



GCSE MARKING SCHEME

**GEOGRAPHY
SPECIFICATION A**

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCSE GEOGRAPHY SPECIFICATION A. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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UNIT 4231/01 – Unit 1 Foundation Tier

Theme 1 - Water Question 1		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the OS map extract and photograph below.							
	(i)	Underline the correct word below to describe the general direction of flow of the Afon (River) Conwy	Credit however expressed.	Northerly		1	1	
	(ii)	Add the following letters to the correct two boxes on the map		A - top right B - top left		2	2	
	(iii)	Give the height of the highest point in grid square 2736	Only possible correct answer.	798		1	1	
(b)								
	(i)	Use the map and photo to suggest two reasons why the A470 is likely to be affected by flooding.	Credit reason plus development as any statement that takes the answer further. Award up to two development points for either reason and allow 2 + 2 or 3 + 1.	Many tributaries leading down to road (1) steep slopes (1) Road located on floodplain (1) Surrounded by high land (1) Lower priority for protection (1) very close to river (1) flat land (1) Tidal influence (1) urban land-use (1) development of any point to max 2		2	2	4
	(ii)	Suggest how the reservoirs in square 2736 might help to reduce the risk of flooding.	Credit two simple or one elaborated reason i.e. 1 + 1 or [1 + 1]	store water (1) behind dam (1) regulate flow (1) controlled release (1) development (1)		2		2
(c)								
	Explain why some strategies for reducing the risk of flooding are more successful than others. Use examples to help your answer.		See level descriptors below		3	2	5	
TOTALS					3	6	6	15

Question 1(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

Award 0 marks if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1 mark	Simple statements. Little or no evaluation of strategy. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	At least one strategy described and an attempt to evaluate success. Lacking depth and/or detail. Max level for no example. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Strategies described and demonstrates understanding of relative strengths and weaknesses. Related to examples or case study material. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Remember that this is Foundation tier, so full marks only equate to C grade and not A*.

Answer needs to show basic understanding of flood prevention strategies. Reference may be made to methods of hard and/or soft engineering such as channel modification, flood defences, building regulations, vegetation planting or removal, although these are not exclusive. Evaluation at a simple level may focus just on the high cost of hard engineering strategies with responses showing greater sophistication attempting to question whether not building on floodplains in the future may be the only solution. Credit breadth or depth in answer. Remember that this is the F tier and level 3 equates only to grade C and not A*.

Theme 2 – Climate Change Question 2			Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	Complete the following paragraph choosing your answers from the box.	1 mark for each correct response.	increase; 5°C ; 2°C; lower			4	4
	(ii)	Write the letter for each of the statements below in its correct box on the graph.	All 4 = 3 marks; 2/3 = 2 marks; 1 = 1 mark	B C D A (left to right)			3	3
	(iii)	Most scientists believe that one reason for this change in temperatures is the increase in carbon dioxide in the atmosphere. Explain why carbon dioxide levels have increased since 1850.	Credit three simple, one elaborated plus one simple or one wholly elaborated reason. Mark as [1 + 1 + 1], {1 + 1}+1 or 3 x 1.	Burning fossil fuels (1) industrial growth (1) deforestation (1) power stations (1) transport (1) development of any point (max 2)	3			3
(b)	Explain why climate change may be good for some people but bad for others. Use examples to help your answer.		See level descriptors below		3	2		
TOTALS					6	2	7	15

Question 2(b)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

Award 0 marks if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1 mark	Simple statements showing limited understanding. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	Some understanding shown of effects of climate change on people. Cursory or no use of examples. Max level for no example. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Balanced answer explaining clearly at least one good and one bad effect of climate change. Effects related to examples or case study material. Max. 4 if only deals with good or bad effects in detail. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Knowledge and understanding required of the potential or actual impacts of climate change. It is likely that responses will be more detailed on negative impact and this is acceptable for level 2 but there must at least be an attempt to give some balance for the top level. Negative impacts will include increased flooding in coastal areas and more intense storms with resultant impact of life and property. Reference might also be made to shifting rainfall and crop patterns with impact on food supply in LEDCs or impact on tourism in places such as Iceland. Positive effects could include new opportunities for agriculture in some areas or for increased tourism in others. Answers might also refer to climate change as stimulating to growth of low carbon energies in the future and the development of more sustainable lifestyles.

Remember that this sits in the F tier and level 3 equate only to grade C and not A*.

Theme 3 – Living in an Active Zone Question 3		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the satellite photo and map below. The patches of white in the satellite image are clouds.						
	(i)	Name the Island A.	Credit only this response however identified.	Sicily		1	1
	(ii)	Name city at B.	Credit only this response however identified.	Palermo		1	1
	(iii)	Name the mountain at C.	Credit only this response however identified.	(Mount) Etna		1	1
	(iv)	Give the compass direction of the airport at Catania from mountain C.	Allow some leeway between south and west.	South/south east		1	1
	(v)	What evidence is there in the satellite photo that shows the mountain at C to be an active volcano?	Credit any reference to smoke/ash, however identified.	Smoke/ash plume/dust	1		1
(b)							
	(i)	Describe one advantage of living close to a volcano such as this.	Allow one advantage plus development which takes the answer forward descriptively.	fertile soil [1] tourism [1] geothermal energy [1] rock/mineral extraction [1] development of any point [1] e.g. Tourism which brings jobs into the region. Fertile volcanic soils enabling growth of olives as in Sicily.		2	2
	(ii)	Name and describe one hazard which might affect the people who live close to this volcano.	Award one mark for name of hazard and up to two marks for description. Second development mark must take the answer forward. No mark for identifying a second hazard.	lava flow [1] Ash [1] pyroclastic flow [1] lahar [1] landslide [1] earthquake [1] gas [1] tephra [1] credit development as description of hazard e.g. Pyroclastic flow, a very hot and fast moving flow of ash and lava. [max 2]	2	1	3
(c)	Study the photos below which show scientists using technology to monitor an active volcano. Choose any two of the boxes and describe how they can help the scientists monitor the volcano. Use examples to help your answer. Tick the two boxes you have chosen to write about.			See level descriptors below	3	2	5
TOTALS				5	6	4	15

Question 3(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

Award 0 marks if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1 mark	Simple descriptive statements related solely to resources. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	Some understanding shown of the types of evidence from technology of impending eruption. One method in detail or two described in simple terms. Max level for no examples. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Two ways described demonstrating understanding of how volcanoes can be monitored. Credit depth or breadth of appropriate examples. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Content will depend on the boxes chosen. If more than two are described, apply the marking criteria to the best two which show knowledge and understanding of how signs of an impending eruption can be monitored. Seismographs measure earthquake activity which can indicate movements beneath the ground as magma moves into vents and increasing the pressure inside the volcano and causing cracks to develop and open up around the sides of the volcano. Tiltmeters are sensitive instruments that measure very slight changes in the shape of the volcano. Swelling and increased size can indicate movements of magma towards the surface. Gas readings showing increased SO₂ and CO₂ levels can be a sign of an eruption and satellite technology can also record change in shape and ground deformation.

Remember that this the F tier and level 3 equates only to grade C and not A*.

Theme 4 – Changing Populations Question 4		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the population pyramid for Tanzania below.							
	(i)	Read the statements below and put a tick against the three that are correct.	Only three acceptable responses. Award one mark for each.	A C F		3	3	
	(ii)	Describe how the pyramid shows that Tanzania has a high birth rate.	Allow two simple or one elaborated response. Mark as [1+1] or 1+1	Wide base (1) large numbers of young (1) quantification (1) development (1)	1	1	2	
	(iii)	Give one way in which the shape of the pyramid would be different for Western European countries such as the United Kingdom.	Credit any sensible response however expressed. Look for any understanding of shape.	Narrower base (1) convex (1) wider top (1) Fewer young (1) more old (1)	1		1	
(b)	Study the graph below.							
	(i)	Describe the change in Tanzania's birth rate since 2000.	Reserve one mark for any accurate quantification from Yaxis.	Decrease [1] Quantified [1] not steady [1]		2	2	
	(ii)	Suggest two reasons why this may have happened.	Award one mark only for each reason however simply expressed. No development marks here.	Developing [1] improved wealth [1] changing economic value of children [1] government policy [1] birth control [1] status of women [1]	2		2	
(c)	Explain why families in South Asia and Western Europe have fewer children than those in Sub-Saharan Africa.			See level descriptors below	3	2	5	
TOTALS					3	6	6	15

Question 4(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

Award 0 marks if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1 mark	Simple statements showing limited understanding. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	Some understanding of link between fertility and development. One reason given in some detail or two reasons simply stated. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Demonstrates understanding or reasons for differences in fertility. Credit depth or breadth of appropriate areas. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

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

The question is looking for understanding of the different fertility conditions created by different stages of development. Factors to consider might include the economic value of children and how this has declined with increased development, the different status of women between the three regions and the availability of medical, prenatal and post natal care which impacts on child mortality.

Remember that this is the F tier and level 3 equates only to grade C and not A*.

Theme 5 - Globalisation Question 5		Rationale	Expected answer	AO1	AO2	AO3	Total	
(a)	Study the map below.							
	(i)	Complete the paragraph below using the words in the box.	All 6 = 4 marks 4 or 5 = 3 marks 2 or 3 = 2 marks 1 = 1 mark	bloc; grown; 27; Eastern; Bulgaria; move	1		3	4
(b)	Study the map below.							
	(i)	Use the Map and your own knowledge to explain why large numbers of people from countries like Poland have moved to live in the UK.	Reserve one mark for refer to wage differential between the two countries. Credit three simple, one elaborated plus one simple or one wholly elaborated reason. Mark as [1+1+1], [1+1]+1 or 3x1.	Low wages in Poland/Higher wages UK (1) Employment opportunities (1) high unemployment in Poland (1) labour gap (1) examples of job types (1) Welfare state in UK (1) development (2 max) e.g. Higher wages in UK compared to Poland (1) giving opportunity to send money back home (1)	1	1	1	3
	(ii)	Describe one impact of migration within the EU.	Credit one elaborated response i.e. [1+2]. Any development point must take the answer forward. If more than one impact given, mark the highest scoring.	Increase labour pool (1) cultural enhancement (1) loss of skills at source (1) resentment at jobs being taken in host country (1) accessing welfare state (1) school places (1) perception of high crime rates (1) racism (1) Increased population (1) development of any point (1) e.g. Increased labour pool (1) which leads to jobs that British people may not want to fill (1) This also increases tax revenue to Govt. (1)	2	1		3
(c)	Study the diagram below.							
	Use the diagram to help explain why international trade is not always good for the poorest countries in the world. Use examples to support your answer.		See level descriptors below	2	2	1	5	
TOTALS				6	4	5	15	

Question 5(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

Award 0 marks if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1 mark	Simple statements and/or repetition of resource. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	Begins to develop some points from resource but lacking detail/depth. Max level for no example. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Demonstrates understanding with explanation or how trade may hinder development. Credit depth or breadth of appropriate examples. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

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

LEDCs often suffer from the terms of trade due to their reliance on exporting mainly primary goods which have a low value. These primary goods have value added to them in MEDCs through manufacturing and LEDCs then have to buy these back at higher cost if they import manufactures. A basic answer will simply repeat the content of the diagram but look for examples of the types of products traded and case study material/examples as increased sophistication in the answer. Remember that this is the F tier and level 3 equates only to grade C and not A*.

Theme 6 - Development Question 6		Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	Study the maps below.						
	(i)	Which of the following best describes the location of Pakistan in the world? Underline the correct answer.	Only acceptable answer.	South Asia.		1	1
	(ii)	Lahore is the capital city of Pakistan. Complete the box below to give the latitude and longitude position of Lahore.	Only acceptable answers. Credit to within two degrees for longitude.	north; 67.5 (+/- 0.5)		2	2
	(iii)	Describe the distribution of poverty shown on the map.	Reserve 1 mark for scattered/no pattern and credit any other accurate description	scattered/no pattern (1) southern (1) central (1)		2	2
(b)	Study the development data below for Pakistan.						
	(i)	Use the data in the table to describe two ways in which progress is being made in Pakistan to improved people's lives.	Credit two simple statements. Note emphasis on descriptive qualification for mark. Allow one mark for each with no marks for development.	Improved life expectancy (1) people getting wealthier (1) child mortality falling (1)		2	2
	(ii)	Explain one factor that might have caused the change in child mortality in countries like Pakistan.	Allow factor plus any development that takes the answer forward.	Better medical care (1) better diet (1) more education (1) cleaner water (1) development (1) the development of any point (1) Max 2	1	1	2
	(iii)	Give one other indicator not used in the table that can be used to measure development.	Accept any recognised indicator. The list here is by no means exhaustive.	HDI; literacy; HIV; CDR; CBR; employment structure;	1		1
(c)	Describe ways in which governments or other agencies are trying to reach one or more of their Millennium Development Goals (MDGs). Use examples to support your answer.		See level descriptors below		3	2	5
TOTALS				5	3	7	15

Question 6(c)

Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.

Award 0 marks if the answer is incorrect or irrelevant.

Level	Level descriptor
Level 1 1 mark	Simplistic answer unrelated to examples. Lacking in depth and detail. Simple list. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 2 - 3 marks	Some knowledge of strategy with limited use of an example. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 4 - 5 marks	Demonstrates understanding of one or more ways. Credit depth or breadth of appropriate examples. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Expected answer:

Content will clearly depend on the chosen MDG(s). Look for relevant case study material or use of examples which could be named countries or aid agencies. Reference to specific projects could gain access to L3. Give credit for breadth or depth with reference to 2 different MDGs acceptable for L3. Remember that this is the F tier and level 3 equates only to grade C and not A*.

UNIT 4231/02 - Unit 1 Higher Tier

1		Water	Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	In what general direction does the Afon Conwy flow?	Accept this answer only	N / North / bearing 0 degrees (1)			1	1
	(ii)	Give a six figure grid reference for Llyn Grafnant.	Allow tolerance for the third and sixth figure only.	27[2-5] 36[0-2] (1)			1	1
	(iii)	What is the distance along the Afon Grafnant to its confluence?	Allow within this range only	4 - 7km			1	1
	(iv)	Describe the relief of the catchment of the Afon Conwy	Credit two simple points or one developed description. Only credit steep slopes if qualified.	Steep slopes in the west (1) mountainous / upland (1) Numerous valleys (1) flat valley floor / floodplain (1)			2	2
	(v)	Suggest why villages in the Conwy Valley are at risk of flooding.	Credit simple explanations or a combination of simple and elaborated. Do not double credit description of the drainage basin	[Steep slopes] so rapid run-off (1) and short lag time (1). [Few trees] so little interception (1) and large throughflow (1). [Flat valley floor] so flood spreads quickly (1) and widely (1). [Soils] may be saturated (1) so reduced infiltration (1) and more run-off (1). [Soils/rocks/urban] may be impermeable (1) so reduced infiltration (1) and more run-off (1) [Confluences / tributaries] so a lot of water joins Afon Conwy (1) [Bridges] so flow is restricted (1) [Villages] close to river and on low lying land (1) no defences (1)		2	2	4
(b)		Explain why many people believe that planners should change their approach to river and flood plain management in the future. Use examples to help your answer.			3	3		6
TOTALS					3	5	7	15

Level	Descriptor
Level 1 1-2 marks	Description which demonstrates some understanding of management strategies. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge and understanding of a range of management strategies supported by appropriate example(s). Simple explanation begins to offer evaluation of one or more strategies. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 5-6 marks	Detailed knowledge and thorough understanding of a range of management strategies supported by appropriate example(s) (credit depth or breadth). Explanation offers evaluation of strategies. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

Expected answer:

Climate change means risk of flooding is increasing.
Too many new houses have been built in flood zones.
Engineering of river may push flood problem further downstream and increase risk elsewhere.
Costs of building river defences are too great.
Insurance costs are too high.
It is impossible to prevent the worst flooding.

2		Climate change	Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	Describe the change in global temperature since 1850.	Credit simple statements (to max 2). Credit quantification or qualification of trend or exception to trend.	<u>Examples</u> Fluctuates (1) overall increase (1) below average until 1980 (1) above average since 1980 (1) <u>Examples</u> very steep rise after 1970 (1) Overall rise (1) from -0.4 to +0.5 (1)			3	3
	(ii)	Explain how one piece of evidence, other than the change in global temperature, supports the idea that climate change is taking place.	Credit one mark for named evidence plus 2 marks for development of the explanation	Ice cores (1) show layers of ice for each year (1) trapped CO2 (1) Sea levels are rising (1) because melting glaciers / ice (1) in Antarctica / Greenland (1) Extreme weather (1) ... Observations from natural world (1) show ... Changing farming (1) shows ...	2	1		3
(b)		Describe the distribution of areas of the world that are predicted to have a 5°C increase in average surface temperature.	Credit three accurate locations (3x1) or description of patterns (3x1)	<u>Examples</u> Arctic (1) western Africa (1) southern Africa (1) northern South America (1) south Asia/India (1) central Asia (1) parts of Antarctica (1). <u>Examples</u> More in Northern hemisphere than southern hemisphere (1) concentrated in Arctic region (1)			3	3
(c)		Explain how governments and individuals can take actions to reduce carbon dioxide emissions and help create a low carbon future. Use examples to help your answer.			3	3		6
TOTAL					5	4	6	15

Level	Descriptor
Level 1 1-2 marks	Description which demonstrates some understanding of actions. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge and understanding of a range of actions supported by appropriate example(s). Max. level if only deals with governments or individuals. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 5-6 marks	Detailed knowledge and thorough understanding of a range of actions. Balance between government and individual actions supported by appropriate examples (credit depth or breadth). Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

Expected answer:

Individuals may:

- Use sustainable building technologies such as BedZed.
- Change lifestyles – downsize, car share, reduce number of holidays etc.

Governments may:

- Use tax, such as increasing duty on car tax or petrol, to change lifestyles
- Encourage business to Invest in low carbon energy policies such as nuclear or renewables.
- Set carbon reduction targets and join/promote international agreements

3		Living in an active zone	Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	Describe the location of Mt Etna on the island of Sicily.	Credit one mark for each accurate point. Credit accurate use of scale and compass. Distances +/- 10km Do not credit 'close to' or 'near'	East/north-east of Sicily (1) in mountains (1) 30km from coast (1) <u>Examples</u> 160km from (1) east of (1) Palermo 30km from (1) north of (1) Catania 40km from (1) north of (1) airport			3	3
	(ii)	Name two primary hazards faced by people living near an active volcano.	Credit one mark for each hazard. Do not credit secondary hazards such as disease.	Lava flow (1) pyroclastic flow (1) ash cloud (1) lahar / mudflow (1) earthquake / tremor (1) landslide (1) volcanic/lava bomb (1) glacial melt/flood (1) poisonous/named gas (1)	2			2
	(iii)	Explain why some people choose to live close to active volcanoes despite the risks.	Credit elaborated explanations. Credit examples. Max 3 for a simple list (with no elaboration / development).	Natural beauty (1) creates income from tourism (1) e.g. Etna/Iceland Fertile soils (1) so crops grow well (1) e.g. vines in Azores (1) Geothermal energy (1) is renewable (1) e.g. Iceland (1). Eruptions may be rare (1) so people think there is low risk (1) e.g. Montserrat People have always there / born there (1) reluctant / cannot afford / unable to move (1) Minerals (1) jobs in mining / industry (1)	2	2		4
(b)		Explain how the effects of volcanic eruptions may be reduced. Use examples to help your answer.			3	3		6
TOTAL					7	5	3	15

Level	Descriptor
Level 1 1-2 marks	Simplistic answer. Demonstrates some understanding, largely descriptive. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding and begins to explain how effects of volcanic eruptions may be reduced supported by appropriate example(s). Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 5-6 marks	Detailed knowledge and thorough understanding of how effects of volcanic eruptions may be reduced supported by appropriate example(s) (Credit depth or breadth) Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

Expected answer:

Monitoring the volcano e.g. gas emissions, tilt meters, seismic surveys.
 Understanding how the volcano has reacted during previous eruptions.
 Diverting lava flows.
 Land use zoning and evacuating people from danger zones.

4		Population	Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	Compare the population pyramids for Tanzania and the UK.	Credit comparative statements (similarities and differences) only . Statements are credit worthy if they compare the equivalent aspect of the graph (i.e. age/gender/shape) for both countries. (3x1)	Tanzania has a wide base /high birth rate... UK has a narrow base / low birth rate (1) High % over 60 in UK whereas Tanzania has very few (1) Similar % in both countries in working/ economically active / 30 – 45 age groups (1). Both pyramids have similar % of males and females (1) Both pyramids have more older women than older men (over 65) (1)			3	3
	(ii)	Explain how the population structure of the UK, or any other Western European country, is likely to cause problems for the country in the future.	Credit elaborated explanations. Credit quantification from the UK pyramid. Max 3 for simple list (with no elaboration / development).	Ageing population (1) will lead to rising health social / economic costs (1) such as health care / families will need to care for elderly relatives (1) Fewer teenagers (1) smaller workforce (1) shortages of skills / need for migrant workers (1). Smaller workforce (1) means government has less income tax (1) so less money for pensions/ welfare / retirement age goes up (1).	2	1	1	4
(b)	(i)	Give the average number of children per family for Tanzania.	Accept this answer only	4 – 5			1	1
	(ii)	Compare total fertility rate in South Asia to that in Europe.	Credit a comparative statement. Do not credit lists from the key.	It is higher in South Asia than in Europe			1	1
(c)	Describe the changes in birth rates in South Asia in recent years. Explain why these changes have occurred. Use examples to help your answer.				3	3		6
TOTAL					5	4	6	15

Level	Descriptor
Level 1 1-2 marks	Simplistic answer. Demonstrates some understanding, largely descriptive. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding and begins to explain why birth rates change supported by appropriate example(s). Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 5-6 marks	Detailed knowledge and thorough understanding of why birth rates change supported by appropriate example(s) (Credit depth or breadth). Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

Expected answer:

Birth rates in south Asia have declined in recent years, especially in India and Sri Lanka. Although birth rates remain high in some Indian states (e.g. Bihar, Uttar Pradesh) they have fallen to similar rates to European countries in other states (e.g. Kerala).

Birth rates have fallen due to a combination of factors that include:
improved education of girls; greater autonomy for women;
improved health care that has resulted in lower infant mortality rates.

		Globalisation	Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	Calculate the increase in Polish born people in employment in the UK between 2004 and 2010.	Credit this answer only (+/-10)	365			1	1
	(ii)	Explain the benefits of migrant workers to receiving countries such as the UK.	Credit elaborated explanations. Credit examples. Max 3 for simple list (with no elaboration / development).	Cheap labour (1) so UK companies keep costs down (1) Skilled / unskilled labour(1) fills unwanted jobs (1) so UK companies can employ the right staff (1) contribute to UK tax (1) Seasonal labour (1) so gaps in employment can be filled (1) e.g. farm labourers/fruit pickers (1) Cultural enrichment (1)	2	2		4
(b)	(i)	The EU is an example of a trading bloc. What is a trading bloc?	Credit simple definition. Do not credit example.	Group of countries who trade / mutual benefit from trade (1)	1			1
	(ii)	Use the diagram to describe the trade between the European Union (EU) and the rest of the world.	Credit 3 simple statements. Credit quantification.	Imports more of all goods than exports (1). Fuel/mining largest imports (1) Small difference between manufactured imports and exports (1) Significantly more agricultural imports than exports (1)			3	3
(c)		Explain how patterns of global trade have hindered economic development in the least developed countries. Use examples to help your answer.			3	3		6
TOTAL					6	5	4	15

Level	Descriptor
Level 1 1-2 marks	Simplistic answer. Demonstrates some understanding, largely descriptive. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding and begins to explain how trade hinders economic development supported by appropriate example(s). Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 5-6 marks	Detailed knowledge and thorough understanding of explain how trade hinders economic development supported by appropriate example(s) (credit depth or breadth) Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

Expected answer:

Description of patterns of trade between countries such as Ghana and EU.

Over-reliance on export of raw materials and import of expensive manufactured goods.

Explanation of how protectionist policies such as trade tariffs prevent the sale of manufactured goods from least developed LEDCs.

Description of dumping (e.g. tomatoes grown in EU) and how this keeps price of commodities grown in LEDCs low.

6		Development	Rationale	Expected answer	AO1	AO2	AO3	Total
(a)	(i)	In which continent is Pakistan?	Credit this answer only	Asia (1)			1	1
	(ii)	Give the latitude and longitude of Karachi.	Credit this answer only	25(°N) 67/67.5 (°E) (1)			1	1
	(iii)	Calculate the distance from Karachi to Islamabad.	Credit this answer only (tolerance +/- 50km)	1185km (1)			1	1
	(iv)	Describe the distribution of places that have the highest standard of living (where HDI is greater than 0.7)	Credit accurate use of compass or scale and qualification. Credit named region	Scattered (1) mainly in east / close to border with India (1) and north-east (1) most in Punjab (1) mainly north of latitude 30°N (1) within 500km / close / near to cities (1)			2	2
(b)	(i)	Complete the graph showing aid given to Ethiopia in 2009/10	One mark for accurate completion (no need to shade the bar)	Bar must be 85-86mm long (1)			1	1
	(ii)	Calculate the total aid given to South Asian countries in the table.	Credit this answer only (no tolerance)	584 (1)			1	1
	(iii)	Describe one other way in which government aid could help long term development.	Credit one generic project (1) ...with development (1) / example (1)	Education (1), health (1), debt reduction (1), energy/infrastructure project (1), grants/loans (1), improved sanitation (1). Clean water (1) e.g. by building dams / e.g. on Narmada River, India (1)	2			2
(c)	Compare the progress in development made in recent years by South Asian countries such as India, with sub-Saharan countries such as Tanzania. Use examples to help your answer.				3	3		6
TOTAL					5	3	7	15
TOTAL FOR PAPER					31	26	33	90

Level	Descriptor
Level 1 1-2 marks	Simplistic answer. Demonstrates some understanding, largely descriptive. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding and begins to compare/contrast progress supported by appropriate example(s). Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.
Level 3 5-6 marks	Detailed knowledge and thorough understanding of differences in progress supported by appropriate example(s) (credit depth or breadth). Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.

Expected answer:

South Asia tends to have made more progress than sub-Saharan Africa in economic and social development e.g. in:

- Health care
- Education
- Reducing fertility
- Manufacturing and export of manufactured goods
- Infrastructure projects e.g. dams

UNIT 4232/01 – Unit 2 Foundation Tier

Theme 7 Coasts

Question 1			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Name the landform shown on the photograph.	Credit this answer only	cliff			1		1
	(ii)	Describe how sea conditions contribute to erosion along this coastline.	Credit two simple statements or one elaborated .	Stormy / large waves / destructive (1) high energy (1) waves reach cliff (1)		1	1		2
	(iii)	Explain how the type of rocks, shown on the photograph, can also result in rapid erosion.	Credit simple statements or elaboration	Soft/less resistant rocks (1) boulder clay (1) erosion at base of cliff (1) slump / slide easily (1) lines of weakness (1) bedding planes (1) permeable (1)		2	1		3
(b)	Match the letters on the diagram to four correct statements below to explain the process of longshore drift. Two statements are incorrect		Credit one mark for each correct response.	D direction of longshore drift C Backwash A Waves approach the beach from the SW B Swash	2	1	1		4
(c)	Explain one advantage and one disadvantage of building groynes on a beach.		Credit one mark for a simple statement of advantage/disadvantage, Credit two marks for one elaborated advantage and two marks for one elaborated disadvantage.	Advantage Prevents longshore drift / stops materials moving (1) so more sediment on beach to act as a defence / stops erosion (1). Increases depth (1) and width(1) of beach so beach absorbs wave energy (1) Disadvantage expensive to build (1) expensive to maintain (1) so may be too expensive for council (1) wooden/deteriorate easily (1) Eyesore (1) so discourages recreation / tourism (1) Knock on effect further along coast (1) Eg of elaborate response: groynes prevent longshore drift (1) which means more sand on beach which prevents erosion (1)	3		1		4
(d)	Explain how rising sea levels may affect people. Use one or more examples to help your answer.			See level descriptors below	4	2		4	10
TOTALS					9	6	5	4	24

Question 1(d)

Level	Level descriptor
Level 1 1-2 marks	Basic description or list with limited or no impacts on people. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Description of impacts with simple links to effects on people. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	A range of impacts are described. Clear links to effects on people. Specific examples given. Geographical terms may be used correctly. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Assessment of spelling, punctuation and the accurate use of grammar in question 1(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Expected answers:

Expect references to:

- Increased rates of coastal erosion.
- loss of farmland / homes;
- rising cost of insurance;
- the need to build more coastal defences;
- negative effects on tourism;
- the creation of environmental refugees.

Theme 8 Weather and Climate

Question 2			Rationale	Expected answer	AO1	AO2	AO3	SpaG	Total
(a)	(i)	Give the height of Pen-y-Fan	Credit this answer only	886			1		1
	(ii)	Add the following words to the correct boxes on the photograph	All 3 = 2 marks 1 or 2 = 1 mark	TL = summit BL = rocky outcrops BR = steep slope			2		2
	(iii)	State three ways in which the weather on Pen-y-Fan may be different to lower areas of Wales	1 mark for each correct way.	Colder (1) wetter(1) more snow(1) windier(1) more mist/fog (1) more cloud (1) more frost (1)	1	2			3
	(iv)	Use words from the list to complete the following paragraph.	1 mark for each correct response.	Colder (1) shadow (1) low(1) aspect (1)	2	1	1		4
(b)	Give two weather conditions which high pressure brings to the UK in summer. Explain one of them.		Credit simple statements of weather condition to max 2. Credit a simple explanation (1) plus elaboration (+1)	Weather conditions: High temperatures (1) lack of cloud (1) sunshine (1) calm/lack of wind (1) dry/no rain (1) hazy (1) dew in morning (1) thunder / lightning (1) Explanation: lack of cloud (1) air descends (1) isobars far apart (1) stationary (1) eg. Of elaborate response: As air descends it warms (1) and prevents clouds from forming(1)	2	1	1		4
(c)	Explain how technology can be used to reduce the effects of any two weather hazards. Use examples to help your answer.			See level descriptors below	4	2		4	10
TOTALS					9	6	5	4	24

Question 2(c)

Level	Level descriptor
Level 1 1-2 marks	List or basic description. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Description of hazards with simple links to reducing the effects on people. Max level for only one weather hazard. . Information is communicated by brief statements. There is a basic structure. There is a reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Balance with both hazards described. Clear links to how the strategies reduce specific risk using named place(s). Geographical terms are used with proficiency. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Assessment of spelling, punctuation and the accurate use of grammar in question 2(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Expected answers:

Expect references to hazards such as tropical storms, heatwaves, droughts, high rainfall, fog or snow and ice.

Examples of technology could be:

- Weather forecasting / the work of the National Hurricane Centre in Florida
- Water transfers in Catalonia
- Sea/river flood defences in the UK
- Credit references to low tech solutions such as use of stone lines in the Sahel, or gritting and snow clearing in the UK.
- Evacuation plans/ centres/shelters and emergency drills.

Theme 9 Living Things

Question 3			Rationale	Expected answer	AO1	AO2	AO3	SpaG	Total
(a)	(i)	Identify the following OS map symbol in grid square 4415.	Credit this answer only	Nature reserve (1)			1		1
	(ii)	How does the map show that the land around Martin Mere is flat and low lying?	Credit two simple statements, or one fully elaborated statement.	Contour lines far apart/ no contours (1) 4 m spot height / 10 m contour line (1) Eg of elaborate response: contour lines are far apart.(1) as in square 43 13.			2		2
	(iii)	Use the photographs to suggest why this small ecosystem is a good location for many types of wildlife.	Credit three simple statements, one elaborated and one simple, or one fully elaborated statement.	Water (1) Woodlands (1) isolated / peaceful / rural(1) eg of elaborated response: woodlands (1) provides food (1) and shelter (1)		1	2		3
	(iv)	Match the following statements to show why many people argue that ecosystems like these should be protected.	4 correctly matched = 4 marks	Key Services.....medicines (1) small scale touristcreate money (1) ecosystems.....increase the numbers (1) some natural.....unsustainable (1)	3	1			4
(b)	(i)	Describe the evidence to show that (a large ecosystem) has been used in an unsustainable way.	Max 2 marks for a simple list of activities. Credit description of the evidence of exploitation.	E.g. tropical rainforest <u>activities:</u> Deforestation/ logging, ranching/ intensive agriculture, tourist development, mining, road construction, and urban development. <u>evidence</u> Soil erosion, extinctions, loss of habitat, forest fires, satellite images, pollution levels, hotels.	2	2			4
	(ii)	Explain two effects on local people of this unsustainable use.		See level descriptors below	4	2		4	4
TOTALS					9	6	5	4	24

Question 3 (b) (ii)

Level	Level descriptor
Level 1 1-2 marks	List or basic description. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Description of damage to ecosystem with simple links to the effects on local people. Max level 2 if ecosystem not named or unclear. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	A range of issues are explained. Clear links to how these effect local people using named place(s). Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Assessment of spelling, punctuation and the accurate use of grammar in questions 3(c)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Expected answers:

Effects on local people could be **positive or negative**.

For example, clear fell logging of a tropical rainforest (**= the unsustainable use**) could result in jobs in the logging industry (**=positive impacts**) and influx of migrant workers, disruption to food supplies, (gathering/hunting subsistence farming) loss of culture and land for indigenous peoples (**=negative impacts**).

Theme 10 Tourism

Question 4			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	The Forest of Dean is in which part of England?	Credit this answer only.	South west (1)			1		1
	(ii)	Name the nearest city and the nearest town to the Forest of Dean.	Credit these answers only.	Gloucester(1) Monmouth (1)			2		2
	(iii)	State three other facts about the location of Forest of Dean.	Credit 1 mark for each accurate statement (1) Reserve 1 mark for border.	Close to border of Wales/England (1) Close to River Wye (1) close to Severn Estuary/sea (1) Direction or distance with reference to roads and other settlements (max 2)			3		3
(b)	Put the following factors in the correct column below.		6 correct = 4 marks 4/5 correct = 3 marks 2/3 correct = 2 marks 1 correct = 1 mark	Physical: climate and landscape Human: cost, culture, transport links and sporting events	3	1			4
(c)	Suggest how one physical and one human factor make this area popular with visitors.		Credit one mark for a simple statement of physical/human factor. Credit two marks for one elaborated physical factor and two marks for one elaborated human factor.	Physical: scenery (1) woodland (1) river (1) upland (1) (1) Human: gift shop (1) accessible (1) pub/restaurant (1) accommodation (1) eg of elaborate response: Woodland (1) so people can watch birds (1)	2	2			4
(d)	Explain how tourism can bring advantages for both people and the economy. Use an example to help your answer.			See level descriptors below	4	2		4	10
TOTALS					9	5	6	4	24

Question 4(d)

Level	Level descriptor
Level 1 1-2 marks	List or simple description. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Description of advantages for people or economy. May address both in simple terms. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Detailed description of advantages for people and economy using named example(s). Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Assessment of spelling, punctuation and the accurate use of grammar in question 4(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Expected answers:

Spending money in the local economy and creating jobs both directly and indirectly in the tourist industry. May credit understanding of the positive multiplier effect in level 3.

Theme 11 Urban and retail change

Question 5			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	What name is given to people who purchase these products in UK shops?	Credit this response only	Consumer(1)	1				1
	(ii)	Why does the UK buy food products from across the world? Give two reasons.	Credit two simple statements.	over the winter (1) can't grow certain things here(1) variety (1) cheaper (1) more cosmopolitan tastes (1)	1	1			2
	(iii)	Describe one environmental problem caused by the high demand for products from across the world.	credit one simple point and its elaboration (x2)	Extra food miles(1) pollution of air/sea (1) bugs/diseases might be brought (1) large carbon footprint (1) extra packaging (1) waste disposal problem (1)	2	1			3
(b)	(i)	Match the letters on the photograph to the correct descriptions below.	5 correct = 4 marks 4 correct = 3 marks 2/3 correct = 2 marks 1 correct = 1 mark	Correct order = D,A,B,E,C		1	3		4
	(ii)	Give two reasons to explain why many people prefer to see retail developments in city centres rather than on the outskirts of cities.	Credit two elaborated explanations (2+2) or one simple statement and one fully elaborated (1+3). Credit examples names.	brownfield sites (1) regeneration/ improvements (1) CBD becoming more accessible (1) less air pollution (1) to prevent shops being empty (1) eg of elaborate response: CBD's are being improved (1) (1) so attract people back to CBD (1) eg St. David's 2 Cardiff (1)	1	2	1		4
(c)	Explain why one regeneration scheme has taken place in a European city you have studied.			See level descriptors below	4	2		4	10
TOTALS					9	7	4	4	24

Question 5(c)

Level	Level descriptor
Level 1 1-2 marks	Simple description. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	Begins to explain some detail of change in urban areas. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Explanation and specific detail of changes using a named example. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Assessment of spelling, punctuation and the accurate use of grammar in question 5(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Expected answers:

Candidates may describe the renewal / regeneration of the CBD or inner city area of any European city:

- Waterfront developments in cities such as Cardiff, Ipswich, Salford Quays or Barcelona
- Regeneration of CBDs such as new shopping centres or improved public transport. Examples could include Cardiff or Manchester (Rural – urban fringe developments should be limited to L1.)

Theme 12 Economic change and wales

Question 1			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	In which grid square is the aircraft factory?	Credit this answer only	4264			1		2
	(ii)	Name two primary/ main roads that pass less than 2 km from the factory.	Credit these answers only	A5104 (1) A55 (1)			2		2
	(iii)	Explain why roads are important to a factory like this one.	Credit three simple statements, one simple and one elaborated or one fully elaborated.	Accessibility for workers (1) for transporting wings / finished product (1) for component parts / materials (1)	1	2			3
	(iv)	Use the OS map and photograph to give two other reasons why this is a good site for the factory.	Credit two elaborated explanations or one simple statement (1) and one fully elaborated(3)	Flat land (1) for easy construction (1) or large buildings (1) Plenty of room (1) for expansion (1) or parking (1) close to settlements (1)		2	2		4
(b)	Complete the following paragraph using words/figures from the box below.		Credit these answers only	public (1) nurses (1) tertiary (1) 69.2% (1)	4				4
(c)	Explain how patterns of work are changing in either the primary, secondary or tertiary sector in any area of Wales you have studied.			See level descriptors below	4	2		4	10
TOTALS					9	6	5	4	24

Question 6(c)

Level	Level descriptor
Level 1 1-2 marks	Simple description. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points.
Level 2 3-4 marks	begins to explain changes in chosen sector. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Explanation of changes using specific named areas of Wales in chosen sector. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.

Assessment of spelling, punctuation and the accurate use of grammar in Question 6(c)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Expected answers:

Primary sector- changes are likely to be in farming or mining.

Secondary sector- changes are likely to be in areas where industries have declined e.g. Merthyr Tydfil or where high tech industries have been developed as in parts of Flintshire.

Tertiary sector- changes are likely to be tourism and retail.

UNIT 4232/02 – Unit 2 Higher Tier

Theme 7 Coasts

Question 1			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(a)	(i)	Use the information to describe the relationship between wind speed and wave height.	Credit statement of positive correlation (1) and quantification (1)	Stronger winds create higher waves accept converse (1) positive correlation (1) From 30 knots = 2.1m to 50 knots = 5.6m (1)			2		2						
	(ii)	Annotate the diagram below to explain how waves transport material along a beach.	<p>Award 0 marks if level 1 is not met</p> <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Labels are descriptive:</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Labels / annotation supported by simple elaboration.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Annotation supported by detailed elaboration.</td> </tr> </table> <p>Any arrows must be added to the beach not the sea.</p>	<u>Level 1</u> 1 mark	Labels are descriptive:	<u>Level 2</u> 2-3 marks	Labels / annotation supported by simple elaboration.	<u>Level 3</u> 4 marks	Annotation supported by detailed elaboration.	<p><u>Level 1</u> swash/backwash, wind blows at an angle</p> <p><u>Level 2</u> Prevailing wind blows at angle to the coast so sand is pushed diagonally up the beach and then dragged back down the beach.</p> <p><u>Level 3</u> Prevailing wind blows at angle to the coast so swash carries sediment diagonally up the beach in saltation or traction. Gravity pulls water and sediment back down the beach profile. The overall movement of sediment along the beach by longshore drift.</p>	1	1	2		4
<u>Level 1</u> 1 mark	Labels are descriptive:														
<u>Level 2</u> 2-3 marks	Labels / annotation supported by simple elaboration.														
<u>Level 3</u> 4 marks	Annotation supported by detailed elaboration.														
(b)	Describe how hard engineering strategies, like the use of groynes, can help protect the coastline from erosion by waves.			See level descriptors below	4	2			6						
(c)	What do you think is the most sustainable way to manage coastlines in the face of rising sea levels? Explain your reasons for recommending this strategy.			See level descriptors below	5	3		4	12						
TOTALS					10	6	4	4	24						

Question 1(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of one or more strategy. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more strategy. Simple links to how they protect the coastline from erosion. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of more than one strategy. Links to how they protect the coastline from erosion. <i>Communication is clear and logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Expected answers:

Expect references to groynes, sea walls, rip rap (rock armour), artificial reefs or revetments.

Question 1(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of one or more strategy. <i>Information is communicated by brief statements. There is basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more strategy. Simple reasons for their recommendation. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific description of one or more strategy. Link to their sustainability and why the strategy is recommended. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Accurate and specific description of one or more strategy. Clear evaluation of their sustainability and why the strategy is recommended. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answers:

Expect references to long term effectiveness of hard and/or soft engineering strategies. Alternatively, some candidates may take wider view of shoreline management plans and the sustainability of its options (do nothing, hold the line, advance the line, retreat the line). In order to comment on sustainability candidates may refer to cost-benefit analysis and value of land that is being protected by coastal defences.

Assessment of spelling, punctuation and the accurate use of grammar in question 1(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Theme 8 Weather and Climate

Question 2			Rationale	Expected answer	AO1	AO2	AO3	SpaG	Total						
(a)	(i)	Describe the relief of the area shown by the map.	credit simple statements (1+1) or simple statement (1) with map evidence (1)	Steep slopes / cliffs / corries (1) highland / mountainous (1) ridges (1) valleys (1)			2		2						
	(ii)	Annotate the sketch below to explain why one side of the mountain is covered in frost.	<p>Award 0 marks if level 1 is not met</p> <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Labels are descriptive:</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Labels / annotation supported by simple elaboration.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Annotation supported by detailed elaboration.</td> </tr> </table>	<u>Level 1</u> 1 mark	Labels are descriptive:	<u>Level 2</u> 2-3 marks	Labels / annotation supported by simple elaboration.	<u>Level 3</u> 4 marks	Annotation supported by detailed elaboration.	<p><u>Level 1</u> shade/shadow, frost, cold slope <u>Level 2</u> High altitude so cold temperatures in December/winter <u>Level 3</u> North facing aspect so limited direct sunlight so frost/cold temperature.</p>	1	1	2		4
<u>Level 1</u> 1 mark	Labels are descriptive:														
<u>Level 2</u> 2-3 marks	Labels / annotation supported by simple elaboration.														
<u>Level 3</u> 4 marks	Annotation supported by detailed elaboration.														
(b)	Use the map and your own knowledge to describe the weather associated with a summer anticyclone.		See level descriptors below		3	2	1		6						
(c)	Explain how different strategies can be used to reduce the impacts of these hazards in different parts of the world.		See level descriptors below		5	3		4	12						
TOTALS					9	6	5	4	24						

Question 2(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of weather features / list. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more weather features / some reference to the map. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of a range of weather features / specific references to the map (must refer to map for 6 marks). <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Expected answers:

Expected references to warm, sunny days, limited cloud cover, calm conditions with no rainfall. Cooler, cloudless nights.

Question 2(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of one or more hazard / strategy. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more hazard / strategy. Simple link to how the strategies reduce specific risk. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific description of one or more strategy with reference to different parts of the world. Clear link to how they reduce risk of specific hazard(s). <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have consistent accuracy.</i>
Level 4 7-8 marks:	Accurate and specific description of strategies with reference to different parts of the world. Developed link to how they reduce risk of specific hazard(s). <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answers:

Expect references to

- forecasting and use of satellite images reduce impact by providing early warning, preparation, drills and evacuation plans;
- building coastal defences to reduce impact by preventing storm surges and maintaining natural buffers (e.g. salt marsh or mangrove forest):
- appropriate technologies for homes e.g. building on stilts or public storm shelters reduce impact by using education campaigns to encourage people to use them.

Assessment of spelling, punctuation and the accurate use of grammar in question 2(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Theme 9 Living Things

Question 3			Rationale	Expected answer	AO1	AO2	AO3	SpaG	Total						
(a)	(i)	Describe the distribution of WWT centres in the UK	Credit simple description of distribution / pattern (1) accurate use of map evidence to elaborate distribution / pattern (1). No credit for named / specific locations.	Spread out / distributed evenly / scattered (1) in coastal/river estuaries (1) most are in England / one in Wales / one in Scotland / one in N. Ireland (1)			2		2						
	(ii)	Annotate the OS map below to explain why this location has become a WWT centre.	<p>Award 0 marks if level 1 is not met</p> <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Labels are descriptive:</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Labels / annotation supported by simple elaboration.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Annotation supported by detailed elaboration.</td> </tr> </table>	<u>Level 1</u> 1 mark	Labels are descriptive:	<u>Level 2</u> 2-3 marks	Labels / annotation supported by simple elaboration.	<u>Level 3</u> 4 marks	Annotation supported by detailed elaboration.	<p><u>Level 1</u> wetland/lakes/marsh, trees/woodland <u>Level 2</u> Variety of habitats so a wide variety of wildlife. Roads / rail / cycle route so visitors have access to the visitor centre. <u>Level 3</u> Variety of habitats include woodland which provide a habitat for insects that provide food for birds. The lakes and marshes provide food and nest sites for a wide variety of fowl and migrating birds may over winter here attracting many visitors.</p>	1	1	2		4
<u>Level 1</u> 1 mark	Labels are descriptive:														
<u>Level 2</u> 2-3 marks	Labels / annotation supported by simple elaboration.														
<u>Level 3</u> 4 marks	Annotation supported by detailed elaboration.														
(b)	Describe how people can manage ecosystems sustainably.			See level descriptors below	4	2			6						
(c)	Explain the consequences of unsustainable use of an ecosystem on local people and the local environment. Use examples to help your answer.			See level descriptors below	5	3		4	10						
TOTALS					10	6	4	4	24						

Question 3(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of one or more strategies. <i>Information is communicated by brief statements. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more than one strategy. Link to their sustainability. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of one or more strategy. Clear link to their sustainability. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Expected answers:

Expect references to sustainability management / use of an ecosystem or its conservation management. Do not credit descriptions of exploitation e.g. clear felling of tropical rainforest.

Sustainable management / use of tropical rainforest might include agro-forestry, eco-tourism, selective logging.

Conservation management might include creation of national parks, nature reserves, education projects / visitor centres, footpaths, species protection, creation of wildlife corridor.

Question 3(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of one or more activities / consequences. <i>Information is communicated by brief statements. There is basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more activities / consequence with general links to impact on people or the environment. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific description / example of one or more than one consequence. Explanation of impact on local people and the local environment may not be balanced. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Accurate and specific description / example of one or more consequence. Clear explanation of impact on local people and the local environment (balance). <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answers:

For a tropical rainforest, impacts on local environment, expect references to soil erosion, increased risk of flooding, loss of habitat/habitat fragmentation. For impacts on local people expect references to loss of traditional lifestyles, access to land, polluted rivers, loss of food/materials gathered or hunted from the forest.

Assessment of spelling, punctuation and the accurate use of grammar in questions 3(c)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Theme 10 Tourism

Question 4			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(a)	(i)	Complete the pie chart to show the most popular tourist activities.	1 - 2 sections correct (1) all correct (2) Do not credit if sections are not named / labelled.				2		2						
	(ii)	Use the information to explain how two physical factors attract tourists to the Forest of Dean	<p>Award 0 marks if level 1 is not met</p> <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Simple list of factors</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Factors supported by simple elaboration.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Factors supported by detailed elaboration.</td> </tr> </table>	<u>Level 1</u> 1 mark	Simple list of factors	<u>Level 2</u> 2-3 marks	Factors supported by simple elaboration.	<u>Level 3</u> 4 marks	Factors supported by detailed elaboration.	<p><u>Level 1:</u> Woodland / forest / river / rural landscape / hills / caves / fauna / flora <u>Level 2:</u> So people can watch birds and feel tranquil/relaxed in a rural environment. <u>Level 3</u> Varied landscape suits different interests / groups of people eg active people use river to raft/canoe/gorge walk and less active will picnic or walk.</p>	1	2	1		2
<u>Level 1</u> 1 mark	Simple list of factors														
<u>Level 2</u> 2-3 marks	Factors supported by simple elaboration.														
<u>Level 3</u> 4 marks	Factors supported by detailed elaboration.														
(b)	Describe how tourism can be developed in a sustainable way.			See level descriptors below	4	2			6						
(c)	Explain how tourism can bring disadvantages for people and the environment. Use a located example to help your answer.			See level descriptors below	5	3		4	12						
TOTALS					10	7	3	4	24						

Question 4(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of one or more strategies. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar,</i>
Level 2 3-4 marks	Description of one or more strategy. Link to their sustainability. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of one or more strategy. Clear link to their sustainability. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Expected answers:

Expect references to honeypot sites, visitor numbers, traffic, parking, visitor facilities, damage to fragile environments, threat to flora and fauna. Footpaths may be linked to specific issues such as increased erosion. Strategies may include education, visitor centres, planned walks/activities, and designated parking.

Question 4(c)

Level	Level descriptor
Level 1 1-2 marks	Simple/ general description of one or more disadvantage. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of one or more than one disadvantage. Simple explanation of impact on people or environment. Max. level if no example. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific description of one or more disadvantage. Explanation of impact on people and environment may be unbalanced. Credit use of appropriate example. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Accurate and specific description of one or more disadvantage. Clear and balanced explanation of impact on people and environment. Credit use of appropriate, located example. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answers:

Expect references to negative social consequences such as seasonal patterns of employment, badly paid jobs, low skilled jobs, indirect rise in informal occupations, increased migration to seek work, disadvantages of enclave tourism. Negative impacts on environment might include damage to fragile ecosystems (such as tropical coastlines and reefs), increased demand for water, pollution from sewage.

Assessment of spelling, punctuation and the accurate use of grammar in question 4(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Theme 11 Urban and retail change

Question 5			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(a)	(i)	Complete the graph below to show the % change in pedestrians within the CBD of UK cities.	Credit completion. 3 bars = 2 marks 2 bars = 1 mark 1 bar = 0 mark				2		2						
	(ii)	Use evidence from the photograph below to explain two factors why people prefer these locations to city centres.	Award 0 marks if level 1 is not met <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Simple list of factors</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Factors supported by simple elaboration.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Factors supported by detailed elaboration.</td> </tr> </table>	<u>Level 1</u> 1 mark	Simple list of factors	<u>Level 2</u> 2-3 marks	Factors supported by simple elaboration.	<u>Level 3</u> 4 marks	Factors supported by detailed elaboration.	<u>Level 1</u> : main roads / space for parking / all under cover. <u>Level 2</u> : Edge of city so more space/ parking is easier / cheaper. <u>Level 3</u> : Large development so all goods in one place / for comparison shopping so opportunity for consumer savings.	1	2	1		4
<u>Level 1</u> 1 mark	Simple list of factors														
<u>Level 2</u> 2-3 marks	Factors supported by simple elaboration.														
<u>Level 3</u> 4 marks	Factors supported by detailed elaboration.														
(b)	Describe how changes in customer choice are having an impact on the global environment.			See level descriptors below	3	2	1		6						
(c)	Explain the advantages and disadvantages linked to the regeneration of one European city centre. Use an example of a named place to help your answer.			See level descriptors below	5	3		4	12						
TOTALS					9	7	4	4	24						

Question 5(b)

Level	Level descriptor
Level 1 1-2 marks	Simple general description of changing customer choice / impact on environment. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of changing customer choice and / or impact on the environment. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of changing customer choice and impact on the global environment. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Expected answers:

Expect reference to impact on the global environment i.e. food miles, increased aviation and carbon footprint of consumer goods. Be wary of crediting general comments - as some food stuffs are shipped rather than flown. Candidates may also refer to impact on local environment of intensive farming e.g. use of pesticides in LEDCs or over abstraction of water in irrigation,

Question 5 (c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of regeneration / one or more advantage / disadvantage. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of regeneration / one or more advantage / disadvantage. Max. level 2 if no appropriate example. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific explanation of one or more advantage or disadvantage. Credit use of appropriate example. <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 7-8 marks	Accurate and specific explanation of one or more advantage and disadvantage. The answer provides balance. Credit use of appropriate located example. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answers:

Expect reference to waterfront developments, new shopping centres, regeneration of old industrial zones. Advantages may focus on positive multipliers, new affordable housing, improved infrastructure or wider range of services. Disadvantages may focus on rising cost of housing /services, widening income gaps or rise in anti-social behaviour. Expect candidates to explain the advantages in terms of benefits to local people or businesses. Similarly disadvantages must be explained to reach higher levels.

Assessment of spelling, punctuation and the accurate use of grammar in question 5(d)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Theme 12 Economic change and Wales

Question 6			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total						
(a)	(i)	Use map evidence to describe the location of the Airbus UK factory,	Credit simple statement (1) with accurate map reference (1) using scale line from a specific point, grid reference or compass point. Do not credit near / close / below.	In grid 4264 / 4364(1) South / SW of River Dee (1) North of A55 (1) (eg x km north of x) Allow tolerance of 0.5km on distance.			2		2						
	(ii)	Using map evidence only, explain two factors that show that this is a good location for the Airbus UK factory.	Award 0 marks if level 1 is not met <table border="1"> <tr> <td><u>Level 1</u> 1 mark</td> <td>Simple list of factors</td> </tr> <tr> <td><u>Level 2</u> 2-3 marks</td> <td>Factors supported by simple elaboration.</td> </tr> <tr> <td><u>Level 3</u> 4 marks</td> <td>Factors supported by detailed elaboration.</td> </tr> </table>	<u>Level 1</u> 1 mark	Simple list of factors	<u>Level 2</u> 2-3 marks	Factors supported by simple elaboration.	<u>Level 3</u> 4 marks	Factors supported by detailed elaboration.	<u>Level 1</u> : On flat land / next to urban area / main roads <u>Level 2</u> : Flat land surrounds the factory so plenty of room for expansion / storage / parking. <u>Level 3</u> : Next to urban areas (in 4664) so close to a large /skilled labour pool with quick access along A55 for commuters.	1	1	2		4
<u>Level 1</u> 1 mark	Simple list of factors														
<u>Level 2</u> 2-3 marks	Factors supported by simple elaboration.														
<u>Level 3</u> 4 marks	Factors supported by detailed elaboration.														
(b)	Use this information and your own knowledge to explain why the percentage of workers employed in different industries is not spread evenly across Wales.			See level descriptors below	3	2	1		6						
(c)	Explain why different groups of people may disagree when decisions are made about the future use of renewable sources of energy in Wales.			See level descriptors below	5	3		4	12						
TOTALS					9	6	5	4	24						

Question 6(b)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of employment pattern across Wales. <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of employment pattern across Wales. Simple explanation of one or more factor. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate and specific description of employment pattern with explanation of one or more factor. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Expected answers:

Expect reference to agriculture in rural areas (e.g. Mid Wales). Manufacturing is located in south and north - east Wales due to better transport links and larger labour pools. Tertiary industries are located in town and cities where demand for services is higher.

Question 6(c)

Level	Level descriptor
Level 1 1-2 marks	Simple / general description of renewable energy sources / viewpoint(s). <i>Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar.</i>
Level 2 3-4 marks	Description of renewable energy sources / viewpoint(s). Max. level 2 if no group is named / described. <i>Communication is clear and logical. Spelling punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Accurate or specific description of views of different groups of people. Simple reason(s) given for disagreement. <i>Communication is clear and logical and has structure. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 4 7-8 marks	Accurate and specific description of conflicting viewpoints. Explanation given for the disagreement. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Expected answers:

Expect reference to different groups such as local people (NIMBY attitude), pressure /lobby groups, politicians, environmental groups, manufacturers, energy companies. Candidates may explain viewpoints in terms of reducing carbon emissions / meeting carbon emission targets, objections due to cost of investment (e.g. tidal) criticism of sustainability (e.g. of return from PV cells), damage to environment / landscape or flora (e.g. wind farms).

Assessment of spelling, punctuation and the accurate use of grammar in question 6(c)

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 - 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



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