Name the place(s) affected by the weather event. Explain the causes of this weather event. Describe the effects of this weather event on people. <p>OR</p> <p>(ii) For a river flood</p> <ul style="list-style-type: none"> Name the place(s) affected by this river flood. Explain the physical causes of this flood. Describe the effects of this flood on people. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statements (1 marks)</p> <p>Level 2: Gives a range of generic descriptive or explanation points either of which is simply elaborated. (2/3 marks)</p> <p>Level 3: Provides an elaborated account which includes some description or explanation specific to the place. (4/5 marks)</p>	<p>Accept an extreme weather event caused by either high or low pressure. Examples might include drought, heat waves, tropical storms.</p> <p><u>Explanation</u> Must focus on the causes and include specific weather details.</p> <p><u>Description</u> Should relate to effects on specific people such as homeowners, farmers etc.</p> <p>Accept any river flood event.</p> <p><u>Explanation</u> Must focus on the physical causes such as prolonged rainfall.</p> <p><u>Description</u> Should relate to effects on specific people such as homeowners, transport workers, emergency services, and businesses.</p>	2	3		3	8
			TOTAL	10	13	7	3	33

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Level	Performance descriptions
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UNIT 4241/02 – Unit 1 Higher Tier

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
1																				
(a)	(i)	Describe the distribution of the large supermarkets shown on the map.	We are looking for statements that relate to distribution patterns Credit two separate correct observations (2X1) Allow opposites but do not double credit e.g. most are inside the urban area (1) only one outside (no second mark as this is an opposite).	Most are near the urban edge (1) Most are to the north and west (1) Only 1 in the CBD (1) Unevenly distributed (1) Most are near to main roads (1)			2		2											
	(ii)	Compare the distribution of these supermarkets with that of the convenience shops.	We are looking for comparisons between the distribution of supermarkets and convenience stores. Look for comparative words that refer to distribution, e.g. more/but/unlike/both.	There are far more convenience stores (1) They are scattered more widely / more evenly distributed (1) Unlike supermarkets, many are not adjacent to main roads (1) Both have few stores in the CBD (1)			2		2											
	(iii)	Draw lines to match each of the 3 terms with its correct definition. One of the definitions provided is incorrect.	We are looking for a clear appreciation of the terms required through unambiguous connecting lines . If two lines are drawn connecting a geographical term to two definitions, award no marks for that term (even if one is correct) If two terms connect to one definition (even if one connective is correct) award no marks for that geographical term.	<table border="0"> <tr> <td>Geographical term</td> <td>Definition</td> </tr> <tr> <td>Catchment</td> <td>The maximum distance shoppers are prepared to travel, in order to buy goods.</td> </tr> <tr> <td>Range</td> <td>The area surrounding a shop from which its customers come.</td> </tr> <tr> <td>Threshold</td> <td>The area surrounding the shop from which it receives the goods that the shop sells.</td> </tr> <tr> <td></td> <td>The minimum number of customers needed to visit a shop, in order to make it profitable.</td> </tr> </table>	Geographical term	Definition	Catchment	The maximum distance shoppers are prepared to travel, in order to buy goods.	Range	The area surrounding a shop from which its customers come.	Threshold	The area surrounding the shop from which it receives the goods that the shop sells.		The minimum number of customers needed to visit a shop, in order to make it profitable.	3					3
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(b)																				
		Describe the changes shown in market share for groceries between 1973 and 2013. Use figures to support your answer.	Credit 2 simple accurate observations. Reserve the 3 rd mark for the accurate use of data which supports one of the accurate observations. Allow a tolerance of +/-1%	Supermarkets have taken a larger share of the grocery market (1) Use of data An overall increase of 34% (1) By 2013, 'others' almost match the share from independent stores (1) These are only examples. There are many other worthy observations.			3		3											

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total												
(c)	Explain why people living nearby have mixed feelings about it being built. You should include both positive and negative points in your answer.	<p>Levels of response marking. Work upwards from the lowest to the highest level applying the principle of best fit. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <thead> <tr> <th>level</th> <th>mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1-2</td> <td>Comprises only simple statements.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Includes some elaboration of either positive or negative impacts or both.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Elaboration of both positive and negative impacts, some of which must be detailed.</td> </tr> </tbody> </table> <p>The examples / possible responses (right). Please reward other impacts if plausible.</p>	level	mark	Descriptor	1	1-2	Comprises only simple statements.	2	3-4	Includes some elaboration of either positive or negative impacts or both .	3	5-6	Elaboration of both positive and negative impacts, some of which must be detailed.	<p>Simple statements: <u>Positive:</u> More choice for shopping / the shop stays open late / prices might be cheaper <u>Negative:</u> Roads will be busy / it will be noisy / new land will be used up</p> <p>Simple elaboration: <u>Positive:</u> Wide range of goods / can't get some in corner shops. Cheaper prices(s) compared to convenience stores (e). Shops open late (s) so can shop after work (e). Free parking available (s) as land is cheap (e). Jobs created (s) more money in the economy(e). <u>Negative:</u> More traffic (s) more air pollution (e). Noise from traffic (s) especially delivery lorries (e). Corner shops close (s) they can't compete (e).</p> <p>Detailed elaboration: Both positives and negatives must be covered in the response. Simple (s) then elaborated (e) then further elaborated (e+)</p> <p><u>Positive:</u> Wide range of goods (s) can't get these in small stores (e) so try new foods (e+). Cheaper prices (s) compared to smaller shops (e) saves money (e+). Shops open late (s) can shop after work (e) more convenient for busy office workers (e+). Free parking (s) as land is less expensive (e) no city centre parking difficulties (e+). Creates jobs (s) more money in economy (e) possible to improve education services (e+). <u>Negative:</u> More traffic (s) more air pollution (e) caused by exhaust fumes (e+). Corner shops close (s) they can't compete (e) some locals lose jobs (e+). Views from homes spoilt (s) by huge building (e) house price lowered (e+)</p>	2	4			6
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
(d)	Describe the impacts this change may have on the local community. You may refer to social, economic and environmental impacts.	<p>Levels of response marking. Work upwards from the lowest to the highest level applying the principle of best fit. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <thead> <tr> <th>level</th> <th>mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1-2</td> <td>Comprises only simple statements.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Includes some elaboration of either social or economic or environmental impacts.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Elaboration of two types of impact, some of which must be detailed.</td> </tr> </tbody> </table> <p>Candidates working in level 3 must refer to at least two types of impacts (social / economic / environmental).</p> <p>Impacts could relate just to the closure of the older service or just to the opening of the newer small supermarket or both.</p> <p>The examples (right) are possible responses. Please reward other impacts if plausible.</p>	level	mark	Descriptor	1	1-2	Comprises only simple statements.	2	3-4	Includes some elaboration of either social or economic or environmental impacts.	3	5-6	Elaboration of two types of impact, some of which must be detailed.	<p>Simple statements: The area will look better / jobs could be lost (or gained) / community spirit lost (pubs) / some rival shops will close / more choice of goods / cheaper groceries</p> <p>Some elaboration: En: Derelict buildings are an eyesore, <u>so</u> new supermarket will make the area look better. Ec: Allowing a supermarket will mean that independent grocer shops will lose business so may close. Soc: Pubs are an important part of the community where people can spend leisure time, this is lost.</p> <p>Gives detailed elaboration: En: Derelict buildings are a target for vandalism and arson. Supermarkets using empty buildings will reduce this problem. The area is less likely to deteriorate over time. Ec: Local independents may lose trade and go out of business, so jobs are lost, but new jobs are created in the supermarket as compensation. Social: Fewer pubs and the possible loss of independent grocers will mean that elderly people will have fewer opportunities to meet people to chat, making them lonelier.</p> <p>Many other responses are possible.</p>	2	4			6
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3	5-6	Elaboration of two types of impact, some of which must be detailed.																		

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(e)	<p>CASE STUDY:</p> <p>Either:</p> <p>(i) A case study about rural to urban migration:</p> <ul style="list-style-type: none"> Name a city to which people are moving; Explain why people leave the countryside and move to this city; Describe problems this creates for planners in this city. 	<p>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</p> <p>Level 1 (1-2 marks): Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 2 (3-4 marks): Provides an elaborated account which includes some description or explanation <u>specific to the place.</u> <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3 (5-6 marks): Provides an elaborated account which includes description and explanation <u>specific to the place.</u> <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 4 (7-8 marks): Provides a <u>balanced account</u> which includes both elaborated description and explanation specific to the place. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p> <p>The descriptor for Level 2 matches the descriptor for Level 3 on the Foundation paper.</p> <p>In Level 3 the explanation <u>or</u> the description may tend to dominate the response.</p> <p>Level 4 can only be awarded if the response contains a balance of explanation and description.</p> <p>Balance means that the candidate has responded thoroughly and accurately to both the explanation and the description in similar proportion.</p>	<p>It is expected that most answers will relate to LEDC / NICs, but allow answers that are based on re-urbanisation now occurring in the UK and other MEDCs (e.g. movement back into dockland / redevelopment schemes or movement from remote islands (Scotland) to mainland cities.</p> <p>The explanation of why people leave the countryside is likely to be based around push and pull factors. Explanation will encompass reasons for Push /Pull factors being the catalyst for movement, e.g. drought may cause crops to fail, leaving rural families hungry / with no income.</p> <p>The description of problems may include a wide variety of issues (e.g. sanitation / employment / housing / infrastructure / cost / speed of migration / weight of numbers</p>	3	5		3	11

<p>Or</p> <p>(ii) A case study about conflict resulting from leisure use in a rural area:</p> <ul style="list-style-type: none"> Name a rural area where leisure use is causing conflict; Explain why this conflict occurs; Describe how the conflict is being managed. 	<p>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</p> <p>Level 1 (1-2 marks): Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 2 (3-4 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3 (5-6 marks): Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 4 (7-8 marks): Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p> <p>The descriptor for Level 2 matches the descriptor for Level 3 on the Foundation paper.</p> <p>In Level 3 the explanation <u>or</u> the description may tend to dominate the response.</p> <p>Level 4 can only be awarded if the response contains a balance of explanation and description.</p> <p>Balance means that the candidate has responded thoroughly and accurately to both the explanation and the description in similar proportion.</p>	<p>Allow conflicts between leisure users and local, rural dwellers and / or between competing leisure users in the rural area / and or between leisure users and other economic activities.</p> <p>The explanation of why leisure is causing conflict will encompass the reasons why damage / upset /competition for resources occurs e.g. speed boats on Lake Windermere make use of the large expanse of water and provide younger people with opportunities for action sports, but the noise and danger associated with speed boats clashes with tranquil activities (fishing / viewing) for the elderly who may find noise and disturbance intolerable causing them to go elsewhere.</p> <p>The description of conflict management may include aspects such as segregation / penalties / dedicated sites / arbitration etc.</p>									
TOTAL							10	13	7	3	33

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

UNIT 4241/02 – Unit 1 Higher Tier

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
2								
(a)	(i)	Describe the distribution of savanna ecosystems.	We are looking for statements that relate to distribution patterns. Credit two separate correct observations (2X1) A minimum of three correct named continents listed to show spread.	The majority are within the tropics (1) Spread across 4 (several) continents (1) None in Europe (1) The largest area is within Africa (1) Close to the equator (1)			2	2
	(ii)	Draw lines to match each of the 3 terms with the correct definition. One of the definitions provided is incorrect.	We are looking for a clear appreciation of the terms required through unambiguous connecting lines . If two lines are drawn connecting a geographical term to two definitions, award no marks for that term (even if one is correct) If two terms connect to one definition (even if one connective is correct) award no marks for that geographical term.		3			3
(b)								
	(i)	Complete the climate graph by plotting the following figures. Temperature in June = 33°C Rainfall in June = 100mm	Only award each mark if the plots for temperature and rainfall are entirely accurate . The temperature plot must be linked to the line for the months either side. The rainfall plot must be shown as a bar (any thickness of bar with June). Shading of the bar is not required.	Correct plots shown on both the temperature and the rainfall sections of the graph. 1 mark for temperature plot (an accurate dot or cross) 1 mark for rainfall plot (any thickness of bar within June lines).			2	2
	(ii)	Compare the biomes of the savanna and the coniferous forest in relation to temperature and precipitation. Use figures to support your answer.	Only award the maximum of three marks if the candidate has used (at least once) some accurate data from the graph. Comparative words must be used (e.g. lower / higher or more / less or wider / narrower range). Max two marks if response is only on temperature or precipitation. Accurate referencing to X or Y axis values (at least once), is essential for 3 rd mark. Tolerance for precipitation +/- 20mm Tolerance for temperature +/- 1°C	The savanna is found across a narrower range of precipitation (1) the savanna and CF are similar in that they exist across a range of about (1) 16°C (1) but the savanna is found in areas with a much higher temperature (1). These are exemplars. Reward other accurate observations.			3	3

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
Desertification is having a significant impact on parts of the savanna ecosystem																				
(c)	Explain why everyday life is challenging in savanna areas affected by desertification. Use the photographs, and your own knowledge.	<p>Levels of response marking. Work upwards from the lowest to the highest level applying the principle of best fit. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <thead> <tr> <th>level</th> <th>mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1-2</td> <td>Comprises only simple statements.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Includes some elaboration.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Gives detailed elaboration.</td> </tr> </tbody> </table>	level	mark	Descriptor	1	1-2	Comprises only simple statements.	2	3-4	Includes some elaboration.	3	5-6	Gives detailed elaboration.	<p>Simple statements (s): Little water around / vegetation is sparse / cattle can't find food / hard work in the hot sun. /firewood difficult to find.</p> <p>Simple elaboration (s+e): Little water around so people or animals will be thirsty. Little water around so farm crops may perish / seeds may not germinate Vegetation is sparse so food may be in short supply for humans and animals, so they feel hungry. Lack of firewood / no fuel for cooking</p> <p>Detailed elaboration (s+ e then e+): Little water (s) thirsty (e) dehydration (e+) No water for animals (s) may force farmers to move (e) some animals may die on journey (e+) Vegetation is sparse (s), so food may be in short supply (e) this may lead to malnutrition / health problems / death / lower work productivity (e+). No water (s) cattle may have to be slaughtered (e) so no future breeding stock / meat (milk) (e+). Lack of firewood (s), no fuel for cooking (e) so wider search area for fuel needed (e+). These are examples only. The top of level should be awarded if the candidates illustrate with at least two developed reasons why life is challenging.</p>	2	4			6
level	mark	Descriptor																		
1	1-2	Comprises only simple statements.																		
2	3-4	Includes some elaboration.																		
3	5-6	Gives detailed elaboration.																		

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
(d)	Explain why the problems associated with desertification are difficult to manage at a local and international scale.	<p>Levels of response marking. Work upwards from the lowest to the highest level applying the principle of best fit. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <thead> <tr> <th>level</th> <th>mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1-2</td> <td>Comprises only simple statements.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Includes some elaboration of either local or international difficulties or both.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Elaboration of both local and international difficulties, some of which must be detailed.</td> </tr> </tbody> </table> <p>Responses should suggest why local or international management is <u>difficult</u>. Must include some worthy local and international dimension to enter Level 3.</p>	level	mark	Descriptor	1	1-2	Comprises only simple statements.	2	3-4	Includes some elaboration of either local or international difficulties or both .	3	5-6	Elaboration of both local and international difficulties, some of which must be detailed.	<p>Simple statements (s): Great Green Wall of trees is <u>a big</u> project. Magic stones needs outside expert knowledge. Most people / countries affected are poor / Difficult to stop climate change The people themselves are at fault They don't know what the solution is.</p> <p>Simple elaboration (s+e): Many countries affected are LEDCs (s) so they don't have the money or resources to deal with the problem (e) Difficult to stop climate change (s) as it's a worldwide issue (e) Solutions are long-term (s) so people will need help / education to introduce new farming techniques (e) Problems go across boundaries (s) so difficult to get agreement (e)</p> <p>Detailed elaboration (s then e then e+): Most are LEDCs (s) so no money / resources available (e) countries like Kenya have other priorities such as dealing with urbanisation (e+) Climate change is a worldwide issue (s) some MEDCs not willing to change their ways in terms of cause of climate change (e) as it will cost them / slow their progress (e+). Solutions are long term (s) so people will need support to change local traditions (e) many may be reluctant to change farming practice / education programmes run by NGOs and so impact will not reach out to all as NGO resources are limited (e+).</p>	2	4			6
level	mark	Descriptor																		
1	1-2	Comprises only simple statements.																		
2	3-4	Includes some elaboration of either local or international difficulties or both .																		
3	5-6	Elaboration of both local and international difficulties, some of which must be detailed.																		

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	<p>CASE STUDY: Either:</p> <p>(i) A case study about an extreme weather event:</p> <ul style="list-style-type: none"> Name the place(s) affected by the weather event; Explain the causes of this weather event; Describe the effects of this weather event on people. 	<p>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.</p> <p>Level 1 (1-2 marks): Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 2 (3-4 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3 (5/6 marks): Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 4 (7-8 marks): Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p> <p>The descriptor for Level 2 matches the descriptor for Level 3 on the Foundation paper. In Level 3 the explanation or the description may tend to dominate the response. Level 4 can only be awarded if the response contains a balance of explanation and description. Balance means that the candidate has responded thoroughly and accurately to both the explanation and the description in similar proportion.</p>	<p>A weather event may include an intense period of rain / fog / wind / snow / heat wave (as examples). The explanation must include some accurate reference to meteorological conditions. The descriptive element is likely to include references to disruption of travel / danger / damage / cost.</p>	3	5		3	11

<p>OR</p> <p>(ii) A case study about a river flood:</p> <ul style="list-style-type: none"> Name the place(s) affected by this river flood; Explain the physical causes of this flood; Describe the effects of this flood on people. 		<p>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.</p> <p>Level 1 (1-2 marks): Gives a range of generic descriptive or explanation points either of which is simply elaborated. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 2 (3-4 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3 (5-6 marks): Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 4 (7-8 marks): Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p> <p>The descriptor for Level 2 matches the descriptor for Level 3 on the Foundation paper.</p> <p>In Level 3 the explanation or the description may tend to dominate the response.</p> <p>Level 4 can only be awarded if the response contains a balance of explanation and description.</p> <p>Balance means that the candidate has responded thoroughly and accurately to both the explanation and the description in similar proportion.</p>	<p>It is expected that the flood event should be at a regional scale (as per the spec), not least the explanation of why the flood occurred. That said; allow the impacts of the flood to be at a more localised scale.</p> <p>The explanation must contain some hydrological and / or meteorological context, and/or relief (landscape) context. For explanation we are looking for physical causes. No credit for human causes.</p> <p>The descriptive element is likely to include references to disruption of travel / danger / damage / cost – as examples</p> <p>For description you may credit human impacts of the flood.</p>									
TOTAL								10	13	7	3	33

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

Mark scheme for the June 2015 session - prepared by Andy Leeder following QPEC. This version dated 12/3/14

UNIT 4242/01 – Unit 2 Section A Foundation Tier

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	Study the diagram below which shows the hydrological cycle.							
	(i)	Complete the passage below by selecting the correct words from the box.	Knowledge of what the hydrological cycle required to answer the first gap correctly. 2 additional skills marks where answers are provided on the diagram. One mark per correct statement.	Earth Throughflow Evaporation	1		2	3
	(ii)	What is condensation? Tick the correct box.	Credit this response only.	Water vapour changes back into a liquid (1)	1			1
(b)	i)	Use the figures provided to complete the graph.	No tolerance. Incomplete / no shading = no marks.	Correct line drawn in at 92% (1)			1	1
	ii)	Use the graph to describe the progress in improving access to safe drinking water since 1990.	One mark per correct descriptive statement.	Increased or improved safe water/decrease in unsafe water(1) Above UN target (1) Quantified increase/decrease (1)			2	2
(c)	Study the map below.							
	(i)	Tick the other two correct statements	1 mark per correct statement. If all 4 are ticked = 0 marks If 3 ticked, max 1 mark	The city of Chimoio is approximately 820km from the capital city, Maputo (1) The city of Beira is south east of Chimoio (1)			2	2
	(ii)	Name one social indicator of development and describe what it shows about development.	One mark for naming an appropriate indicator. Description must relate to the indicator named. Accept definitions of the indicator or a description of what it might indicate about the country / population. Do not credit another economic indicator. Do not credit 'quality of life' as a named social indicator. If name of indicator is incorrect then description may be credited one mark if it shows valid understanding of social development.	Literacy rate (1) shows the level of education / people able to read and write (1) Health indicator, e.g. people per doctor (1) Shows accessibility to health services (1) Mortality rate, e.g. infant, child, maternal (1) can be an indicator of available health care (1) or education (1) prevalence of disease (1) shows number of people dying before 1/5 (1), or during pregnancy / childbirth (1) Population indicators, e.g. life expectancy, birth rate, death rate (1), shows how long people expected to live (1), number of people born or dying per 1000 per year (1).	2			2

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
	(iii) Describe the evidence that this part of Mozambique is at a low level of development.	Allow 1 mark per piece of evidence described, up to the maximum of 3 marks. (3 x 1). Allow (2 x 1) plus 1 development point if evidence is elaborated to link to the idea of low levels of development. Allow one valid statement plus max two marks for valid elaboration.	Access to water through a shared pump/tap/pipe (1) operated by children therefore not in education showing low level of development (1). Roads / pavements /buildings are unimproved/basic (1) indicating lack of money or investment in infrastructure (1) Shared community facilities for washing (1) indicating people cannot afford facilities in homes (1) or piped water not available in homes (1) showing lack of improved water and sanitation facilities (1).		3			3
	(iv) Suggest why countries such as Mozambique would find it difficult to improve their level of development.	Allow 1 mark per sensible reason offered. The list is not exhaustive. Please use professional judgement. Reasons need not be elaborated. 2 simple statements or 1 elaborated statement are acceptable.	Lack of money (1) / to invest in facilities / infrastructure / basic services.(1) Rural areas lack accessibility to major cities for jobs / poor infrastructure (1) War (1) Corruption (1) Debt (1) Lack of (appropriate) resources (1) Overpopulation (1) Trade trap / poor access to global markets (1)		2			2
	(v) Describe how providing access to safe water could improve the lives of people in Manica province.	Allocate up to 2 marks maximum for simple statements. The additional 2 marks to be awarded for development of these ideas. Allow up to 3 of the 4 marks for 1 well developed idea. Do not double credit similar explanations for different ideas.	Water is safe to drink or use for cooking / washing (1) therefore there will be less water borne disease (1) example (1) which means the population will be healthier (1) able to work / go to school (1) better long term prospects (1) Access to water means less time spent collecting from distant sources (1) time can be spent working / earning money (1) which improves standard of living (1) children not required to collect water (1) can go to school (1) improving long term prospects (1) Access may be provided through community projects (1) which improves community spirit (1) may encourage further cooperation in other development projects (1)	2	2			4

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(d)	Explain why people need emergency aid after natural disasters.	<p>Levels of response mark scheme. Work upwards from the lowest level.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1 (1 mark): Simple statements.</p> <p>Level 2 (2/3 marks): Simple statements are briefly elaborated.</p> <p>Level 3 (4/5 marks): Detailed and specific elaboration of initial statement.</p>	<p>Description: simple statements describing lack of basic needs such as homeless, lack of clean water, lack of food.</p> <p>Simple elaboration: Elaboration of the simple statement which may relate to cause or effect. For example homeless due to houses being destroyed by flood / earthquake. Homeless, therefore lack shelter. Lack of food, as crops / supplies may have been destroyed. Lack of food, therefore aid needed to avoid starvation, give people access to basic needs. Infrastructure may be destroyed, therefore access to food / shelter may be limited, therefore need emergency aid.</p> <p>Detailed elaboration: As above. Will offer specific details, for example, reference to a specific event / disaster / area in need/source of problem, e.g. Nepal earthquake region affected by drought, area affected by earthquake. May add detail with reference to groups of people most vulnerable, e.g. young children, rural communities.</p>	2	3			5

	Question	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	<p>CASE STUDY: Either:</p> <p>(i) A case study about economic activity and its impact on the environment.</p> <ul style="list-style-type: none"> Name the economic activity and the area in which it is located. Explain why this economic activity damages the environment. Describe how the impact of this economic activity on the environment is managed. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1 (1 mark): Simple statements. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i></p> <p>Level 2 (2/3 marks): Gives a range of generic descriptive or explanation points either of which is simple elaborated. . <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 3 (4/5 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p>	<p>Economic activities could include primary or secondary activities. Primary activities may include mining, quarrying, intensive commercial farming practices. The location must be appropriate to the choice of activity. Secondary could be for example manufacturing industries in industrialising nations associated with greenhouse gas emissions and local scale air pollution, e.g. Beijing (2008 Olympics). Management may refer to landscaping areas after activity has finished, e.g. Eden project following china clay extraction, or international agreements in relation to the reduction of greenhouse gas emissions from secondary activity, local management of emissions, e.g. restriction power station / factor emissions in Beijing.</p>	2	3			5

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	<p>Or</p> <p>(ii) A case study about a secondary or tertiary industry which has changed its location.</p> <ul style="list-style-type: none"> Name the industry Describe how the location has changed. Explain why the location has changed. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1 (1 mark): Simple statements. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points</i></p> <p>Level 2 (2/3 marks): Gives a range of generic descriptive or explanation points either of which is simple elaborated. . <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 3 (4/5 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy</i></p>	<p>In terms of how the location has changed, some comment should be made as to the disadvantages of the old location compared to the advantages of the new location. Reference may be made to specific named areas to support this idea. Reasons for the changing location are likely to refer to factors such as accessibility, proximity to global markets, transport, labour costs, access to skilled labour, cost of land, more lenient health and safety regulations in some NIC's, footloose industry. Examples may include relocation of industry to NIC's, either secondary industry such as clothing manufacturing or tertiary such as telecommunications (e.g. BT) Changing location within the UK or returning to the UK would also be appropriate, e.g. car manufacturing.</p>					
TOTAL				10	13	7		30

UNIT 4242/03 – Unit 2 Section A Higher Tier

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(a)	Study the diagram below which shows the hydrological cycle.							
	(i)	Complete the diagram of movement of water in the hydrological cycle by adding labels to the two blank boxes.	Knowledge of the hydrological cycle and the movement of water. 1 mark per correct movement	Precipitation (1) Evaporation/water vapour(1)	2			2
(b)	(i)	Complete the graph using the figures below.	Accurate line and shading for one mark	Correct line drawn at 92% and shading of at least one segment (1)		1		1
	(ii)	Describe the trend on the graph. Use figures in your answer.	1 mark per correct descriptive statement. Credit accurate use of figures. Do not double credit use of figures.	Increased/improved (1) steady (1) by 18% / from 74 to 92% (1) Above UN target (1) by 2% (1)		3		3
(c)	(i)	Describe the location of the city of Chimoi within Mozambique.	1 mark per correct identification of location. Reserve third mark for the use of a distance using the scale (within ranges shown).	In the province of Manica/central Manica (1) In centre of Mozambique (1) NW of Beira (1) by 200-220km (1) South/South East of Tete (1) North of Maputo (1) by 800-850km		3		3

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
(ii)	Explain why a lack of access to clean safe water can affect people's lives in Mozambique.	<p>Levels of response marking. Work upwards from the lowest to the highest level applying the principle of best fit. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <thead> <tr> <th>level</th> <th>mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1-2</td> <td>Comprises only simple statements.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Includes some elaboration.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Gives detailed elaboration.</td> </tr> </tbody> </table>	level	mark	Descriptor	1	1-2	Comprises only simple statements.	2	3-4	Includes some elaboration.	3	5-6	Gives detailed elaboration.	<p>Description: Simple statements describing the effects. For example health issues, deaths, inadequate sanitation facilities, unable to farm, time wasted collecting water.</p> <p>Simple explanation: Elaboration of the simple statements which may relate to the effects to the lack of water. For example dirty water would cause diseases such as diarrhoea, cholera and could claim lives.</p> <p>Detailed explanation: As above. Will offer specific details with a clear structured explanation linked to development. For example Lack of access to clean water does not allow you to grow food and your family will suffer from hunger and poverty. You are more likely to catch water borne diseases and suffer from health issues for the rest of your life and unable to buy the necessary medicines. Time is wasted collecting water by women and girls who could spend this time in school/employment/farming. Without clean water it is difficult to break out of the cycle of poverty.</p>	2	4			6
level	mark	Descriptor																		
1	1-2	Comprises only simple statements.																		
2	3-4	Includes some elaboration.																		
3	5-6	Gives detailed elaboration.																		

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
(d) (i)	What is meant by the term sustainable water supply? Tick the correct answer in the table below.		Safer drinking water by quality and quantity, with fewer interruptions to supply.	1				1												
(ii)	Describe how a sustainable water supply could improve the lives of women and children in places with a poor supply of clean water.																			
		<p>Levels of response marking. Work upwards from the lowest to the highest level applying the principle of best fit. Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <thead> <tr> <th>level</th> <th>mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1-2</td> <td>Comprises only simple statements.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Includes some elaboration of improvements for either women or children or both.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Elaboration of improvements for either women or children or both some of which must be detailed.</td> </tr> </tbody> </table> <p>Max Level 2 if answer is general rather than for women and children</p>	level	mark	Descriptor	1	1-2	Comprises only simple statements.	2	3-4	Includes some elaboration of improvements for either women or children or both.	3	5-6	Elaboration of improvements for either women or children or both some of which must be detailed .	<p>Description: Simple statements describing an improvement in the QOL for women. Improved health/time saved as for not having to collect water/ safe sanitation/more time to complete household chores or getting access to an education.</p> <p>Simple explanation: Elaboration of the simple statements which relate to the positive effects of the lives of women. For example improved health as women do not have to walk miles and carry heavy loads of water. Time can be spent earning money which would improve standard of living for the women and their children.</p> <p>Detailed explanation: As above may offer details, for example referring to a specific place/ area/ country e.g. Water Project in Kenya building a well for the girls in Bishop Sulumeti School allows girls to attend school rather than having the burden of collecting water.</p>	2	4			6
level	mark	Descriptor																		
1	1-2	Comprises only simple statements.																		
2	3-4	Includes some elaboration of improvements for either women or children or both.																		
3	5-6	Elaboration of improvements for either women or children or both some of which must be detailed .																		

	Question	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	<p>CASE STUDY: Either:</p> <p>(i) A case study about economic activity and its impact on the environment.</p> <ul style="list-style-type: none"> Name the economic activity and the area in which it is located. Explain why this economic activity damages the environment Describe how the impact of this economic activity on the environment is being managed. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1 (1/2 marks): Gives a range of generic descriptive or explanation points either of which is simple elaborated. <i>There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 2 (3/4 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3 (5/6 marks): Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 4 (7/8 marks): Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication on is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p>	<p>Economic activities could include primary or secondary activities. Primary activities may include mining, quarrying, intensive commercial farming practices. The location must be appropriate to the choice of activity. Secondary could be for example manufacturing industries in industrialising nations associated with greenhouse gas emissions and local scale air pollution, e.g. Beijing (2008 Olympics).</p>	3	5			8

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Or (ii)	<p>A case study about a secondary or tertiary industry which has changed its location.</p> <ul style="list-style-type: none"> Name the industry Describe how the location has changed Explain why the location has changed. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1 (1/2 marks): Gives a range of generic descriptive or explanation points either of which is simple elaborated. <i>There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i></p> <p>Level 2 (3/4 marks): Provides an elaborated account which includes some description or explanation specific to the place. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 3 (5/6 marks): Provides an elaborated account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p>Level 4 (7/8 marks): Provides a balanced account which includes both elaborated description and explanation specific to the place. <i>Communication on is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p>	<p>Management may refer to landscaping areas after activity has finished, e.g. Eden project following china clay extraction, or international agreements in relation to the reduction of greenhouse gas emissions from secondary activity, local management of emissions, e.g. restriction power station / factor emissions in Beijing.</p> <p>In terms of how the location has changed, some comment should be made as to the disadvantages of the old location compared to the advantages of the new location. Reference may be made to specific named areas to support this idea. Reasons for the changing location are likely to refer to factors such as accessibility, proximity to global markets, transport, labour costs, access to skilled labour, cost of land, more lenient health and safety regulations in some NIC's, footloose industry.</p> <p>Examples may include relocation of industry to NIC's, either secondary industry such as clothing manufacturing or tertiary such as telecommunications (e.g. BT)</p> <p>Changing location within the UK or returning to the UK would also be appropriate, e.g. car manufacturing.</p>					
				3	5			8
TOTAL				10	13	7		30

UNIT 4242/02 – Unit 2 Section B Foundation Tier

Instructions for examiners of GCSE Geography when applying the marking scheme

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

GCSE Geography marking schemes are presented in a common format:

Question		Rationale	Indicative responses	AO1	AO2	AO3	SPaG	Total
(e)	Study the photographs on page 5 of the separate Resource Folder.							
(i)	Describe the physical and social effects of the coastal floods of 2012.	Credit up to four valid statements, each with one mark. Max 3 if either social or physical effects are not addressed.	Physical: beach is narrower (1) Sand has been deposited on roads (1) Buildings swept away / demolished (1) Social: people have been made homeless (1) lost family members (1) grieving (1) lost incomes / businesses (1)		4			4

This box contains the sub-question

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

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

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have

1 Tick marking

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

3 Banded (or levels) mark schemes

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

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

Part A

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	Circle the three correct answers in the flowing passage.	Credit one mark for each of these responses only. Accept if underlined or ticked. If more than one answer circled award 0 marks.	east (1) Atlantic (1) Delaware (1)			3		3
(b)	Study the graphs on page 3 of the separate Resource Folder.							
(i)	Describe New Jersey's actual population growth (1900 – 2012). Use figures in your answer.	<p>Credit 1 mark for the recognition of a general upward trend plus 1 mark for qualification or 2 marks for the accurate use of figures.</p> <p>Credit figures in the range specified. Must quote million. Do not credit 'about 2' or 'about 9'. Accept 'just under'.</p> <p>Award two marks and 2 ticks for calculation of the increase. Allow tolerance of 0.2 (from 7.2-7.6) for calculations.</p> <p>Max 2 if no trend. Max 2 if no figures.</p> <p>Do not credit slowly or fluctuating or slightly. Any figures between 1900 and 2012 are irrelevant. Do not credit 2010.</p>	<p>General trend: Increased (1) grew / gone up (1)</p> <p>Qualification: steadily (1) / grew continuously / dramatically / gradually/ rapidly (1)</p> <p>1900: 1.8-1.9 million (1) 2012: 9.1-9.2 million (1) Gone up by 7.4 million (2)</p>			3		3
(ii)	By how much are urban areas growing each year?	Credit responses between 6401-6799	6650 (1)			1		1
(iii)	State which type of land use has declined most as a result of urban growth.	Credit this response only.	Forest (1)			1		1

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total
(c)	The coastline of the state of New Jersey is affected by tropical storms. Study the diagram on page 4 of the separate Resource Folder.							
	(i)	Add the correct answers from the box to the flowing passage to describe how tropical storms are formed.	Credit these responses only.	3		1		4
	(ii)	Complete the graph above to show that in the year 1990 there were 14 tropical storms.	Credit accurate position of point on the graph for one mark. It is not necessary for the candidate to complete the line. The dot or cross must be at the 1990 mark. Credit if the line is drawn accurately and no dot is evident.			1		1
	(iii)	Circle the correct answers in the passage below to describe the graph.	Credit these responses only.			3		3
(d)		Many scientists predict that there will be more coastal flooding in the future. Suggest why there might be an increase in coastal flooding.	Credit up to two valid statements each with one mark (to max 2). For either valid statement, credit a valid <i>explanation</i> for one additional mark (1+2 or 2+1). Or credit one valid statement that is explained by a chain of reasoning (1+1+1). Max 2 if no reference to the flooding of the coastline i.e. storms, rain or storm surges.	3				3
			Causes of climate change e.g. increased traffic (1), Increase in greenhouse gases (1) Climate change / global warming / increase in global temperatures (1) so sea levels will rise (1) and there will be more storms (1) which may be more violent / stronger (1) Melting glaciers (1) ice caps (1) More storms (1) More/higher storm surges (1) Increase in sea temperature (1)					

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(e)	Study the photographs on page 5 of the separate Resource Folder.								
	(i)	Describe the physical and social effects of the coastal floods of 2012.	Credit up to four valid statements, each with one mark. Max 3 if either social or physical effects are not addressed.	Physical: Sand has been deposited on roads (1) Damage to coastline (1) Beach is narrower /eroded / damaged / shape changed / destroyed (1) vegetation / ecosystem destroyed (1) so habitats lost (1) flooded land (1) petrol / oil / sewage pollutes sea (1) Social: Damage to roads (1) bridges (1) buildings / houses (1) people have been made homeless (1) so would have to move away (1) lose family members (1) people died/grieving (1) people were injured (1) people traumatised (1) people angry (1) tourists can't get there (1)		4			4
	(ii)	Suggest why people choose to live in coastal areas that are at risk of coastal flooding.	Credit up to two valid statements each with one mark (to max 2). For each valid statement, credit a valid <i>explanation/development</i> for one additional mark (2+2). Or one valid statement (1) and a second valid statement that is explained by a chain of reasoning (1+1+1). Or credit one valid statement that is explained by a chain of reasoning (1+1+1+1). Do not credit cheaper housing. Tourist attractions is too vague.	Jobs availability (1) <i>e.g. in tourist industry / hotel / fishing (1)</i> People move there <i>because it is an attractive environment (1) to retire (1)</i> Benefits outweigh risks (1) so take chance / risk (1) risk is worth living there (1) peaceful /quiet (1) nice view / scenery (1) close to the beach (1) activities e.g. fishing / surfing (1) good place to be when weather is good (1) Fresh air / less air pollution (1) No choice to move away (1) can't sell houses (1)	2	2			4
				8	6	13		27	

End of Part A

Part B

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Option 1: (a)	Study the information on page 6 of the separate Resource Folder. Seaside Heights is a popular tourist resort.							
	Describe the location of Seaside Heights.	Credit 3 valid statements Do not credit 'near to' Do not credit distance or direction to future coastline or USA. Tolerance +/- 0.5km	4km (1) SE (1) from Bay Shore 5km (1) south (1) of golf course 6km (1) NE (1) of Ocean Gate 11km (1) east (1) of Toms River Start/end of Route 37 (1) (Not on) In New Jersey (1) Next to / on / West of Atlantic Ocean (1) (Not in) 0.5 km from coastline (1) On the coastline that will be lost (1) Between Toms River / Bay Shore & Atlantic (1)			3		3

(b)	(i)	Suggest why one of these groups of people may support the plan to retreat the line at Seaside Heights.	<p><u>Do not credit</u> choice of group.</p> <p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For either valid statement, credit a valid <i>explanation/ development point</i> for one additional mark (1+2 or 2+1).</p> <p>Or credit one valid statement that is explained by a chain of reasoning (1+1+1).</p> <p>If <u>scientists</u> are the chosen group do not credit research/ scientists can study what will happen.</p>	<p><u>Scientists</u></p> <p>Aware it is going to happen (1) Therefore will save lives (1) Not destroy homes (1) Let nature take its course (1)</p> <p>This option may be more sustainable (1) <i>as it will create a natural buffer zone (1) that will soak up wave energy (1) as sea levels rise in future (1)</i></p> <p><u>Homeowner or town council</u></p> <p>It will be easier to retreat now rather than later (1) Would get compensation (1) The new coastline will be further inland / create a buffer zone against flooding (1) <i>so there will be less damage / injuries in future storms (1) people will be less anxious about storms (1) people inland will be able to insure homes (1)</i></p> <p><u>Town Council</u></p> <p>People moving in will spend money (1) positive multiplier effect / jobs created (1)</p> <p>The cost of hard defences is too high (1) <i>this is cheaper in the long term (1) because the cost of repairs to homes/infrastructure after storms will be lower (1) costs are lower than maintaining sea walls (1)</i></p>	3				3
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	(ii)	Suggest why one of these groups of people may be against the plan to retreat the line at Seaside Heights.	<p><u>Do not credit</u> choice of group.</p> <p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For either valid statement, credit a valid <i>explanation/ development point</i> for one additional mark (1+2 or 2+1).</p> <p>Or credit one valid statement that is explained by a chain of reasoning (1+1+1).</p>	<p><u>Home owner:</u></p> <p>Some homeowners will have to abandon their homes / lose their home / don't want to move (1) <i>causing distress (1) splitting up communities (1) losing cultural heritage (1). May move some distance away from their workplace (1) resulting in higher commuter costs (1)</i></p> <p>Spoil retirement plans (1) Cost of having to move (1)</p> <p><u>Town Council</u></p> <p>Pressure on Toms river as people move in (1) More demand for housing (1) Already spent money on coastal defences (1) May be concerned about loss of business / tourism (1) <i>loss of jobs / incomes / taxes (1)</i></p> <p><u>Hotel Worker</u></p> <p>Lose jobs /income (1) lose business (1) struggle to find new work (1) have to travel to new job /area (1) Hotels may have to be abandoned (1) so workers may lose their jobs / struggle to find new work (1)</p>	3				3
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
Option 2 (a)	Study the information on page 7 of the separate Resource Folder.							
	(i)	Explain why sand dunes reduce the risk of coastal flooding by joining the heads and tails. One has been done for you.	Credit these responses only.	3				3
	(ii)	Suggest why local businesses in Seaside Heights might be against a plan to use soft engineering to protect the coast.	Credit up to two valid statements each with one mark (to max 2). For either valid statement, credit a valid <i>explanation/ development point</i> for one additional mark (1+2 or 2+1). Or credit one valid statement that is explained by a chain of reasoning (1+1+1). Answer must be linked to businesses	The dunes are very tall (1) <i>so will block the view of the beach / sea (1) which means hotel guests may be disappointed (1).</i> Sand dunes will be eroded in storms (1) <i>are not permanent (1) may not be strong enough if sea levels continue to rise (1) so businesses will be worried about their future / sustainability of their business (1) Ruins the view / look (1) unsightly (1) less visitors (1) not as effective as hard engineering (1) might take long time to be established (1) won't be strong enough (1) limits access to beach (1) disruption to people using the beach (1)</i>		3		3

Question		Rationale	Expected answer	A01	A02	A03	SPaG	Total	
Option 3 (a)	Study the information on page 8 of the separate Resource Folder.								
	(i)	Describe how hard engineering protects the coastline from erosion and flooding.	<p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For either valid statement, credit a valid <i>explanation/ development point</i> for one additional mark (1+2 or 2+1).</p> <p>Or credit one valid statement that is explained by a chain of reasoning (1+1+1).</p> <p>Be aware of students repeating the question i.e. sea wall / rock armour stops erosion / flooding.</p>	<p>Wave energy is reduced by boulders (1) so <i>hits coast with less force</i> (1).</p> <p>Wave energy is reflected off sea wall (1) because wall is curved (1)</p> <p>Wall is high (1) so waves can't get over (1)</p> <p>rock armour breaks up waves (1) made of hard material / hard to erode (1)</p> <p>sea wall curved so waves broken up (1) and energy reduced (1)</p>	3				3
	(ii)	Suggest why the government of New Jersey may think it is not sustainable to protect Seaside Heights with a sea wall.	<p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For each valid statement, credit a valid <i>explanation/ development</i> for one additional mark (2+2).</p> <p>Or one valid statement (1) and a second valid statement that is explained by a chain of reasoning (1+1+1).</p> <p>Max 3 if no reference to future / sustainability.</p> <p>Indicate reference to sustainability with an 'S'</p>	<p>Hard defences need frequent repairs (1) which are expensive (1) so the government may not be able to afford them in future (1).</p> <p>Sea levels are rising / storms more frequent (1) so sea wall may not be high enough for all future floods (1)</p> <p>Expensive to build (1) Not attractive (1) Puts off tourists (1) reduces future income (1) strong storms still go over (1) expensive for small settlements (1) Long coastline to protect (1) so expensive (1) In future there may no longer be a large beach (1) so not as effective (1)</p>	2	2			4
				8	11	3		22	

End of Part B

PART C

	A01	A02	A03	SPaG	Total
Question. You should advise which option the state government of New Jersey should use to manage this coastline.	3	7	1	4	15
TOTAL for Unit 2B Foundation	19	24	17	4	64

LEVEL DESCRIPTORS FOR PART C	
	Award 0 marks if the answer is incorrect or irrelevant.
Level 1 1-3 marks	The candidate's response contains little specific detail about the area. There is no elaboration beyond that provided directly by the sources. <i>Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.</i>
Level 2 4-7 marks	The candidate's response contains some specific detail about the area and option. There is elaboration of ideas beyond that provided by the sources. <i>Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</i>
Level 3 8-11 marks	The candidate presents a letter that considers the options in detail. Different options are considered, along with the effects of each and a clearly explained decision is made. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Performance descriptions spelling, punctuation and the accurate use of grammar	
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 4242/04 – Unit 2 Section B Higher Tier

This paper examines how urban areas can be managed to reduce the risk of coastal flooding.

	Marks
Part A considers urban growth and causes of coastal flooding in New Jersey State, USA	24
Part B considers the effects of coastal flooding, and explores three options for managing the coastline of New Jersey State.	22
Part C you will advise the Government of New Jersey State which option or combination of options will provide the most sustainable solution to managing the coastline of new Jersey State.	18
	Total mark <u>64</u>

GENERAL MARKING POINTS/ REMINDERS TO EXAMINERS

The terms “Standard of Living”, “Quality of Life”, “Multiplier Effect”, “sustainable” not to be credited per se – they need to be qualified by further detail/explanation.

PART A

Question		Rationale	Expected Answers	A01	A02	A03	TOTAL
(a)	Study the maps on page 2 of the separate Resource Folder .						
	Describe the location of New Jersey State in the USA.	Credit the use of direction/ scale. Max 2 if only direction or only scale provided: <i>1mm = 20km, 1cm = 200km.</i> <i>Do NOT credit: near to / next to / below / above /surrounded by / in the USA/America</i>	On east coast of USA/eastern seaboard of USA (1) in the east of USA/ in NE USA (1) On the coast of North Atlantic Ocean (1) S of New York State (1) E of Pennsylvania (1), NE of Virginia (1). Bordered by New York and Pennsylvania (1) W/SW of New York city (1), SW of Boston(1) NE of Washington (1) 30-220km from NYC (1) 260-480km from Boston (1) 180-360 km from Washington DC (1) Between 39-42° North and 74 -76° West (1)			3	3
(b)	The population of New Jersey State is growing. Study the graph below. It shows annual population growth and annual growth of urban area in New Jersey State from 1986 to 2009.						
	(i) Complete the graph using the following information:	Credit one mark for each accurate bar graph completed: 1+1 <i>Pop growth axis interval is 4000, Urban area axis interval is 100.</i>	<i>The top line of the urban area bar MUST be on the 6600 line. The top line of the population growth bar must be between the 28,000-32,000 lines</i>			2	2
	(ii) Compare annual population growth with annual growth of urban area shown on the graph.	Credit THREE comparative statements that have connectives, similarities or differences: 1+1+1. MAX 2 if no summary statement provided. <i>Pop growth bars: 31k- 94k-22k Urban area bars: 6000-6100-6600 Do not credit explanations. Do not credit direct comparisons of population growth to urban growth within single time periods as they are incomparable.</i>	Summary statements over the whole period: Urban growth rate rose steadily <i>whereas</i> population growth rate rose quickly but then slowed down (1). Urban growth rate has always risen <i>but</i> population growth rate has fluctuated /varied/ increased then slowed down (1). Population growth rate varies <i>whereas</i> urban growth rate increases steadily (1). Urban growth rate increased by 10% between 1988-2009 <i>whereas</i> population growth rate trebled to 2002 and then reduced by around 80% to 2009 (1). Other data response examples: <i>The population growth rate was at its highest / reached its peak in 1995-2002, whereas urban growth rate was still rising (1) From 2002-2009 population growth rate decreased whereas urban growth rate continued to increase (1)</i>			3	3

Question		Rationale	Expected Answers	A01	A02	A03	TOTAL
(iii)	Suggest reasons for changes in population growth in New Jersey State.	Credit TWO simple statements: 1+1 or: ONE simple statement with an elaboration: (1+1) Do not double-credit opposites e.g: <i>More jobs available, so people move there for work /</i> <i>Less jobs available, so people move away for work</i>	Population growth rate increasing 1988-2002: NJS is on the coast /idyllic area (1) so older people want to retire there (1). More jobs available / businesses relocating to NJS (1) so people move there for work (1). Cheaper housing/cost of living than in NYC (1) so people move to save money (1). Natural population increase (1). Population growth rate slowing down 2002-2009: More competition for jobs (1) so people leave to find work elsewhere (1). Housing shortage (1) so people forced to live elsewhere (1). NYC / other cities close by (1) so people leave for wider opportunities (1). Increased negative aspects of urbanisation (1) so people move away as less attractive (1). Ageing population (1) as younger people move away for work/more older people move in (1). Threat of flood disaster (1) people move out/don't go there (1)	1	1		2
(iv)	Suggest reasons for changes in the growth of urban areas.	Credit TWO simple statements and one elaboration: (1+1)+1 or: ONE simple statement with two elaborations: (1+1+1) MAX 2 if no elaboration. Do not credit pull factors /"people migrate to find work" responses per se. We are looking for the impact on urban area growth as a result of changing population. 'Causing urban area to gown / expand' –only credit this statement once in the entire response.	More people have moved there so more homes (1) and services/shops are built (1) <i>causing urban areas to grow/expand (1)</i> As the population increases so does road / rail / air traffic (1), so more roads / railways / airports / infrastructure are needed (1) <i>causing urban areas to grow/expand (1)</i> .	1	2		3

Question		Rationale	Expected Answers	A01	A02	A03	TOTAL
(c)	Coastal flooding occurs in New Jersey State as a result of sea surges created by tropical storms.						
	Study the diagram and statements in the box below, which show how sea surges develop. Complete the diagram using three of the statements from the box.	One mark for each statement letter placed in correct box: 1+1+1 "B" is the unused statement.	From left to right: A, E, C, D.	1		2	3
(d)	Study the graph on page 3 of the separate Resource Folder .						
	(i) Compare changes in sea surface temperature and the frequency of tropical storms per year shown on the graph.	Credit TWO comparative statements that have connectives, similarities or differences: 1+1 Do not credit explanations.	As sea temperatures increase so does the frequency of tropical storms (1). They both increase over time (1) but both fluctuate as they do (1). The trends of both features are similar over time(1) Both increase and decrease at the same times (1). As sea temperatures rise between 1970 and 2005, the number of tropical storms increases (1). As sea temperatures lower after 2005, the number of tropical storms decreases (1). Most storms (28) occurred when sea temperature was at its highest / at 27.8°C / in 2005 (1)			2	2
	(ii) Explain why some scientists think these changes may continue in the future.	Credit ONE simple statement and its elaboration (1+1) Do not credit "GW leading to sea level rises / ice melts / flooding" <i>Only credit responses that are linked to changes in sea temperatures.</i>	Increased global warming/climate change means increasing sea temps (1) leading to even more tropical storms / sea surges (1)	1	1		2

	(iii)	Suggest possible effects of these changes on coastal urban areas in New Jersey State.	<p>Credit TWO simple statements and their elaboration: (1+1) + (1+1) or: ONE simple statement with a chain of elaborations: 1+ (1+1+1), or (1+1+1+1)</p> <p>MAX 2 if no elaboration.</p> <p>The idea of 'as flood risk gets greater' – only credit this statement once in the entire response.</p>	<p>More sea surges means more coastal flooding (1) destroying homes / businesses / services (1) further impacting on specified human activity (1). Warmer sea temps also means ice caps melt (1) leading to rise in sea levels (1) which increases risk of coastal flooding in NJS (1) destroying homes / impacting on human activity (1)</p> <p>Increased cost of housing /insurance (1) People move away from the coast (1) due to increased flood risk (1) putting pressure on services inland</p>	2	2		4
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End of Part A

PART B

Question	Rationale	Expected Answers	A01	A02	A03	TOTAL	
(a) Study the information on pages 4 and 5 of the separate Resource Folder . It shows the popular tourist resort of Seaside Heights before and after coastal flooding in 2012.							
(i)	Describe the location of Seaside Heights.	Credit the use of direction/ scale/ map evidence: 1+1 <i>Do NOT credit: near to / next to / below / above /surrounded by / in the USA</i>	70-95km (1) S of New York (1) , 60-85km (1) NE of Atlantic City , 85-105km (1) E of Philadelphia (1) On east coast of New Jersey (1), In eastern New Jersey (1) 10-12km (1) E of Toms River (1) 3-4.5km (1) E of Bay Shore (1), 5-6.5km (1) E/NE of Ocean Gate (1) Located on an offshore bar/strip of land (1) to east of mainland (1) East of Route 571/ Tom’s River Estuary (1)			2	2
(ii)	For two different groups of local people, suggest how they were affected by coastal flooding.	No mark for naming group. Credit TWO simple statements and their elaborations per local group : (1+1)(1+1) or: 1+(1+1+1) MAX 3 per either group. Do not credit direct “lifts” from the information boxes. Do not accept: <i>killed /drowned /died in flood, tourists</i>	Local residents: Homes destroyed so residents had to leave their homes (1) (1) find temporary accommodation (1) leading to unhappiness / trauma (1) and repair / additional cost (1) and/or relocate elsewhere (1). More vulnerable groups eg elderly more likely to suffer (1) Tourist businesses: Businesses destroyed therefore no income/ lose money (1) may go out of business (1) may have to relocate elsewhere /start afresh / or repair (1) leading to unhappiness / trauma (1) / additional cost (1). Government of New Jersey State: Services / routes / sea defences destroyed or disrupted therefore have to clear up / repair (1) meaning additional cost (1) leading to increased taxes (1)		4		4

Question		Rationale	Expected Answers	A01	A02	A03	TOTAL		
(b)	<p>Option 1: Retreat the line: People move away from the coast. The coastline will be allowed to retreat naturally to a new position.</p> <p>Study the information on page 6 of the separate Resource Folder.</p>								
	(i)	Measure the distance along Route 37 between the existing coastline at Seaside Heights and the future coastline at Bay Shore.	One mark for accurate measurement in km	Accept between 3.5-4.5 km.				1	1
	(ii)	For one group of people who support this option, explain why they may consider it to be sustainable.	<p>No mark for naming the group.</p> <p>Credit ONE simple statement and its elaboration (1+1)</p> <p><i>Do NOT credit direct "lifts" from the information boxes per se.</i></p> <p>Must only consider managed retreat.</p> <p>Do not accept cost element.</p>	<p>Environmentalists: <i>Coastal flooding is getting worse</i> so letting it happen naturally means more sediment /beaches builds up (1) thereby absorbing energy / reducing destructive power (1). Allowing coastline to retreat means sea has to travel further (1) meaning capacity to destroy reduced / natural equilibrium eventually reached (1)</p> <p>Property Insurance companies: <i>Insurance claims are increasing</i> so we lose money (1) leading to more expensive insurance premiums in the future (1)</p>			2		2

	<p>(iii) Use map evidence to suggest why the Town Council of Tom's River would object to this option.</p>	<p>Credit TWO simple statements of which one elaborated: 1+(1+1) or: ONE simple statement with two elaborations: (1+1+1)</p> <p>MAX 2 if no elaboration or map evidence. Do not credit <i>Toms River Council viewpoint "risk of flooding greatly increased", or similar</i></p>	<p><i>The risk of flooding will greatly increase because.. Seaside Heights Peninsula / barrier /part of coastline lost (1) will erode away (1) means less protection from sea surges for Tom's River (1) therefore more likely to suffer (increased) damage and destruction (1) financial implications (1)</i></p> <p><i>There will be more flooding because.. the narrow Tom's River Estuary will funnel sea surges (1) making them even higher and powerful (1) and therefore more destructive when they reaches Tom's River (1) Sediment eroded from Seaside Heights could silt up Tom's River Estuary (1) making sea access to Tom's River harder (1) reducing trade/tourism(1)</i></p>		2	1	3
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Question		Rationale	Expected Answers	A01	A02	A03	TOTAL
(c)	<p>Option 2: Holding the line using “soft” engineering: A combination of beach nourishment and sand dune stabilisation could be used to protect Seaside Heights.</p> <p>Study the information on page 7 of the separate Resource Folder.</p>						
(i)	<p>Choose either beach nourishment or sand dune stabilisation.</p> <p>Explain why your chosen strategy reduces the risk of coastal flooding.</p>	<p>Credit TWO simple statements of which one elaborated: 1+(1+1) or: ONE simple statement with two elaborations: (1+1+1)</p> <p>MAX 2 if only simple statements.</p> <p><i>Do NOT credit direct “lifts” from the information boxes in the resource – they have to be qualified.</i></p>	<p>Sand dune stabilisation: Marram grass traps blown sand on the surface (1) and helps build up the dune/ reduce erosion (1) Christmas tree roots help bind the sand under the surface (1) so it is less likely to blow away (1) Fencing helps fix the dune in place (1) so it doesn’t migrate (1). If sand dunes were positioned along the beach at Seaside Heights they would act as a barrier (1) so waves can’t reach buildings (1).</p> <p>Beach nourishment: Building up a beach means more sand to absorb wave energy (1) and so reduces destructive power (1). The beach will be wider (1) so waves have to travel further (1) which means they won’t be as powerful by the time they reach the sea front (1) thereby reducing destructive potential (1).</p>	1	2		3
(ii)	<p>Suggest one potential disadvantage of either of these strategies for local businesses.</p>	<p>Credit ONE simple statement and its elaboration: (1+1)</p> <p>MAX 1 if no elaboration.</p>	<p>Both: Could be easily washed away / eroded in a large storm (1) so offer no protection when really needed /waste of money(1)</p> <p>Beach nourishment: Constant disruption to beach usage/visual blight/ noise (1) so tourism loses money (1)</p> <p>Dunes: Block sea views (1) so houses don’t sell/ reduce house prices (1) Make access to beach harder / less appealing /attractive (1) so less likely to use beach/ tourism loses money (1)</p>		2		2

Question		Rationale	Expected Answers	A01	A02	A03	TOTAL	
(d)	<p>Option 3: Hold the line using “hard” engineering: A combination of rock armour and concrete sea walls could be used to protect Seaside Heights. Study the information on page 8 of the separate Resource Folder and the diagram below.</p>							
	(i)	<p>Explain how each feature helps reduce the risk of coastal flooding.</p>	<p>Credit ONE mark per valid <i>explanation</i> of EACH feature described: 1+1+1</p> <p><i>Must provide an explanation for each feature to get three marks.</i></p>	<p>Curved section at top of Wall: Reflects waves back /transfers energy away (1)</p> <p>Stepped wall at 30 degree angle: Dissipates energy of breaking waves over larger surface area (1) Wave energy is reduced travelling up slope (1)</p> <p>Rock armour at base of wall: Helps break up waves before they reach the wall / protects base of wall (1) Wave energy is dissipated in the gaps between the boulders (1) Made of granite so harder to move / erode (1)</p>	3			3
	(ii)	<p>Give one reason why some environmentalists may think this is not a sustainable option.</p>	<p>Credit ONE simple statement and its elaboration: (1+1)</p> <p>MAX 1 if no elaboration.</p> <p>Allow cost element if qualified</p>	<p>Sea surges are not reduced just transferred away (1) (1) making flooding worse elsewhere (1) Makes erosion / flooding worse (1) where sea wall ends / goes round edges (1) Interferes / interrupts natural processes (1) causing issues elsewhere (1) Will erode over time (1) reducing effectiveness / requiring costly maintenance (1).</p> <p>Look ugly / visual blight (1) less enjoyment (1) Make access to beach harder (1) less enjoyment (1) Beach is reduced (1) so less energy absorbed (1) Constructing the wall /takes up land (1) destroying habitats/ reducing biodiversity (1)</p>	2			2

PART C

LEVEL DESCRIPTORS FOR PART C

Level 1 1-4 marks	The candidate's response contains some specific detail about the issue and options, which may be pros and cons, but it provides little if any elaboration beyond information provided directly by the sources. A choice <i>may</i> be made, but any justification is weak. <i>Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</i>
Level 2 5-8 marks	The candidate's response considers the positive/negative features of options in the context of the issue. There is some elaboration of ideas beyond that provided by the sources. A choice is usually made, with some justification at times. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 9-11 marks	The candidate's response considers the positive/negative features of each option with increasing elaboration on these. In terms of sustainability, it may compare features of each option against the others, leading to a concluding justification of option choice, which may include consideration of sustainability, scale and provision of external knowledge including case studies. <i>Communication is clear and logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 12-14 marks	The candidate's response clearly explores in detail the positive / negative features of <i>all three</i> options. The candidate competently addresses sustainability through a comparison and weighing up of the options against each other, may use wider knowledge and external case studies effectively, with a comprehensive overview and summing up of the issue at a variety of scales. There is clarity in their justification of their decision which demonstrates clearly their understanding of sustainability in geographical issues.. <i>Communication is very clear, sophisticated and well-structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent and considerable accuracy.</i>

Performance descriptions spelling, punctuation and the accurate use of grammar

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.

Marking Procedure for Part C

- This section is marked using a process of best fit where the candidate response is compared to levels of response mark scheme. Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.
- Award QWC as an integral part of a best fit decision when making a judgement on the level.
- In levels marking candidates are credited for the quality of their answers, as opposed to merely crediting the number of responses they make. **Remember that you should apply no ticks when marking this section.** Mark the letter by indicating in the text where a contribution to a particular level has been made.
- Candidate responses in the report and matrix should be considered together particularly if the candidate scores fewer than 9 marks in the letter.

As the degree of integration for a Level 3 response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the report i.e. a matrix-only response can only be L2 at the highest.

- Write a statement at the bottom of the matrix to indicate the overall level so far attained e.g. low/middle/high Level 1/Level 2.

Award 0 marks if the answer is irrelevant to the task.

Once a mark (out of 14) has been awarded for the geographical content, award an additional mark (out of 4) as an assessment of the spelling, punctuation and the accurate use of grammar.

Question	Rationale	Expected Answers	A01	A02	A03	SpaG	TOTAL MARKS
TOTAL PART C			4	8	2	4	18



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