



GCSE MARKING SCHEME

SUMMER 2016

**GEOGRAPHY - SPECIFICATION A
UNIT 2 – HIGHER TIER
4232/02**

INTRODUCTION

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

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

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

UNIT 4232/02 – Unit 2 Higher Tier

Theme 7 : Changing Coastline Question 1			Rationale	Expected answer	A01	A02	A03	SPaG	Total
(a)	(i)	Use this information to describe the erosion rates along this part of the coastline.	Credit two valid statements based on map and graph evidence each for one mark. Credit reference to place with a measurement.	Overall increase to S/SE / down the coast (1) increases with direction of LSD (1) variable along the coastline (1) fluctuating over shorter distances (1) Holmpton at 6m per year (1)			2		2
	(ii)	Describe one advantage and disadvantage of a hard engineering strategy that could be used to manage this coastline.	Credit statement of one advantage for one mark and one disadvantage for one mark. Can credit development +1 or +2 for either the advantage or disadvantage. Select from sea walls, revetments, barrages, rock armour / rip-rap, gabions, off-shore reefs, groynes, breakwater. Do not credit naming of strategy.	<u>Advantages</u> Stops/ reduces erosion (1) protects property (1) Rock armour ... absorbs energy / sea wall reflects energy (1) Groynes ... trap sand / thicken/widen beach (1) Reefs ... trap sand / thicken/widen beach (1) <u>Disadvantages</u> Expensive to build (1) expensive to maintain/ costly in future (1) unsightly / spoil view (1) reduce access to beach (1)	2	2			4
(b)	Describe how a natural arch such as Durdle Door is formed. You must draw an annotated diagram and refer to named processes in your answer.			See levels below.	2	2	2		6
(c)	Describe how the coastline may be managed sustainably in the face of rising sea levels. Use named examples to justify your answer.			See levels below.	5	3		4	12
TOTALS					9	7	4	4	24

Question (b) Describe how a natural sea arch such as Durdle Door is formed. You must draw an annotated diagram and refer to named processes in your answer.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Mostly descriptive with basic diagram and no or limited labels.
Level 2 3-4 marks	Processes are named. Accurate description of change with correct diagram(s) and some link between process and change. Maximum L2 if no diagram(s)
Level 3 5-6 marks	Processes are named and at least one is described. Accurate description of change with elaborated annotation that links processes to change.

Additional information: Answer could include more than **one** diagram. Sequence of change must be clear. Preferential erosion of points of weakness on headland leads to cave formation and then arch.

Processes of erosion include abrasion / corrosion, corrasion / solution and hydraulic action. Accept erosion as a named process.

Question (c) Describe how the coastline may be managed sustainably in the face of the rising sea levels. Use named examples to justify your answer.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple description or list of 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	Coastal management strategy described. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Coastal management strategy described and linked to rising sea levels. Appropriate named example used. <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	One or more strategies are described with accuracy. Evidence from named examples supports clear link to <u>sustainability</u> and linked effectively to rising sea levels. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Additional information: Strategies could include –

- Hold the Line (HTL). Holding the current line of flood / erosion defence; (A list of hard engineering strategies comes under this overall decision)
- Advance the Line (ATL). Advancing the current flood / erosion defence seawards;
- No Active Intervention (NAI). This allows natural processes to take place. If present, existing flood / erosion defences would not be maintained.
- Managed Realignment (MR). Moving the defence landwards.

Assessment of spelling, punctuation and grammar – Question (1) (c)

Level	Level Descriptor
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 location of the centre of the low pressure.	Credit two different statements based on map evidence.	Centred over/ close to Ireland (1) to the west of Wales / UK (1) Irish Sea (1) NW of Cardiff (1)			2		2
	(ii)	Annotate the map below to explain why the UK experienced a massive storm on February 14 th 2014.		See levels below. Max L2 if annotations are not tied to the map.		2	2		4
(b)	Describe how weather hazards affect people in the UK. Use examples of named places to support your answer.			See levels below.	4	2			6
(c)	Describe how technology can be used to reduce the impact of extreme weather in different parts of the world.			See levels below.	5	3		4	12
TOTALS					9	7	4	4	24

Question (a) (ii) Annotate the map below to explain why the UK experienced a massive storm on February 14th 2014.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1 mark	Basic labels.
Level 2 2-3 marks	Annotation demonstrates understanding but may not be fully explained.
Level 3 4 marks	Accurate annotation demonstrates application of understanding to features of this map.

Additional information: Low centre over Ireland. Warm and cold fronts moving over the UK cause frontal rainfall. Storm moving from west to east from over the Atlantic bringing heavy rain linked to the cold front. High pressure gradient and strong winds. 960mb is a very low atmospheric pressure.

Question (b) Describe how weather hazards affect people in the UK. Use examples of named places to support your answer.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Mostly descriptive with a general list of impacts that may or not be linked specifically to the UK. <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	Weather hazard(s) and impact(s) on people described with appropriate UK place named. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Weather hazard(s) and impact(s) linked and effects on people described in detail with good use of named place in UK to support the answer. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Additional information: Weather hazard(s) may include extremes of high and low pressure. Low pressure with strong winds and heavy rain leading to flooding. High pressure droughts or periods of cold weather.

People may be affected through lack of power, property damaged, injury or life threatening, loss of utilities, food production and supply. People are affected by economic impacts of cost and insurance.

Question (c) Describe how technology can be used to reduce the impact of extreme weather in different parts of the world.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple description or 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	Valid description of technology and how it is used to reduce impacts. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Description of technology and how it reduces risk with named examples in different parts of the world. <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	Detailed and elaborated description of how technology reduces risk in different parts of the world. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Additional information: May include weather forecasting, design and construction of property, bridges, power supply, science of natural buffers, water collection / dams and reservoirs.

Assessment of spelling, punctuation and the accurate use of grammar – Question 2 (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 9 Living Things Question 3			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Describe the annual temperature pattern shown by the graph.	Credit two statements based on graph evidence. Credit quantification. Must refer to high and low temperatures to credit both marks. Accept converse.	Below freezing October to May (1) Highest in July / August (1) Highest in summer and lowest in winter (1)			2		2
	(ii)	Annotate the map below to explain why the tundra biome is located in this part of the world.	See levels below. List of single points is a maximum of Level 2 Development of 2 points for Level 3	Max L2 if annotations are not tied to the map.		2	2		4
(b)	Describe different ways in which people use one named ecosystem.			See levels below.	6				6
(c)	Describe the evidence that shows that one ecosystem is being used unsustainably. Use example (s) of named places to support your answer.			See levels below.	5	3		4	12
TOTALS					11	5	4	4	24

Question (a) (ii) Annotate the map below to explain why the tundra biome is located in this part of the world.

Level	Level descriptor
Level 1 1 mark	Basic labels.
Level 2 2-3 marks	Annotation demonstrates understanding but may not be fully explained.
Level 3 4 marks	Accurate annotation of feature(s) on map demonstrates understanding of latitude on ecosystem.

Additional information: In the Arctic Circle and distance from the sun; weak rays of sun / less heat and levels of concentration;
Low levels of rainfall and available water due to cold conditions;
Climate creates cold conditions most of the year so short growing season;
Little soil / rocky landscape so poor conditions for larger plants and trees;
Fewer plants so fewer consumers and smaller food chain.

Question (b) Describe different ways in which people use one ecosystem.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple description or 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 way people use one ecosystems. Maximum L2 if no or incorrect ecosystem. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Correct named ecosystem. Detailed and specific description of one or more ways in which people use one ecosystem. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Additional information: Must identify named ecosystem.

Examples may include reference to tourism, economic benefits, for personal use, e.g. to get food and provide shelter;

Example – simple description at L1 / L2 is 'people use rainforest to get food'. For L2/ L3 this should develop to name food types, how it is obtained / what farming methods, how climate and soil support this. May include reference to advantages and disadvantages of such use.

Question (c) Describe the evidence that shows that one ecosystem is being used unsustainably. Use example(s) of named places to support your answer.

Level	Level descriptor
Level 1 1-2 marks	Valid but simple description or 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	Valid description of using an ecosystem without link to unsustainability being clear. Maximum L2 if incorrect or no ecosystem named. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Correct named ecosystem. Accurate description of use of one ecosystem and how that can lead to degradation of the environment and impact on people. <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	Correctly named ecosystem and specific detail of place. Specific and detailed description of use in relation to that ecosystem. Clear link made to unsustainability. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Additional information:

Reference to degradation of land, pollution impact on land or in water; removal of native fauna and flora. For levels 3 and 4 the example used must be clearly developed with the concept of unsustainability evident for level 4. At level 3 the term may not be used or is loosely assumed by reference to land degradation or loss of habitat. Good use of evidence will be essential to develop the answer to L4 in order to show the concept of unsustainability.

Assessment of spelling, punctuation and the accurate use of grammar – Question 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)	Compare the relief in grid squares A and B.	Credit two accurate statements each with one mark. Response must refer to both squares. Do not credit 'flat' for 3524	3627 = steep slope / cliff / higher gradient (1) 3524 = flatter / gentle slope / plateau / lower gradient (1)			2		2
	(ii)	Annotate the photograph below of Sennen Cove to explain how physical factors are linked to different types of tourist activities.		See levels below. Max L2 if annotations are not tied to the photo.		2	2		4
(b)	Use this information and your own knowledge to help explain recent change in holidays taken by UK residents.			See levels below.	3	3			6
(c)	Describe how the growth of tourism has impacted on the environment in two places at different levels of economic development.			See levels below.	5	3		4	12
TOTALS					8	8	4	4	24

Question (a) (ii) Annotate the photograph below Senen Cove to explain how physical factors are linked to different types of tourist attractions.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1 mark	Basic labels.
Level 2 2-3marks	Annotation demonstrates understanding but may not be full explained.
Level 3 4 marks	Accurate annotation of feature(s) demonstrates understanding of physical factors that attract people to <u>this</u> environment.

Additional information: Long, sandy beach attracts people / those with families; clear, clean sea for swimming / activities; sunny weather; flat land above beaches for camping and walking; quality of views of natural landscape; island attracts visitors; sheltered bay. Development may include reference to how the local village and facilities have grown as a result of the tourists attracted by different physical factors.

Question (b) Use this information and your own knowledge to help explain recent changes in holidays taken by UK residents.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple description or 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 recent change/s with some explanation. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Elaborated explanation of recent change/s. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Additional information: More people may stay in UK because of warmer summers, cheaper due to recession, expensive flights, environmental considerations, new theme parks and places to stay in UK; access improved through transport improvements; threat of terrorism; impact of large events such as the Olympics; prefer to spend on accommodation in the UK rather than flights abroad.

Question (c) Describe how the growth of tourism has impacted on the environment in two places at different levels of economic development.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Simple list of impact(s) on the environment with little or no reference to places at different levels of development. <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 impacts of tourism on the environment. Some reference to places at different levels of development. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Detailed description of impact(s) of tourism on the environment. Answer refers to two places at different levels of development. <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	Growth of tourism is effectively linked as the cause of environmental impacts that are detailed and specific. Reference to two places at different levels of development. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Additional information: Impacts may be; positive or negative. Impact may refer to more construction and links to natural habitats, water consumption and pollution, landfill, air pollution from transport; growth in facilities and rubbish collection; could use ecotourism as a positive way of managing the environment.

Assessment of spelling, punctuation and the accurate use of grammar – Question 4 (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 11 Urban and retail change Question 5			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Describe the distribution of major supermarkets in Bristol.	Credit two correct statements from image of Bristol. Max one mark for use of scale.	Nearly all in urban areas / only one out of the urban area (1); many close to main roads (1); more to the west and south of the centre / few to the east (1) clustered / nearly all close to the CBD (1). Most a distance from the motorway / one very close (1)			2		2
	(ii)	Annotate the image to show why this is a favourable location for a supermarket.		See levels below. Max L2 if annotations are not tied to the satellite image.		2	2		4
(b)		Describe how changes made to city centres at night-time can have advantages for people and the economy.		See levels below.	4	2			6
(c)		Describe how changes in retailing are having an effect on people and the environment.		See levels below.	5	3		4	12
TOTALS					9	7	4	4	24

Question (a) (ii) Annotate the image to show why this is a favourable location for a supermarket.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1 mark	Basic labels.
Level 2 2-3 marks	Annotation demonstrates understanding but may not be fully explained.
Level 3 4 marks	Accurate annotation is applied to the specific features of <u>this</u> photograph.

Additional information: Factors related to;

- More suburban / edge of city location where space exists – large retail space – car parking on site.
- Close to major road for good access with deliveries and customers;
- Possible room for expansion;
- Close to residential areas for customers;
- Close to other retail parks and leisure facilities.

Question (b) Describe how changes made to city centres at night-time can have advantages for people and the economy.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple description or 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 change is identified and linked to advantage for either people and / or economy. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Change is described and valid detailed statements link these to advantages to both people and economy. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Additional information: May include redevelopment / regeneration of CBD areas; increase in security presence / safer area / local rules and laws; better transport; range of entertainment and services ; employment opportunities and business growth from increased visitors; longer opening hours / shopping centres; themed events.

Question (c) Describe how changes in retailing are having an effect on people and the environment.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple description or 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	Change in retailing is identified and linked to description of effects on people and / or environment. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Change in retailing is effectively linked to description of effects on people <u>and</u> the environment. <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	Change in retailing is effectively linked to detailed/specific description of effects on people <u>and</u> detailed/specific description of effects on environment. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Additional information: This may include reference to people and the environment in local areas / UK and internationally;
 Changes - move to retail parks out of CBD and 'Shopping centres' within the CBD; CBD responses through pedestrianisation, transport; internet shopping and home delivery; Demand for goods all year that has a global influence
 People – availability of products; convenience; employment, income and quality of life.
 Environment – intensive production methods; carbon footprint; cash crops; use of chemicals; water supply.
 May develop both of the above to include a global view of production which could include the idea of Fairtrade.

Assessment of spelling, punctuation and the accurate use of grammar – Question 5(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 12 Economic change and Wales Question 6			Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	(i)	Describe the distribution of areas in Wales where sheep density per hectare is at its highest.	Credit two correct statements from the map. Do not accept converse.	In Mid Wales / central Wales (1); areas of east Wales / borders (1); Powys (1); NE Wales (1); most away from the coast (1)			2		2
	(ii)	Annotate the map to explain why farming and forestry is located in this part of Wales.		See levels below. Max L2 if annotations are not tied to the map.		2	2		4
(b)	Suggest why the Welsh Government is preparing the changes shown.			See levels below.	4	2			6
(c)	Explain what conflicts of opinion may arise as a result of these planned changes by the Welsh Government.			See levels below.	5	3		4	12
TOTALS					9	7	4	4	24

Question (a) (ii) Annotate the map to explain why farming and forestry is located in this part of Wales.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1 mark	Basic labels.
Level 2 2-3 marks	Annotation demonstrates understanding but may not be fully explained.
Level 3 4 marks	Accurate annotation applies understanding to <u>this</u> map extract.

Additional information: Factors include steep slopes where it is difficult to farm / build; steep slopes with thin soils more suited to grass / trees; highland so temperature lower so shorter growing season; less population density so more space; remote areas with little transport and urban development; marginal lower quality land.

Question (b) Suggest why the Welsh Government is preparing the changes shown.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple list of reasons. <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	Explanation of at least one proposed change. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Detailed explanation of more than one proposed change clearly linked to the Welsh context. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i>

Additional information: Increased plan for wind power linked to physical landscape of Wales and coastal potential; increase in biomass linked to more efficient use of waste products and vegetation available; plan for Severn Barrage linked to massive tidal rise around Severn Channel; Whilst this is about the % of renewables the answer may also argue the disadvantages of non-renewable sources; eg finite non-renewable, air pollution, climate change.

Question (c) Explain what conflicts of opinion may arise as a result of these planned changes by the Welsh Government.

Level	Level descriptor
0	Answer is incorrect or irrelevant.
Level 1 1-2 marks	Valid but simple list of opinions. <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	Different opinions are identified and described. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>
Level 3 5-6 marks	Different opinions are explained and linked to planned changes in energy. <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	Different opinions are explained and linked to planned changes in energy and the vested interest of different stakeholders. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i>

Additional information: Economic point that present non- renewable sources are more efficient and power stations already in place; cost of renewable schemes against power generated; environmentally the renewables could impact more than pollution from traditional coal, oil and gas; landscape / habitat changes in remote areas at sea for wind power. Proposed changes to HEP can lead to unemployment.

Conflicts of opinion at L3 and L4 need to be clear on the groups of people and their opinions. This could include an environmental group, local people who are against change whilst others want change for economic reasons. Could be an economic argument based on cost. At L4 the answer could be supported by good reference to examples where changes have led to such conflict; eg wind farm projects or the proposals for the Severn barrage.

Assessment of spelling, punctuation and the accurate use of grammar – 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.