



GCSE MARKING SCHEME

SUMMER 2016

**GEOGRAPHY B
UNIT 2(a) (Higher Tier)
4242/03**

INTRODUCTION

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

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

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

Question 1			Rationale	Expected answer	AO1	AO2	AO3	Total
(c)	(i)	Complete pie chart 3, using information from the table.	One mark for correct line drawn and one mark for correct shading/labelling	Lines for secondary accurate at 15% (1) Shading/labelling (1)			2	2
	(ii)	Outline the relationship between secondary employment and GDP in Vietnam. Use figures in your answer.	One mark to compare the differences. One mark for accurate use of secondary GDP figure.	Secondary employment is lower in Vietnam compared to GDP (1) secondary GDP is 43% (1)			2	2
	(iii)	Suggest how the growth of secondary industry may assist Vietnam's development.	Credit one reason for one mark and up to two valid elaborations. Credit one fully elaborated statement. Max 1 for unelaborated statement.	Secondary industry promotes economic growth and development (1) manufactured goods generate high GDP contributing to Vietnam's development. (1) Taxes from imports/exports can be invested in schools. (1) hospitals (1) and other services. Salaries working in secondary employment are higher than primary (1) which means more disposable income to spend on more goods (1) which contributes to a multiplier effect of more local businesses (1). People working in secondary industry earn more than primary (1) and can afford to send children to school (1) which allows the children to get an education and better job prospects (1) children earn more money in the future contributing to the country's development. (1)		3		3

Question 1			Rationale	Expected answer	AO1	AO2	AO3	Total
(d)	(i)	<p>The availability of land and transport links are important factors for the location of the factory shown in photograph 5.</p> <p>Suggest other factors that may have attracted this MNC to Vietnam.</p>	<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 elaboration. (2-3 marks)</p> <p>Level 3: Extended elaboration of at least one factor. (4-5 marks)</p> <p>Question requires other <u>factors</u> so Max L2 if only one factor</p>	<p>Simple statements: Cheap labour, cheap land, skilled labour, being near customers, near raw materials.</p> <p>Elaboration: Cheap land to build upon and reduce costs of goods being exported and increase profits.</p> <p>Cheap labour allows MNC to maximise profits and further re-invest.</p> <p>Skilled labour to meet the company's needs and to produce and develop new products for a lower salary compared to MDCs.</p>		5		5
MNCs sometimes close factories and move to another country.								
	(ii)	<p>Describe two different impacts of the closure on the local area.</p>	<p>This is a direct credit mark scheme.</p> <p>Accept positive or negative impacts.</p> <p>Credit up to two valid statements (s), each with one mark and its elaboration (e) or extended elaboration (e+) Allow 4+2 or 2+4 or 3+3.</p> <p>Max 4 marks if only one impact. Max 3 if statements are similar.</p>	<p>Description: Simple statements describing the loss of jobs (1), derelict buildings (1), social unrest (1), poverty (1).</p> <p>Simple elaboration: For example, loss of jobs (1) will lead to people unable to afford basic necessities (1). Derelict building will make the area look unattractive (1).</p> <p>Full elaboration of the above. Loss of jobs (1) means lack of income (1), which leads to poverty and people, therefore, forcing people to migrate out of the area (1).</p>		6		6

	Question 1	Rationale	Expected answer	AO1	AO2	AO3	Total
(e)	<p>CASE STUDY:</p> <p>Either:</p> <p>(i) A case study of a water supply issue crossing international boundaries (trans-boundary water issue).</p> <ul style="list-style-type: none"> Describe the issue. Explain why people have different views about attempts to resolve the issue. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best-fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Gives a range of generic descriptive 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. (1-2 marks)</i></p> <p>Level 2: 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. (3/4 marks)</i></p> <p>Level 3: Provides an account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy. (5-6 marks)</i></p> <p>Level 4: Provides a balanced account which includes elaborated description and explanation specific to the place, and in roughly equal proportions. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy. (7-8 marks)</i></p>	<p>CS (i) Appropriate trans-boundary case studies might include the Lesotho Highlands Water Project, River Mekong or disputes between Aragon and Catalonia, Spain. However, there are numerous contemporary disputes occurring for political or development reasons; accept any example that fulfils the question. Expect opposing views based on those who will benefit, e.g. from improved supply and financial gain and those who lose, e.g. loss of livelihood, home, land, reduced supply, objections based on environmental concerns. Attempts to resolve the issue might focus on international agreements, alternative job creation, improvements in local power supply (HEP) and infrastructure, use of military force and protests.</p>				

	<p>Or:</p> <p>(ii) A case study of the management of climate change at an international scale.</p> <ul style="list-style-type: none"> Describe attempts that have been made to manage climate change at an international scale. Explain why there are different views about how climate change can be managed at an international scale. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best-fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Gives a range of generic descriptive 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. (1-2 marks)</i></p> <p>Level 2: 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. (3/4 marks)</i></p> <p>Level 3: Provides an account which includes description and explanation specific to the place. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy. (5-6 marks)</i></p> <p>Level 4: Provides a balanced account which includes elaborated description and explanation specific to the place, and in roughly equal proportions. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy. (7-8 marks)</i></p> <p>Case Study (ii) Max L2 if local/national rather than international.</p>	<p>CS (ii) Expect references to international conferences / agreements such as Kyoto Protocol (1997), Doha (2012) or Paris (2015).</p> <p>Credit references to international target setting e.g. 2020 climate and energy targets in EU.</p> <p>Expect some detail on agreements reached. E.g. Reduction in CO2 emissions. Different views may relate to level of development / impact on economies, views about causes of climate change – natural or anthropogenic, the extent of climate change. May refer to specific interest groups, cost of developing alternative energy.</p> <p>Allow international responses to desertification e.g. Great Green Wall of sub-Saharan Africa.</p>	3	5	2	8
			TOTAL	10	13	7	30