



GCSE MARKING SCHEME

SUMMER 2016

HUMANITIES

**PAPER 2
PATTERNS AND PLACES
4321/02**

**Award 0 marks if the answer is
incorrect or irrelevant.**

GCSE Humanities

4321/02 PATTERNS AND PLACES

SECTION A

Question 1

- (a) Use Source A only to describe **two** features of a hurricane.. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: the eye (1) spiral pattern (1) forms over the sea (1) eye wall with thickest cloud (1) direction of spin / anticlockwise (1) Do not credit features not shown on picture e.g. strong wind. Credit accurate use of scale.

- (b) Explain why hurricanes only develop within the Tropics. [4]

AO1	AO2	AO3	total
4	0	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic explanation or simple list of points.	Detailed explanation with elaboration and more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: For L1, expect basic answers such as 'it's hotter here', or 'there's more evaporation, etc. with no links between reasons.
For L2, there will be links between 'heat' (26°C) and evaporation which provides the energy needed to create strong winds and rain.

- (c) Describe how people can prepare for hurricanes in order to reduce their effects. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points. Max 1 if description is of source only.	Detailed description with elaboration. Both the source and own knowledge are used. Elaboration of one or more points needed to gain 4 marks.

Indicative content: At L1, candidates will offer a simple list of **preparations** such as making emergency survival packs, knowing evacuation routes and location of public shelters, shutters over window, etc.

L2, there should be elaboration as to how this will reduce the effects of the hurricane / reduce damage / prevent injury.

Max L1 if candidate just refers to ways authorities can reduce effects e.g. forecasting.

- (d) Describe the effects of **one** earthquake on both individuals **and** society. Refer to a specific earthquake you have studied in your answer. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Description with some accuracy and elaboration.	Valid and detailed description which is applied to the context of the question.

Indicative content: at L1, the candidate will give a basic and generic list of effects of earthquakes, e.g. people die, building destroyed, transport links broken.

L2 candidates will describe how either individuals and / or society are affected. There may be links between short and long term effects at top of level.

L3 candidates will give a detailed description of how both individuals and society were affected using a relevant case study to illustrate these effects.

- (e) Use Source C **and your own knowledge** to explain change in population over the different stages of the Demographic Transition Model. [6]

AO1	AO2	AO3	total
2	2	2	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy.	Valid and detailed explanation with more than one example of elaboration.

Indicative content: at L1, the candidate may give a basic description of changes using the source or offer basic explanations with no reasoning such as 'people are having less babies'. May just refer to figures from the source.

L2 answers will begin to give basic reasons for the drop in birth / death rates, such as access to contraception or family planning, changing lifestyles, religious beliefs, role of women, standards of living, medical advancements, clean water etc.

L3 answers will show an understanding of the movement through the stages of the DTM. Links should be made birth and death rates, total population and changes in development.

- (f) 'Climate is the most important influence on the distribution of the world's population'. To what extent do you agree with this statement? [8]

In your answer you may consider:

- the influence of climate on population distribution;
- other factors which influence population distribution.

Conclude your answer by saying to what extent you agree with the statement, and why.

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where geographical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: *people do not like living in places which are too hot / cold would be a typical L1 answer, as would people 'needing' water etc.*

For L2, expect links between factors and their advantages, e.g. flat land is easier to build / farm on so settlements develop, deserts too dry to grow crops / jobs in cities attract people.

At L3, candidates should give reasons why one influence is more important than another and use subject specific vocabulary such as relief, temperate, fertility, etc.

SECTION B

Question 2

- (a) Use Source A only to describe the changing population of London. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: credit reference to pattern/trend: risen overall (1), fell after 1940/ WW2 (1), rose again in 1990s, (1) credit accurate use of figures.

- (b) Explain why land prices are high in Central Business Districts. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic explanation or simple list of points.	Detailed explanation with elaboration. Elaboration of one or more points needed to gain 4 marks.

Indicative content: L1 answer will offer suggestions such as it is in the centre, or people can get there easily, kudos. L1 answers may just refer to facilities available in the CBD. L2, the candidate will link its advantageous position to demand for land and its short supply, or elaborate on access with reference to transport routes, etc.

- (c) The increasing of car ownership in UK cities has created many problems. Describe how these problems affect different groups of people. [6]

AO1	AO2	AO3	total
3	3	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Description and application.	Simple list of problems. Max 2 marks for simple list of problems / characteristics with no elaboration.	Description of one or more points. For 4 marks, candidate must apply their knowledge / understanding to the context of the question.	Valid and detailed description applied to context of question.

Indicative content: an L1 answer will give a simple list of problems such as pollution, congestion, accidents, etc. L2 the candidate should elaborate on what the problem is and/or how people are affected. L3, there should be a range of effects on different groups of people.

- (d) 'Living in a UK inner city gives you a better quality of life than living in the suburbs'.
To what extent do you agree with this statement? [8]

In your answer you may consider:

- The benefits and problems of living in the inner city.
- The benefits and problems of suburban living.

Conclude your answer by saying to what extent you agree with the statement, and why.

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
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Indicative content: Benefits of inner city living might include close to amenities, easy access / transport routes, cheaper housing, etc. Benefits of suburban living might include more space, less pollution, lower crime rates, etc. Disadvantages might refer to distance from amenities, public transport links, etc.

L2/L3 They should be elaborated on and linked to quality of life and should also be elaborated on as to why these benefits might improve your standard of living.

L3 Both areas should be compared and a reasoned evaluation made as to the one that offers better quality of life. Candidates may refer to different groups of people in their conclusion.

Question 3

- (a) Use Source A only to describe how the percentage of household waste recycling has changed. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: gone up (1), increase slowing (1), no change 2013-2014 (1). Credit accurate use of figures.

- (b) Describe how natural processes lead to climate change. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points. Max 1 if description is of source only.	Detailed description with elaboration. Elaboration of one or more points needed to gain 4 marks.

Indicative content: at L1, the candidate may offer a simple list of processes such as volcanic activity, sunspots or 'earth wobble', etc.
L2, they should elaborate on how these processes might change the earth's climate, e.g. volcanic eruptions puts CO₂ and other greenhouse gasses into the atmosphere (albeit small amounts compared to humans) or ash can block the sun's energy and reduce temperatures. Must refer to two processes for top of Level 2.

(c) Describe how greenhouse gases in the atmosphere contribute to global warming. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Describe with some accuracy and elaboration.	Valid and detailed description which is applied to the context of the question.

Indicative content: at L1, the candidate will use simple statements such as 'gasses trap heat', etc.

L2 Statements may be elaborated on using specific examples such as CO₂ or methane by describing how energy from the sun passes straight through but is absorbed when trying to escape. The candidate should get credit for describing the greenhouse effect as a good thing / natural.

L3 answers typically elaborate on the type of radiation, e.g. long and short-wave and use vocabulary such as re-radiates, etc. Credit annotated diagrams.

- (d) 'The most significant effect that global warming has on people's lives is the increasing strength of tropical storms'. To what extent do you agree with this statement?

[8]

In your answer you may consider:

- How tropical storms affect people's lives;
- The other effects of global warming on people's lives.

Conclude your answer by saying to which extent you agree with the statement, and why.

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
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Indicative content:

L1 Brief statements such as 'cause death/ damage/ floods etc'. Other effects of global warming named.

L2 Links between features of tropical storms and effects e.g. high winds cause damage to buildings. Other effects described and links made to how lives are affected e.g. ice caps melting causes coastal flooding or desertification causing crops to fail.

L3 Elaboration of a range of effects. Conclusion may refer to different vulnerability of people / places.