

GCSE



WJEC GCSE in GEOGRAPHY

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



This Qualifications Wales regulated qualification is not available to centres in England.



For teaching from 2016
For awards from 2018

GCSE GEOGRAPHY

SAMPLE ASSESSMENT
MATERIALS

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Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE GEOGRAPHY****UNIT 1****CHANGING PHYSICAL AND HUMAN LANDSCAPES****SAMPLE ASSESSMENT MATERIALS****1 hour 30 minutes**

Section	Question	Mark	SPaG
A	1	28	
	2	28	3
B	either 3	24	
	or 4	24	
Total		80	3

ADDITIONAL MATERIALS

In addition to this paper you may require a calculator and a ruler.

INSTRUCTIONS TO CANDIDATES

Answer **both** questions in Section A.

Answer **one** question from Section B.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

If additional space is required you should use the lined pages at the end of this booklet.

The question number(s) should be clearly shown.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part-question.

Your ability to communicate and organise your ideas will be assessed in questions that are worth 6 or 8 marks. Your ability to use specialist language, spell, punctuate and use grammar accurately will be assessed in your answer to question 2 (d)(ii).

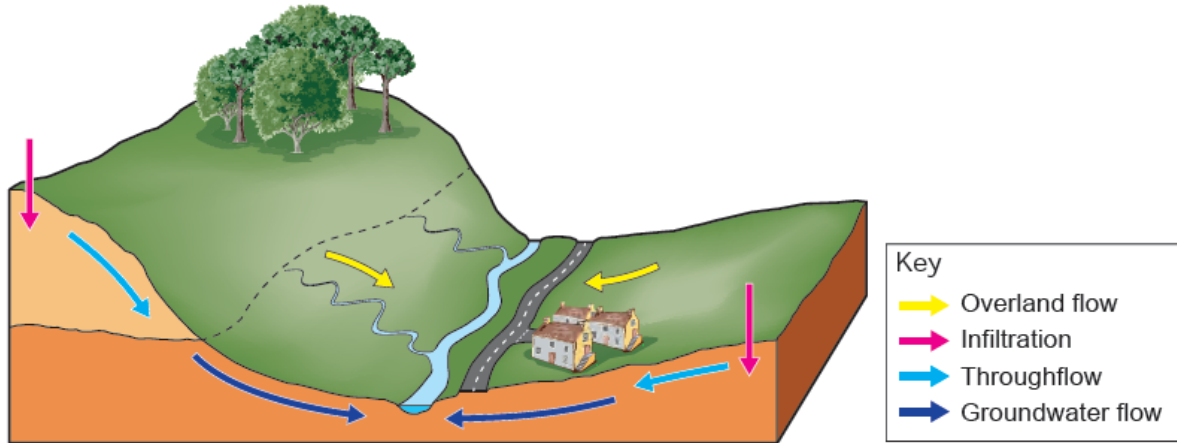
SECTION A CORE THEMES

Answer **all** of the questions in this section.

THEME 1: Landscapes and physical processes

1. (a) Study diagram 1.1 below. It shows the flow of water in a drainage basin.

Diagram 1.1



- (i) What is a drainage basin? Tick (✓) the correct definition below. (1)

Definition	Tick (✓)
The place where a river starts to flow.	
The point at which one river flows into another.	
The area from which a river and its tributaries collect water.	

- (ii) Complete the following sentences using **four** terms from the box below. (4)

throughflow	infiltration	evaporation
overland flow	transpiration	groundwater flow

..... travels across saturated or impermeable land surfaces.

..... is the flow of water through rocks.

..... is the vertical movement of water into the soil.

..... is the movement of water downhill through the soil.

- (iii) Give **one** reason to explain why steep slopes, such as the one shown in Diagram 1.1, can cause flooding after heavy rain. (2)

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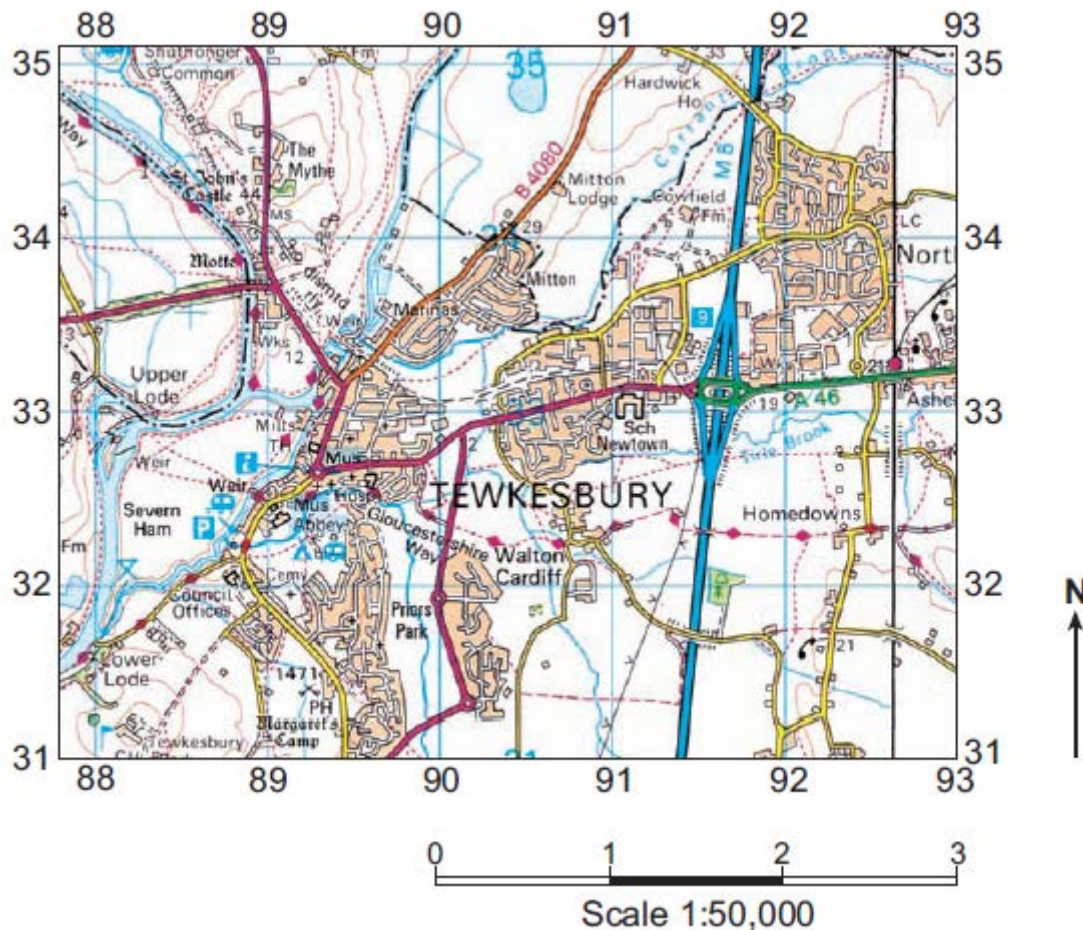
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- (b) Study the OS map extract below. It shows the town of Tewkesbury which was badly flooded in July 2007. A full key is printed on page 22.

Map 1.2 An O.S. extract at a scale of 1:50,000



- (i) In which grid square is the Abbey? Circle the correct answer below. (1)
- 8932 3289 8832
- (ii) Describe the relief of the area shown on Map 1.2. Use evidence from the map to support your answer. (3)

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(iii) Identify **two** different urban land uses in Tewkesbury. (2)

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(iv) Suggest how **one** human factor increases the risk of river flooding in Tewkesbury. (3)

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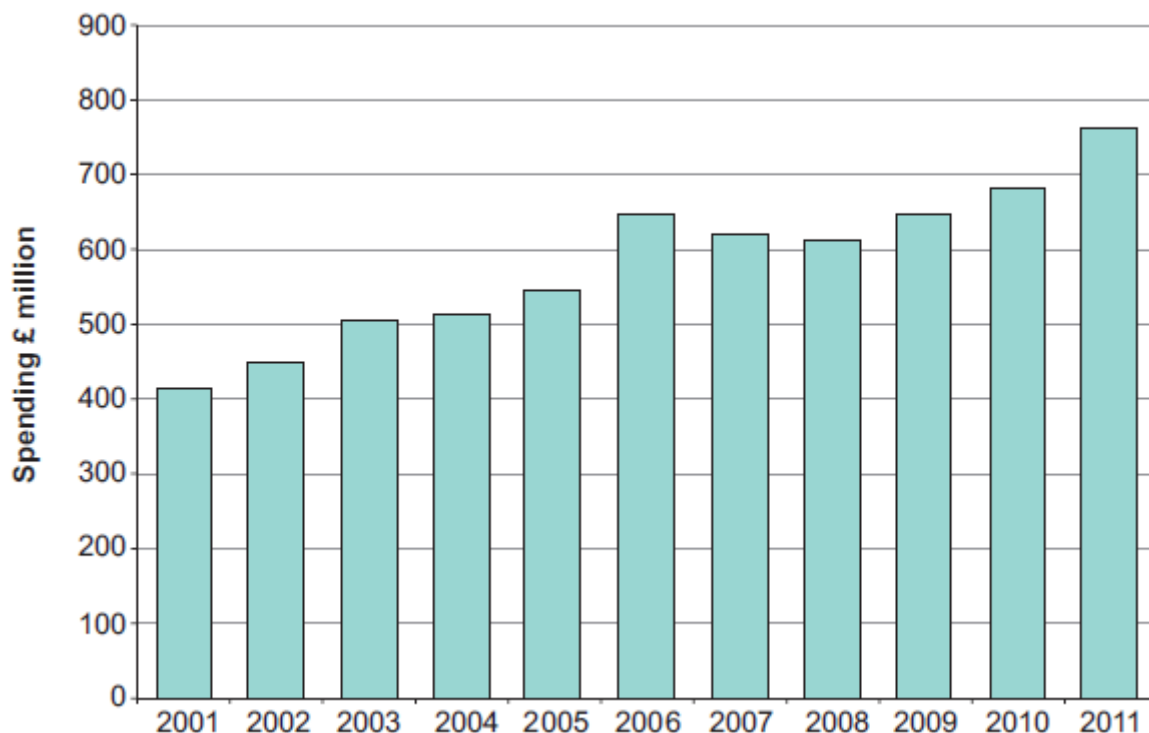
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(c) Study the graph below.

Graph 1.4 UK spending on flood defences



(i) Describe the trend in spending on river flood defences between 2001 and 2011. (2)

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(ii) Outline how **one** river management scheme works to prevent flooding. Use a named place in Wales or elsewhere in the UK to support your answer. (4)

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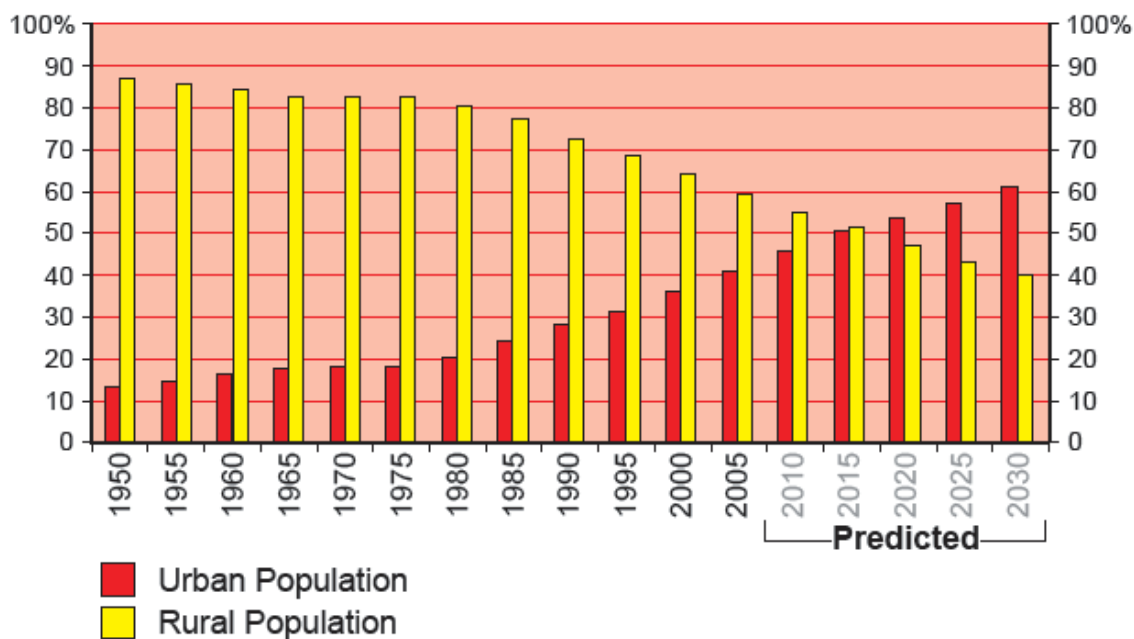
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THEME 2: Rural-urban links

2. (a) Study Graph 2.1 below. Use it to answer the questions below.

Graph 2.1 The percentage of China’s population living in urban and rural areas



- (i) What percentage of the population lived in **rural** areas in 1950? (1)

.....

- (ii) By how much is China’s **urban** population predicted to grow between 2010 and 2030? Show how you worked out your answer. (2)

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(b) Study the world map below.

Map 2.2 the location of the world's ten largest cities in 2008.



(i) Use Map 2.2 to describe the distribution of these cities. (3)

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(ii) Suggest **one** possible limitation of Map 2.2 for a GCSE student researching urban growth. (2)

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(c) (i) List **four** pull factors that attract people to urban areas in Low Income Countries. (4)

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- (c) Study the photograph below. It shows an informal settlement in a Low Income Country.

Photograph 2.3 An informal settlement in Nairobi, Kenya



- (ii) Give **one** other name for an informal settlement. (1)

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- (iii) Use Photograph 2.3 to suggest **two** problems that are likely to occur in **this** informal settlement. (6)

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SECTION B OPTIONS

Answer **one** question in this section, either question 3 or question 4.

THEME 3: Tectonic Landscapes and Hazards

3. (a) Study Map 3.1 below.

Map 3.1 The location of Mt Etna (an active volcano) on the island of Sicily



(i) Use information from Map 3.1 to circle **three** correct answers in the paragraph below. (3)

Mt Etna is located in the **north east / north west / south east** of Sicily.

The nearest town to Mt Etna is **Messina / Catania / Syracuse**. Palermo is approximately **60 / 100 / 160** kilometres from the volcano.

(ii) Outline **two** reasons that explain why people living close to active volcanoes may be at risk. (4)

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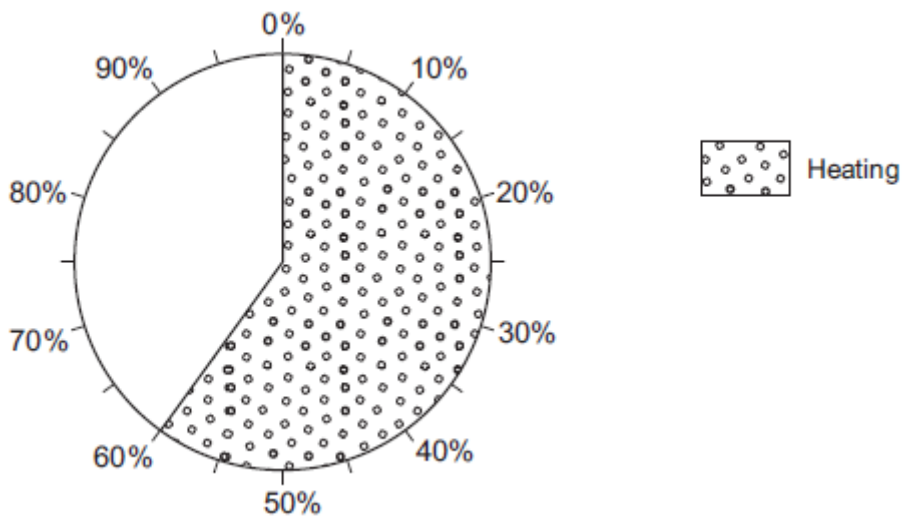
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(b) Study Table 3.2 below.

Table 3.2 Uses of geothermal energy in Iceland

How geothermal energy is used	% used in this way
Heating	60
Electricity generation	17
Fish Farming	10
Other	13

(i) Use data from Table 3.2 to complete the pie chart below. (3)



(ii) Other than geothermal energy, give **one** way in which volcanoes can benefit people. (2)

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(iii) Describe strategies used to reduce the risks associated with volcanoes in **one** named location. (4)

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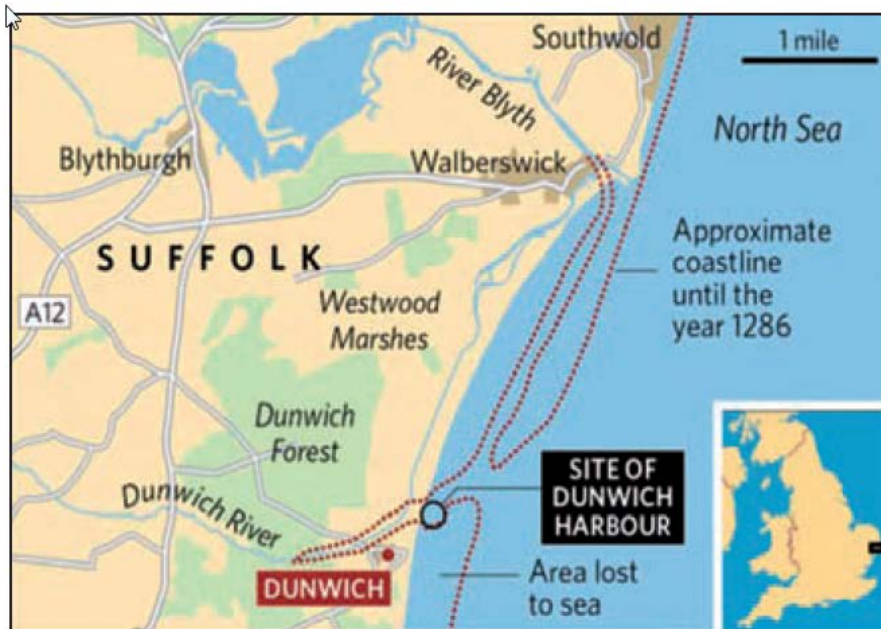
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THEME 4: Coastal Hazards and their Management

If you have answered question 3 **do not** answer question 4.

4. (a) Study the maps below. They show part of the coastline of Suffolk, England. This coastline is eroding. The small village of Dunwich is located here. In the past, Dunwich was a very large town and it had an important harbour. Most of the town was destroyed by coastal erosion between 1286 and 1362.

Map 4.1 The location of Dunwich



- (i) Use information from Map 4.1 to circle the correct **three** answers in the paragraph below. (3)

Dunwich is located **2 / 3 / 4** miles to the **south-south-east / south-south-west / south** of Walberswick. The approximate coastline until the year 1286 formed a long **spit / headland / bay** which extended southwards from the mouth of the River Blythe.

- (ii) Outline **two** physical reasons that explain why some coastlines erode relatively quickly. (4)

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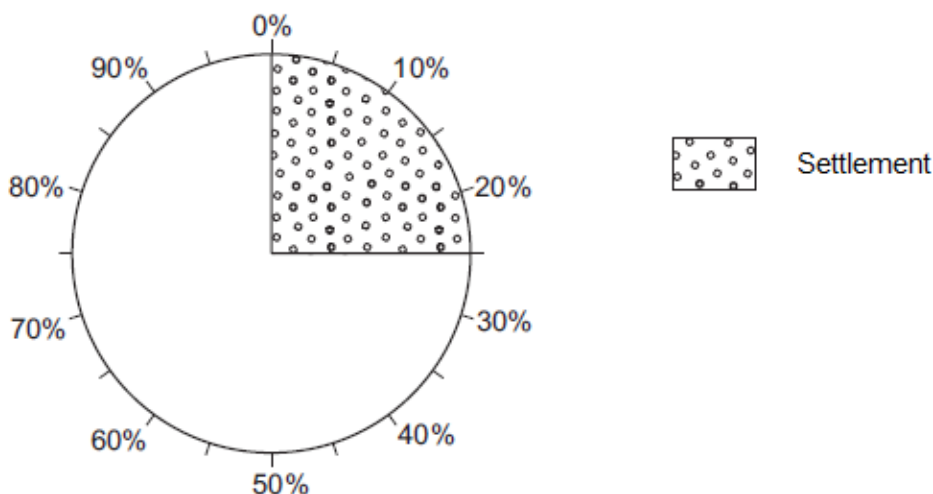
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(b) Study Table 4.2 below. It shows coastal land uses in Suffolk.

Table 4.2 Coastal land uses in Suffolk

Type of land use	% of this land use in coastal areas of Suffolk
Settlement	25
Low quality farmland	22
Infrastructure e.g. roads	10
High quality farmland	43

(i) Use data from Table 4.2 to complete the pie chart below. (3)



(ii) Give **one** reason why land uses are considered when decisions are made about coastal defences. (2)

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(ii) Describe hard engineering strategies used to reduce the risk of coastal erosion in one location you have studied. (4)

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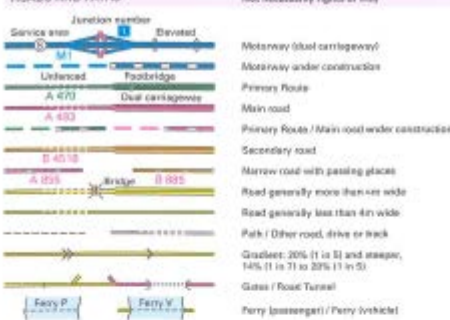
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OS Landranger® (1:50 000 scale) Map symbols

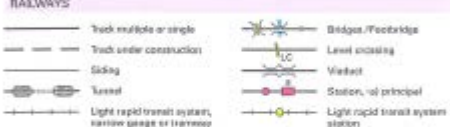
ROADS AND PATHS

Not necessarily rights of way



Motorway (dual carriageway)
Motorway under construction
Primary Route
Main road
Primary Route / Main road under construction
Secondary road
Narrow road with passing places
Road generally more than 4m wide
Road generally less than 4m wide
Path / Other road, drive or track
Gradient: 20% (1 in 5) and steeper, 14% (1 in 7) to 20% (1 in 5)
Gates / Road Tunnel
Ferry (passenger) / Ferry (vehicle)

RAILWAYS



Track multiple or single
Track under construction
Siding
Tunnel
Light rapid transit system, narrow gauge or tramway
Bridge / Footbridge
Level crossing
Viaduct
Station, of principal
Light rapid transit system station

PUBLIC RIGHTS OF WAY



Footpath
Bridleway
Road used as a public path
Eway open to all traffic

The symbols show the defined route so far as the scale of mapping will allow. Rights of way are not shown on maps of Scotland.

The representation on this map of any other road, track or path is no evidence of the existence of a right of way.

Danger Area Firing and Test Ranges in the area. Danger! Observe warning notices.

OTHER PUBLIC ACCESS



Other routes with public access (not normally shown in urban areas). Abbreviations are based on the best information available. These routes are not shown on maps of Scotland.
National Trail, European Long Distance Route, Long Distance Route, selected Transcountryside Routes
National/Regional Cycle Network
Surfaced cycle route
National/Regional Cycle Network number

WATER FEATURES



Marsh or silted
Trough
Canal
Lock
Ford
Slough
Spit
Sand
Dune
Flat rock
Lighthouse (beacon)
Lighthouse (on coast)
Spring
Low water mark
High water mark
Lake
Footbridge
Bridge
Canal (dry)

HEIGHTS

Contours are at 10 metres vertical interval
Heights are to the nearest metre above mean sea level

Heights shown close to a triangulation pillar refer to the ground at the base of the pillar and not necessarily to the summit.

ROCK FEATURES



Outcrop
Cliff
Scar
Cave
Sea stack
Scale

LAND FEATURES



Electricity transmission line (pylons shown at standard spacing)
Pipe line (arrow indicates direction of flow)
Buildings
Public building (shaded)
Bus or coach station
Place of worship (with tower, with spire, minaret or dome, without such additions)
Chimney or tower
Glass structure
Helipad
Triangulation pillar
Mast
Wind pump / wind generator
Windmill with or without sails
Graticule intersection at 1' intervals
Cutting / embankment
Quarry
Spoil heap, refuse tip or dump
Coniferous wood
Non-coniferous wood
Mixed wood
Orchard / Park or ornamental ground
Forestry Commission access land
National Trust-always open
National Trust-limited access, observe local signs
National Trust for Scotland

BOUNDARIES



National
District
County, Unitary Authority, Metropolitan District or London Borough
National Park

ANTIQUITIES



Site of monument
Stone monument
Battlefield (with shell)
Visible earthwork
Roman
Non-Roman

TOURIST INFORMATION



Camp site
Caravan site
Dander
Golf course or links
Information centre, all year / seasonal
Nature reserve
Parking, Park and ride, all year / seasonal
Picnic site
Selected places of tourist interest
Telephone, public / motorist organization
Visitor centre
Walks / Trails
Youth hostel

ABBREVIATIONS

CG Coastguard	P Post office
CH Cliffhouse	PC Public convenience (in rural areas)
HP Milepost	PH Public house
MS Milestone	TH Town Hall, Guildhall or equivalent

UNIT 1 – MARKSCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1 Positive marking

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

GCSE Geography marking schemes are presented in a common format as shown below:

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	accuracy	Total
Credit up to two valid statements based on map evidence. Credit accurate use of compass points max 1. Credit accurate use of scale line max 1.	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)				2		2

This box contains the sub-question.

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

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

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiners' conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under banded mark schemes Stage 2.

2 Tick marking

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

3 Banded mark schemes

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

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

4 Assessing Writing

The quality of writing is assessed through two separate strands:

- (i) Communicating and organising
 - (ii) Writing accurately
- (i) **Communicating and organising** is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

Meaning: to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

Purpose: the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

Structure: well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

- (ii) **Writing accurately** takes into account the candidate's use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

5 Marking Core and Options questions

Core Themes Mark **both** questions

Options Themes Learners are instructed to answer **one** question. If the candidate has responded to both questions then the examiner must mark both questions. Award the higher mark that has been attained.

SECTION A

CORE THEMES

Core Theme 1, Question 1

(a) (i) What is a drainage basin? Tick (✓) the correct definition below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	The area from which a river and its tributaries collect water (1)	1					1

(a) (ii) Complete the following sentences using four terms from the box below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only, in this order.	Overland flow (1) Groundwater flow (1) Infiltration (1) Throughflow (1)	4					4

(a) (iii) Give one reason to explain why steep slopes, such as the one shown in Diagram 1.1, can cause flooding after heavy rain.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement (for 1 mark) and a valid <i>explanation/reason</i> for the second mark.	increases speed of overland flow/run-off (1) so time lag is short / water reaches channel quickly (1) OR not enough time for infiltration (1) so more water runs straight into the river channel quickly (1)		2				2

(b) Study the OS map extract below. It shows the town of Tewkesbury which was badly flooded in July 2007. (i) In which grid square is the Abbey? Circle the correct answer below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	8932 (1)				1		1

(b) (ii) Describe the relief of the area shown on Map 1.2. Use evidence from the map to support your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark. Reserve one mark for map evidence. Accept annotation of the map or use of the dotted lines.	flat land (1) absence of contours/contours far apart (1) low lying (1) spot heights between 12 and 44 m (1) higher and steeper in north west/grid square 8934 (1)				3		3

(b) (iii) Identify two different urban land uses in Tewkesbury.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark. Do not credit non-urban land uses (e.g. farmland)	roads (1) schools (1) Council Offices (1) works/factory (1) hospital (1) houses (1) parking (1)				2		2

(b) (iv) Suggest how one human factor increases the risk of river flooding in Tewkesbury.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Answer should develop one factor only. Credit the factor (1 mark) and then one mark for each valid <i>explanation/elaboration</i> to a max of 2 additional marks. Do not credit reference to a second factor.	Factors: concrete/tarmac (1) <i>are impermeable surfaces (1) so decreased natural infiltration (1) increased overland flow/run-off (1) water reaches river rapidly/short time-lag (1) exceeds capacity/channel overflows (1)</i> storm drains in towns/cities (1) <i>act as artificial throughflow (1) so water reaches river rapidly/short time-lag (1) exceeds capacity/channel overflows (1)</i>			3			3

(c) Study the graph below. (i) Describe the trend in spending on river flood defences between 2001 and 2011.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Reserve one mark for overall trend. Credit accurate quantification or qualification for one additional mark.	overall trend: Increase (1) The following are credit worthy examples of quantification/qualification. increased by 85% (1) from 410 million to 760 million (1) an increase of 350 million (1)				2		2

(ii) Outline how one river management scheme works to prevent flooding. Use a named place in Wales or elsewhere in the UK to support your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Use the descriptors below, working upwards from the lowest band.			4				4
Band	Marks	Descriptor					
2	3-4	Elaborated statements which <u>link</u> river management scheme to flood prevention in a named place.					
1	1-2	Basic statements which identify examples of river management.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					
		Responses should demonstrate understanding of how the river management prevents flooding by moving beyond a description of the scheme to access Band 2. Responses may focus on one of the following types of scheme: dredging/straightening of the river channel in places such as Boscastle to speed up the flow past a vulnerable location; the construction of demountable flood barriers in places such as Bewdley to prevent overbank flow leaving the channel; the construction of new flood walls in places such as Shrewsbury to provide a permanent defence against overbank flow; raising the height of levees and improving early warning systems along the River Conwy so that land owners are prepared for flooding.					

(d) Which is the best option for the future management of river flooding in Wales or any other part of the UK? Justify your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total	
				6			6	
Use the descriptors below, working upwards from the lowest band.		<p>Responses should apply knowledge and understanding of current trends and issues to make a decision about future management of rivers in Wales/UK. Responses may focus on the possible effects of climate change or on the fact that more people are likely to be affected by flooding in the future due to increased building on floodplains.</p> <p>The economic cost of flood damage and flood prevention schemes (hard engineering) will therefore rise.</p> <p>Strategies that could be implemented in the future include using floodplains only as temporary water stores, restoring old peat bogs in upland areas and planting more trees.</p>						
Band	Mark							Descriptor
3	5-6							Applies thorough understanding of management of river flooding to consider alternate geographical futures. The chosen option is explained in specific detail and is fully justified. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4							Applies understanding of the management of river flooding to the issue of geographical futures. The chosen option is justified with simple reasons. Meaning is generally clear. The response is structured.
1	1-2							Simple statements show basic understanding. The answer is based on the resource only. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 1

Totals for Question 1	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	5	6	9	8	-	28

Core Theme 2, Question 2

(a) Study Graph 2.1 below. Use it to answer the questions below. (i) What percentage of the population lived in rural areas in 1950?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	87-88% (1)				1		1

(a) (ii) By how much is China's urban population predicted to grow between 2010 and 2030? Show how you worked out your answer.		AO1.1	AO1.2	AO1.2	AO3	Accuracy	Total
Credit a response in this range only for one mark. Credit one additional mark for accurate working out.	15-17% (1) 61-62% [in 2030] minus 45-46% [in 2010] (1)				2		2

(b) Study the world map below. (i) Use Map 2.2 to describe the distribution of these cities.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to three valid statements each for one mark.	clustered in Asia (1) most to the north of the equator (1) none in Oceania (1) only one in Africa/South America (1) many are in coastal locations (1)				3		3

(b) (ii) Suggest one possible limitation of Map 2.2 for a GCSE student researching urban growth.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement (for one mark) and its <i>elaboration</i> for one additional mark. Do not credit two unelaborated statements as the question asks for one limitation.	Information is dated/2008 (1) <i>some large cities are growing rapidly/recent pattern unknown</i> (1) Source of information is unknown (1) <i>and may be unreliable</i> (1) The map indicates size of cities (1) <i>whereas the student is researching growth/change</i> (1)			2			2

(c) (i) List four pull factors that attract people to urban areas in Low Income Countries.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to four valid statements, each for one mark.	Education opportunities/higher education (1) Job opportunities (1) Better pay (1) People/homes have access to clean/safe water (1) Homes have proper sanitation (1)	4					4

Study the photograph below. It shows an informal settlement in a Low Income Country. (c) (ii) Give one other name for an informal settlement.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement for one mark.	shanty town (1) squatter settlement (1) favela (1) barrio (1) slum (1)	1					1

(ii) Use Photograph 2.3 to suggest two problems that are likely to occur in this informal settlement.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total														
				6			6														
<p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Accurate interpretation of evidence in the photograph leads to identification of two different problems. Each of these problems is elaborated in detail. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Interpretation of the photograph leads to identification of two problems. Elaboration is partial/lacks balance, focusing more on one of the problems. Meaning is generally clear. The response is structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple statements show basic understanding of some problems of informal settlements. Meaning may lack clarity in parts. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p>Limit the mark to Level 2 (4 marks) if the response suggests plausible problems that are elaborated but not evident in the photograph (such as no connection to electricity, high levels of HIV or poor education/work opportunities).</p>		Band	Mark	Descriptor	3	5-6	Accurate interpretation of evidence in the photograph leads to identification of two different problems. Each of these problems is elaborated in detail. Meaning is clear. The response has purpose, is organised and well structured.	2	3-4	Interpretation of the photograph leads to identification of two problems. Elaboration is partial/lacks balance, focusing more on one of the problems. Meaning is generally clear. The response is structured.	1	1-2	Simple statements show basic understanding of some problems of informal settlements. Meaning may lack clarity in parts. Statements are linked by a basic structure.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Responses should apply knowledge and understanding of informal settlements to ascribe meaning to this photograph. The response may elaborate on two of the following problems:</p> <p>Housing Homes are very small and made from any material available – wood, corrugated iron, cardboard, plastic sheeting. These materials may leak in the rainy season and are vulnerable to fires spreading.</p> <p>Rubbish/Sanitation There is a lot of rubbish which suggests there is no proper sanitation. Lack of sewers and open gutters results in low levels of sanitation and the risk of diseases spreading.</p> <p>Transport There are no roads so emergency services cannot access homes. A railway line runs through the settlement with obvious dangers to children.</p> <p>Amenities/services There is no evidence of street lighting so the settlement may be unsafe at night.</p>				
Band	Mark	Descriptor																			
3	5-6	Accurate interpretation of evidence in the photograph leads to identification of two different problems. Each of these problems is elaborated in detail. Meaning is clear. The response has purpose, is organised and well structured.																			
2	3-4	Interpretation of the photograph leads to identification of two problems. Elaboration is partial/lacks balance, focusing more on one of the problems. Meaning is generally clear. The response is structured.																			
1	1-2	Simple statements show basic understanding of some problems of informal settlements. Meaning may lack clarity in parts. Statements are linked by a basic structure.																			
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																			

(d) Many parts of the UK are experiencing counter-urbanisation. (i) What is counter-urbanisation? Tick (✓) the correct definition below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	The movement of people and businesses from urban to rural areas (1)	1					1

(d) (ii) Explain why counter-urbanisation has created social and economic issues for people in rural areas of Wales or other parts of the UK. <i>The accuracy of your writing will be assessed in your answer to this question.</i>		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			8			3	11

Use the descriptors below, working upwards from the lowest band.

Band	Mark	Descriptor
4	7-8	Thorough understanding of counter-urbanisation and the social and economic issues which it creates. Specific detailed examples of areas of Wales or other parts of the UK. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	5-6	Understanding of counter-urbanisation and the social and economic issues which it creates. Refers to specific areas of Wales or other parts of the UK. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Understanding of counter-urbanisation and the social or economic issues which it creates. Meaning is generally clear. The response is structured.
1	1-2	Simple statements show basic understanding of counter-urbanisation. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate understanding of the process of counter-urbanisation and of the issues created by it in rural communities.

Social and economic issues:

relatively high prices of rural homes;
closure of small shops and post offices;
decline of bus routes.

Social issues:

younger local people migrate to cities;
ageing population leads to school closures;
newcomers to rural life often have different backgrounds from the local people they replace;
newcomers may not speak the same language e.g. Welsh

Economic issues:

increased commuting;
tele-working;
loss of traditional rural jobs.

After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 3).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

Band	Marks	Performance descriptions for writing accurately
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

End of Question 2

Totals for Question 2	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	6	8	8	6	3	31

SECTION B

OPTIONS

Theme 3, Question 3

(a) Study Map 3.1 below. (i) Use information from Map 3.1 to circle three correct answers in the paragraph below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	north east (1) Catania (1) 160 (1)				3		3

(a) (ii) Outline two reasons that explain why people living close to active volcanoes may be at risk.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark. Credit up to two valid <i>explanation/reasons</i> for each additional mark to a max of two.	possible loss of life or serious injury (1) <i>from pyroclastic flows/gases/tephra or lahars</i> (1) loss of property/farmland (1) <i>from lava flows/ash falls</i> (1) settlements cut off (1) <i>lack of aid/food/medical help</i> (1)		4				4

(b) Study Table 3.2 below. (i) Use data from Table 3.2 to complete the pie chart below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two marks for the accurate completion of the sectors with the addition of two lines. Allow completion clockwise from heating or anti-clockwise from 100%. Reserve one mark for accurate labelling/use of a key to identify the additional sectors.	One sector at 77% (1) One sector at 87% (1) labelling or completed key (1)				3		3

(b) (ii) Other than geothermal energy, give one way in which volcanoes can benefit people.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
<p>Credit one valid statement (for one mark) and a valid <i>explanation/reason</i> for the second mark.</p> <p>Do not credit 'creates jobs' unless qualified.</p>	<p>tourism (1) <i>creates jobs in hotels/helps the local economy</i> (1)</p> <p>farming/fertile soils (1) <i>creates jobs for farm workers/ produces food</i> (1)</p> <p>mineral exploitation (1) <i>creation of wealth through exports</i> (1)</p>		2				2

(b) (iii) Describe strategies used to reduce the risks associated with volcanoes in one named location you have studied.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total												
<p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Elaborated description of one or more strategy in the context of a named area.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic statements which outline one or more strategy.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Marks	Descriptor	2	3-4	Elaborated description of one or more strategy in the context of a named area.	1	1-2	Basic statements which outline one or more strategy.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Responses should demonstrate knowledge of strategies. Responses may refer to:</p> <ul style="list-style-type: none"> establishing monitoring stations around volcanoes; the use of specialised equipment such as tilt meters, seismometers and remote cameras; recording levels of sulphur dioxide/gas readings. 	4					4
Band	Marks	Descriptor																	
2	3-4	Elaborated description of one or more strategy in the context of a named area.																	
1	1-2	Basic statements which outline one or more strategy.																	
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																	

(c) 'Remote islands are more vulnerable to tectonic hazards than any other location.' To what extent do you agree with this statement?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				8			8
Use the descriptors below, working upwards from the lowest band.		<p>Responses should apply knowledge and understanding of the factors (which may be economic, social, cultural or physical) that increase the vulnerability to tectonic hazards. Candidates will interpret information in the resource as part of their response. The remote location of the islands in relation to larger, more economically developed nations who could provide assistance, such as New Zealand and Australia may be noted. The relative poverty of the islands and the vulnerability of poor coastal communities where building technologies are not hazard resistant may also be discussed.</p> <p>Other factors, that determine vulnerability, may be presented to balance the argument. It may be argued that other factors, such as density of population or proximity to a plate boundary are more important when considering vulnerability.</p>					
Band	Mark	Descriptor					
4	7-8	<u>Balanced analysis and sophisticated judgement.</u> A range of detailed and elaborated points are made both for and against the statement. Information in the resource is interpreted and analysed thoroughly. Conclusion is justified using a sophisticated chain of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.					
3	5-6	<u>Elaborated analysis and reasoned judgement</u> A range of elaborated points are made on one or both sides of the argument. Information in the resource is interpreted carefully and used to support the argument. A reasoned and valid conclusion is made based on evidence. Meaning is clear. The response has purpose, is organised and well structured.					
2	3-4	<u>Valid but limited analysis and simple judgement</u> Valid points are made on one or both sides of the argument. Some are elaborated. Valid but limited interpretation of information in the resource. Conclusion is made with limited justification. Meaning is generally clear. The response is structured.					
1	1-2	<u>Basic analysis and judgment</u> Valid but basic points are made with no elaboration. Basic conclusion is made but with no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

End of Question 3

Totals for Question 3	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	4	6	8	6	-	24

Theme 4, Question 4

4 (a) (i) Use information from Map 4.1 to circle the correct three answers in the paragraph below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	3 / south-south-west / spit				3		3

(ii) Outline two physical reasons that explain why some coastlines erode relatively quickly.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark. Credit up to two valid <i>explanation/reasons</i> for each additional mark to a max of two. Max 1 mark for 'because they aren't protected'	Orientation/aspect of the coastline faces into the prevailing wind/has a long fetch (1) <i>so storm waves are strong / frequent.</i> Rock types are weak/less resistant/have many joints (1) <i>so are eroded easily / rapidly / repeatedly by waves (1)</i> Softer rocks slump / slide (1) <i>when the toe of the cliff / wave cut notch is eroded (1)</i>		4				4

(b) Study Table 4.2 below. (i) Use data from Table 4.2 to complete the pie chart below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two marks for the accurate completion of the sectors with the addition of two lines. Allow completion clockwise from settlement or anti-clockwise from 100%. Reserve one mark for accurate labelling/use of a key to identify the additional sectors.	One sector at 47% (1) One sector at 57% (1) labelling or completed key (1)				3		3

(b) (ii) Give one reason why land uses are considered when decisions are made about coastal defences.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement (for one mark) and a valid <i>explanation/reason</i> for the second mark.	<p>Some land uses are more economically valuable (1) so <i>the cost of creating the defence is justified.</i></p> <p>Some land uses have historical / cultural value (1) so <i>they cannot be replaced / need preservation from coastal erosion (1)</i></p>		2				2

(b) (iii) Describe hard engineering strategies used to reduce the risk of coastal erosion in one location you have studied.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total													
Use the descriptors below, working upwards from the lowest band.	<table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Elaborated description of one or more strategy in the context of a named area.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic statements which outline one or more strategy.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p>Do not credit description of beach nourishment or managed retreat.</p>	Band	Mark	Descriptor	2	3-4	Elaborated description of one or more strategy in the context of a named area.	1	1-2	Basic statements which outline one or more strategy.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	Responses should demonstrate knowledge of strategies. Responses may describe: <ul style="list-style-type: none"> • sea walls • rock armour • gabions • revetments <p>Credit description of engineering strategies that use a structural element to encourage deposition of beach sediment such as groyne, fish-tailed groyne and barrier reefs/stable bays.</p>	4					4
Band	Mark	Descriptor																		
2	3-4	Elaborated description of one or more strategy in the context of a named area.																		
1	1-2	Basic statements which outline one or more strategy.																		
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																		

(c) 'Remote islands are more vulnerable to coastal hazards than any other location.' To what extent do you agree with this statement?			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					8			8
Use the descriptors below, working upwards from the lowest band.			<p>Responses should apply knowledge and understanding of the factors (which may be economic, social, cultural or physical) that increase the vulnerability to coastal hazards of sea level rise and/or storm damage/coastal flooding during a cyclone.</p> <p>Candidates will interpret information in the resource as part of their response. The remote location of the islands in relation to larger, more economically developed nations who could provide assistance, such as New Zealand and Australia may be noted. The relative poverty of the islands and the vulnerability of poor coastal communities where building technologies are not hazard resistant may also be discussed.</p> <p>Other factors, that determine vulnerability, may be presented to balance the argument. It may be argued that other factors, such as density of population or the effectiveness of coastal management strategies are more important when considering vulnerability to coastal hazards.</p>					
Band	Mark	Descriptor						
4	7-8	<p><u>Balanced analysis and sophisticated judgement.</u></p> <p>A range of detailed and elaborated points are made both for and against the statement. Information in the resource is interpreted and analysed thoroughly. Conclusion is justified using a sophisticated chain of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</p>						
3	5-6	<p><u>Elaborated analysis and reasoned judgement</u></p> <p>A range of elaborated points are made on one or both sides of the argument. Information in the resource is interpreted carefully and used to support the argument. A reasoned and valid conclusion is made based on evidence. Meaning is clear. The response has purpose, is organised and well structured.</p>						
2	3-4	<p><u>Valid but limited analysis and simple judgement</u></p> <p>Valid points are made on one or both sides of the argument. Some are elaborated. Valid but limited interpretation of information in the resource. Conclusion is made with limited justification. Meaning is generally clear. The response is structured.</p>						
1	1-2	<p><u>Basic analysis and judgment</u></p> <p>Valid but basic points are made with no elaboration. Basic conclusion is made but with no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 4

Totals for Question 4			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			4	6	8	6	-	24



GCSE GEOGRAPHY

UNIT 2

ENVIRONMENTAL AND DEVELOPMENT
ISSUES

SAMPLE ASSESSMENT MATERIALS

1 hour 30 minutes

Section	Question	Mark	SPaG
A	1	28	
	2	28	3
B	either 3	24	
	or 4	24	
Total		80	3

ADDITIONAL MATERIALS

In addition to this paper you may require a calculator and a ruler.

INSTRUCTIONS TO CANDIDATES

Answer **both** questions in Section A.

Answer **one** question in Section B.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

If additional space is required you should use the lined pages at the end of this booklet.

The question numbers should be clearly shown.

INFORMATION FOR CANDIDATES

Your ability to communicate and organise your ideas will be assessed in questions that are worth 6 or 8 marks. Your ability to use specialist language, spell, punctuate and use grammar accurately will be assessed in your answer to question 2 (d)

SECTION A

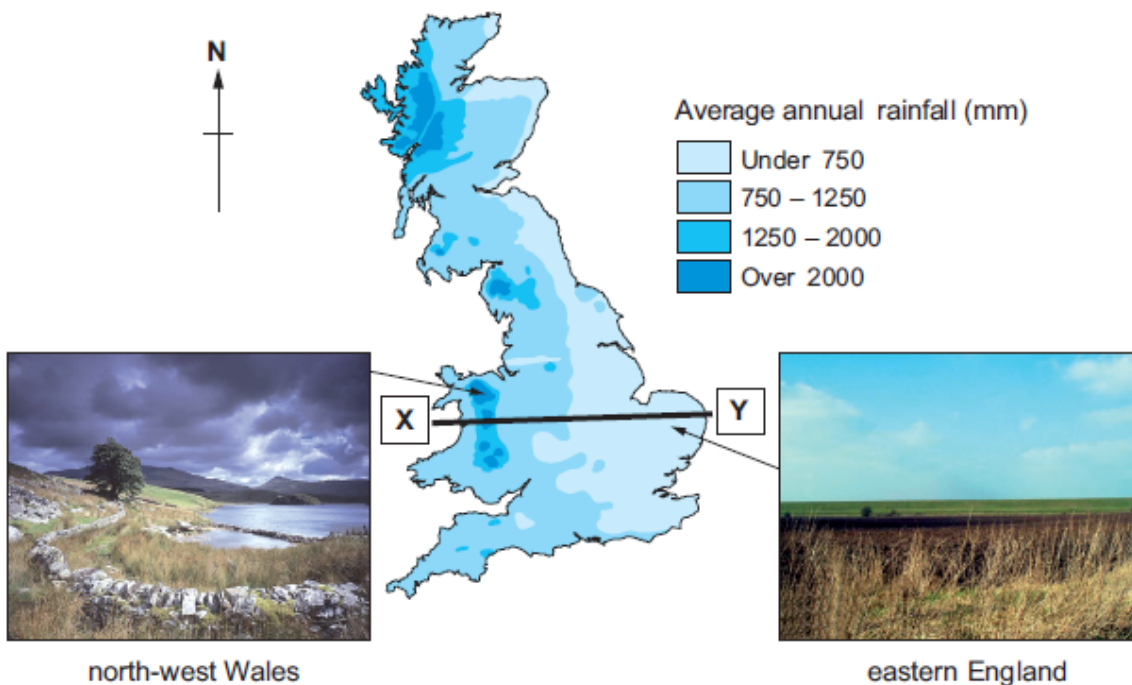
CORE THEMES

Answer **all** of the questions in this section.

CORE THEME 5: Weather, climate and ecosystems

1. (a) Study Map 1.1 and the photographs below.

Map 1.1 Average rainfall in Wales, England and Scotland



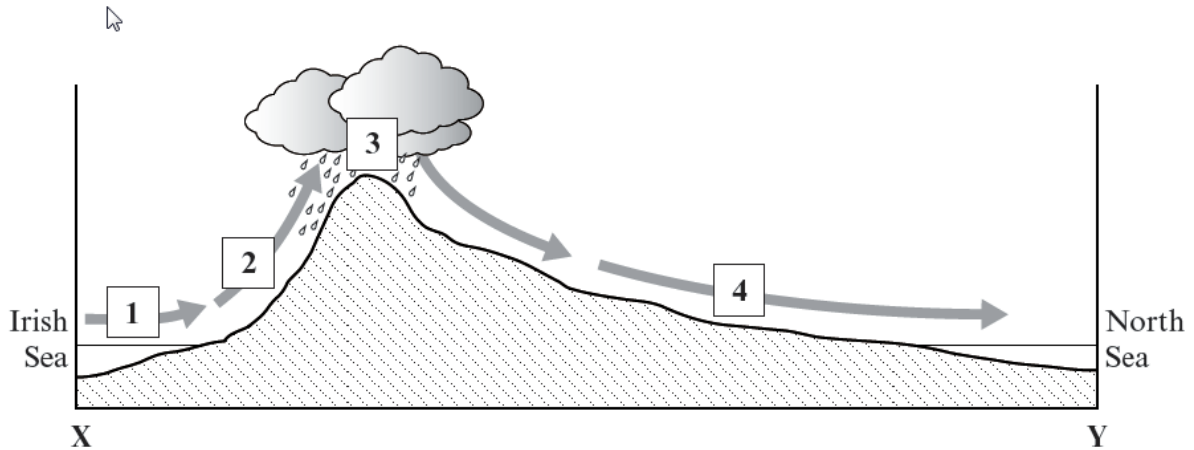
- (i) Complete the following passage using **three** words or figures from the box below. (3)

higher under 750 east 750 – 1250 flatter
 south lower west over 2000

In eastern England the average annual rainfall is mm. Along the line Y – X rainfall increases towards the where the relief of the land is much

- (ii) Study Diagram 1.2 below. It shows the cross-section from X-Y on Map 1.1.

Diagram 1.2 How relief rainfall is formed



Write the **four** correct numbers from Diagram 1.2 alongside each correct label in the table below. **One** of the labels is **incorrect**. (4)

Label	Number
Air rises and is cooled	
Air rises and is warmed	
Area of low rainfall (rain shadow)	
Warm air from the sea contains moisture	
Water vapour condenses	

- (iii) State **one** way in which the height of the land affects temperature. (1)

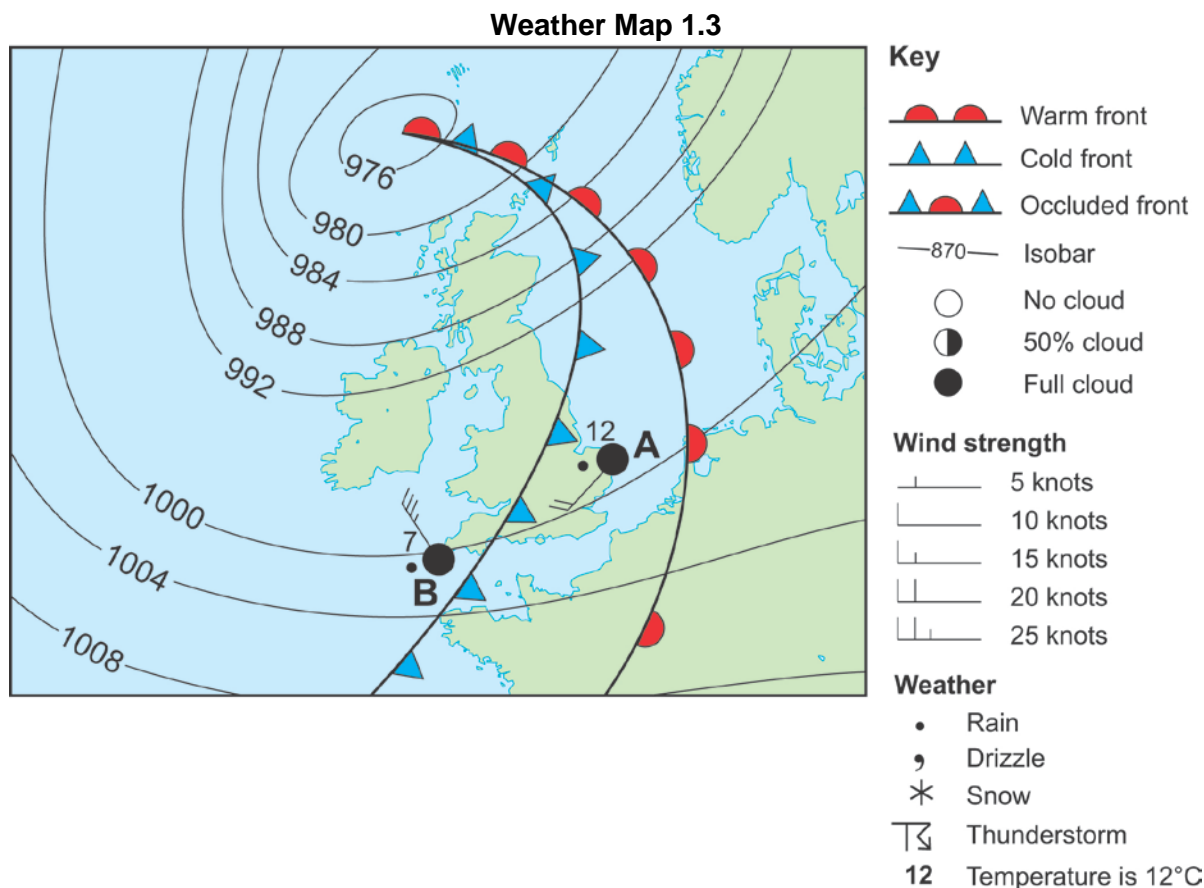
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- (b) Study Weather Map 1.3 below. It shows a low pressure system (depression) over the British Isles in March 2011.



- (i) Complete Weather Map 1.3 by drawing the 996 mb isobar. (1)
- (ii) Calculate the difference in temperature between the two weather stations shown on Weather Map 1.3. (1)

.....

- (iii) Use the key from Weather Map 1.3 to complete the table below. (4)

The wind speed at Station A was	
The amount of cloud at Station A was	
The type of precipitation falling at Station A was	
The wind direction at Station A was	

- (iv) Give **one** reason why it is raining at weather station B. (2)

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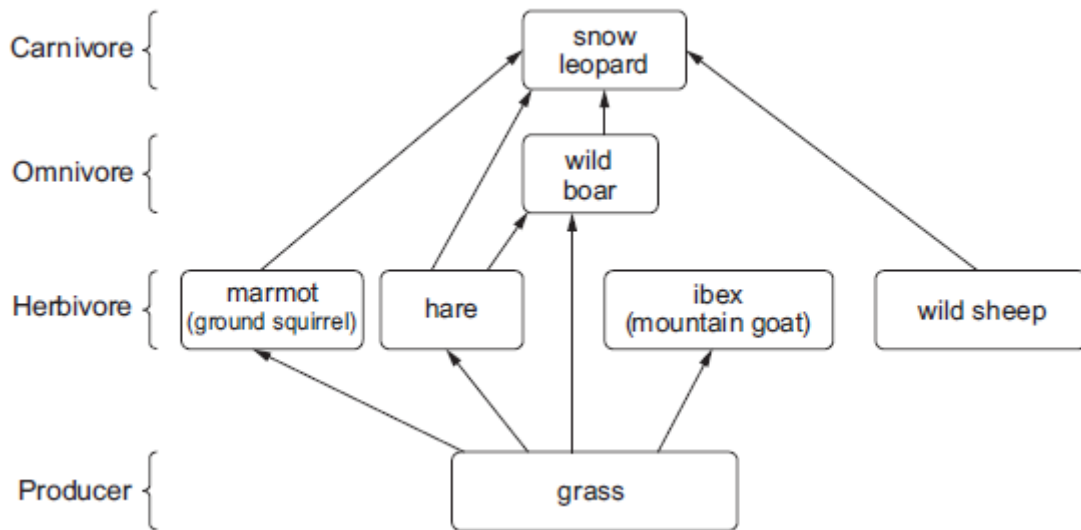
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- (c) Study Diagram 1.4 below. It shows a food web in the Altai Mountains in Russia.

Diagram 1.4



- (i) Give **two** reasons why producers are an essential part of all food webs. (4)

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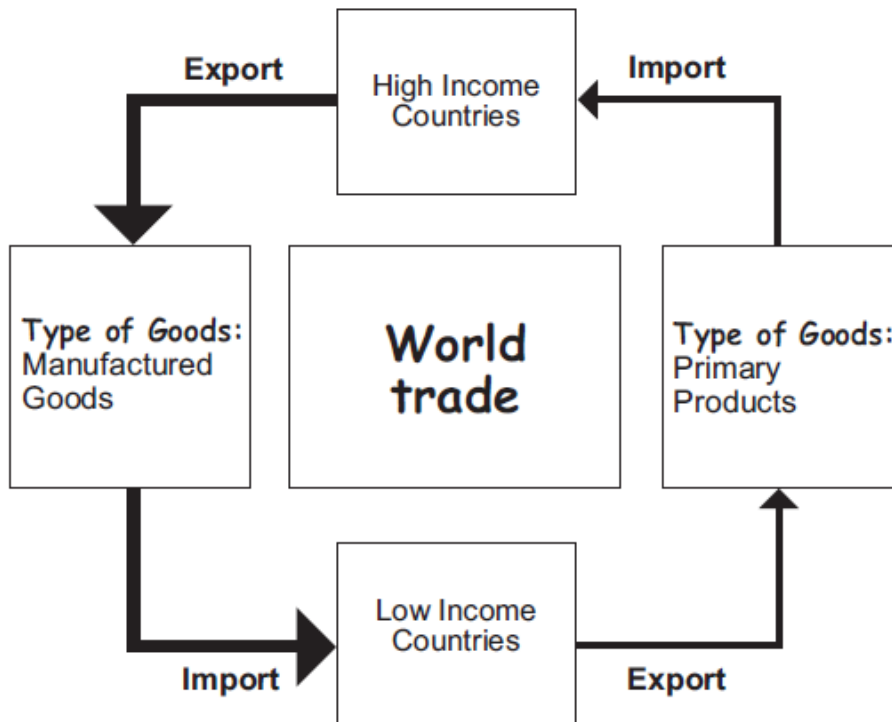
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CORE THEME 6: Economic development

2. (a) Study Diagram 2.1 below.

Diagram 2.1 Patterns of World Trade



- (i) Use Diagram 2.1 to complete the following paragraph. (3)

World trade is the export and of products and services between different countries. High Income countries tend to sell products, which are in value than those sold by Low Income Countries.

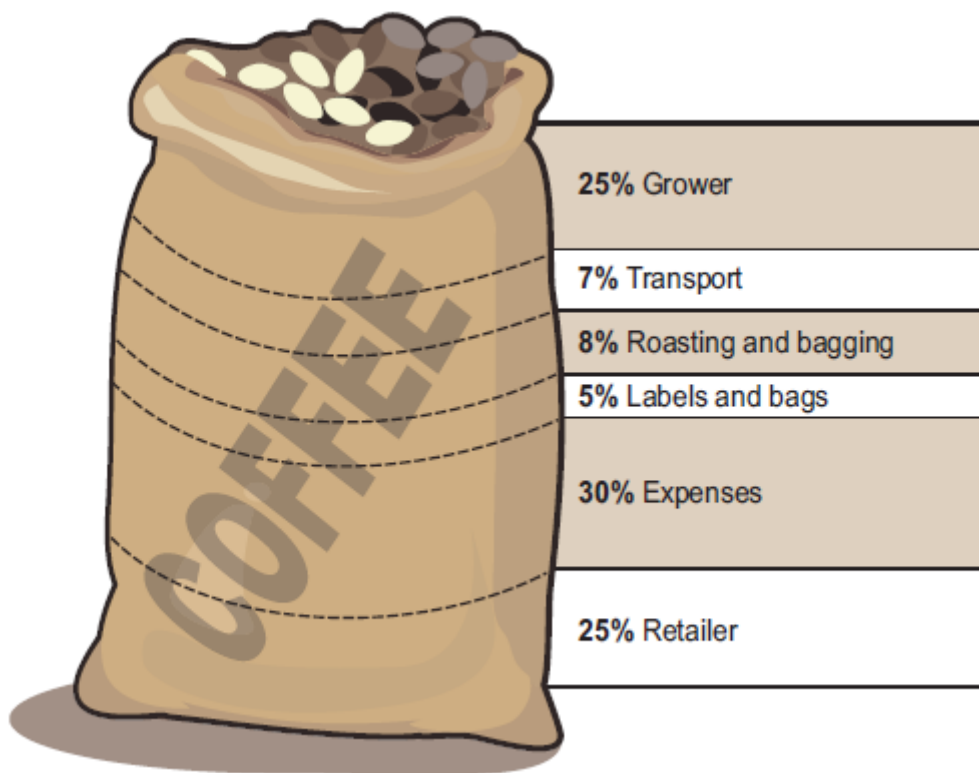
- (ii) Name **one** Low Income Country that depends on the export of primary products. Give the name of **one** of these products. (2)

Name of country

Name of product

- (b) Diagram 2.3 shows where the money goes from the sale of a sack of fair trade coffee.

Diagram 2.3



- (i) Suggest **one** other way of representing the data shown in Diagram 2.3. Justify your choice. (3)

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- (ii) What is fair trade? (2)

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(iii) Outline **two** advantages of fair trade for coffee growers. (4)

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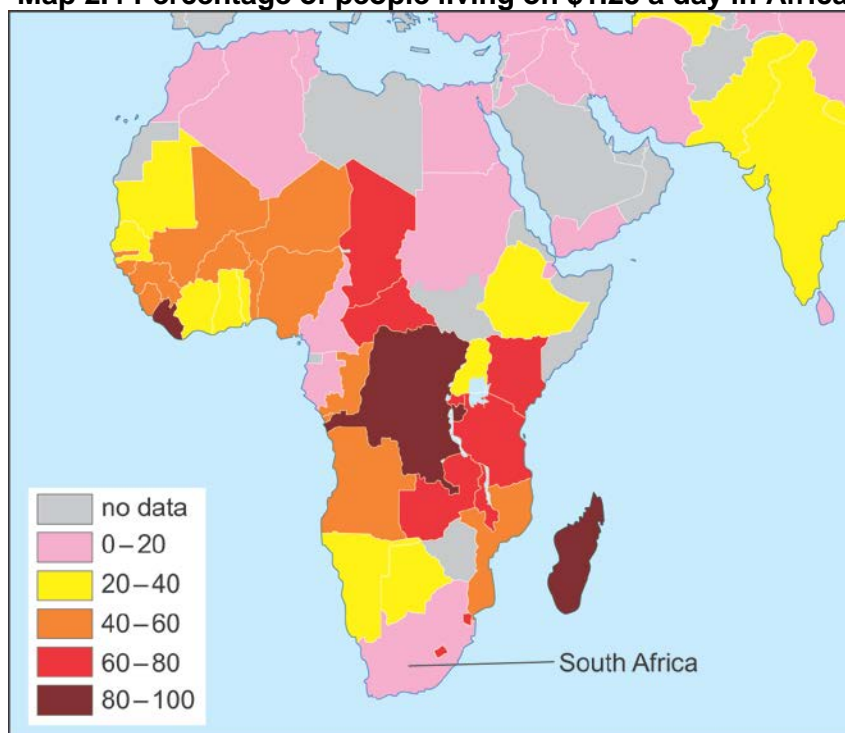
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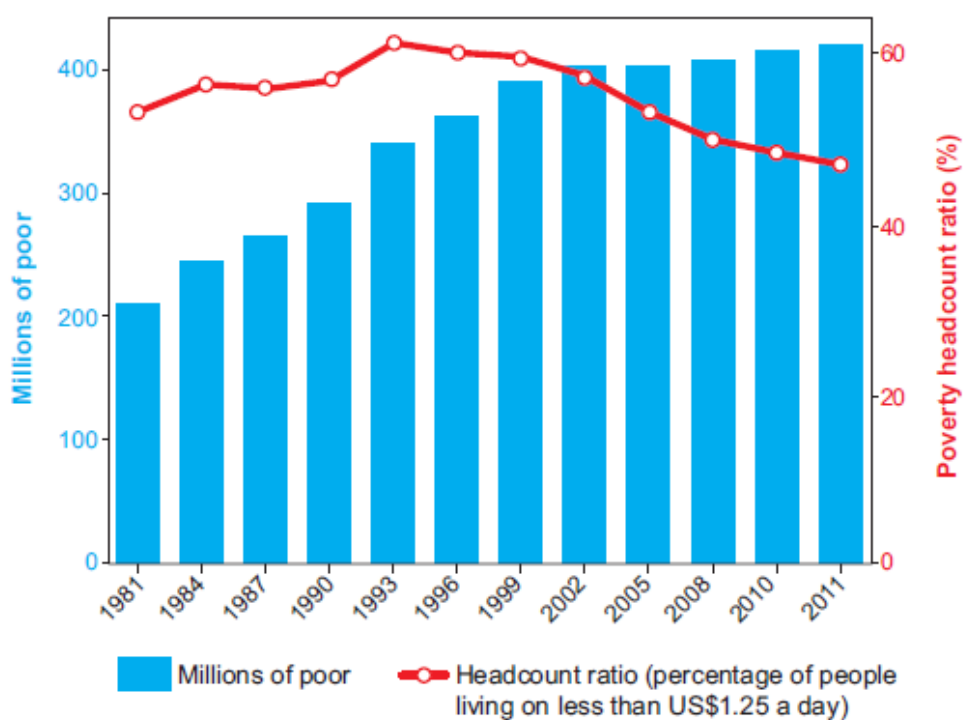
- (c) Study the information below. It shows **two** screenshots from a GIS website which is about poverty.

Map 2.4 Percentage of people living on \$1.25 a day in Africa



Source: www.povertydata.worldbank.org/poverty

Graph 2.5



Source: www.povertydata.worldbank.org/poverty

- (i) Use Map 2.4 to give the percentage of people living on US\$1.25 a day in South Africa. (1)

.....

.....

- (ii) Use Graph 2.5 to describe the trend in the poverty headcount ratio. (2)

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- (iii) Map 2.4 shows the data in different colours. What name is given to this type of map? (1)

.....

- (iv) Suggest **one** limitation of the technique used in Map 2.4. (2)

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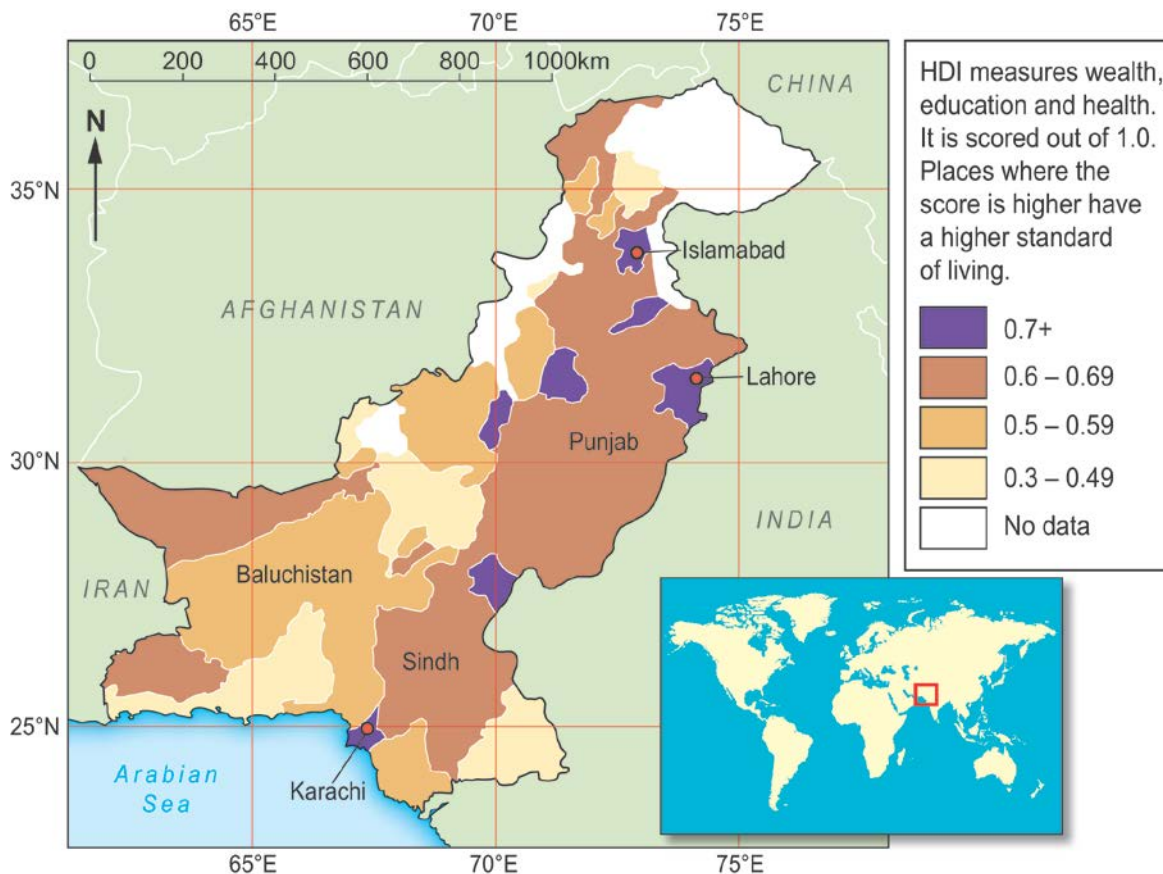
SECTION B – OPTIONS

Answer **one** question in this section, either question 3 or question 4.

THEME 7: Social development

3. (a) Study Map 3.1.

Map 3.1 Standard of Living in Pakistan (measured using HDI)



(i) In which continent is Pakistan? (1)

.....

(ii) Use Map 3.1 to complete the box below to give the latitude and longitude of Karachi. (2)

	Latitude	Longitude
Karachi	25° East

- (iii) Use Map 3.1 to describe the distribution of places within Pakistan that have the highest standard of living. (2)

.....

.....

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.....

- (b) (i) HDI is an indicator of social development.

Choose **one** other indicator of social development from the list below.
Tick (✓) the correct answer. (1)

	Tick (✓)
Gross National Income (GNI)	
Percentage workforce employed in the primary sector	
Adult literacy	

.....

(ii) Describe how this indicator measures social development. (2)

.....

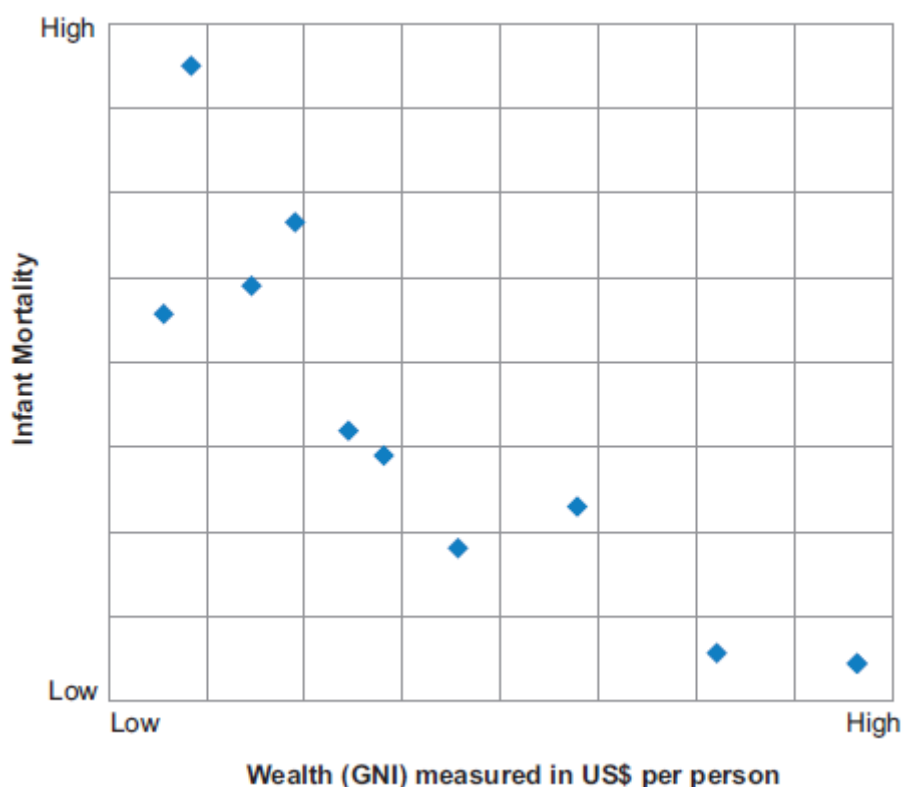
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(c) Study Graph 3.2 below.

Graph 3.2 The relationship between wealth (GNI) and infant mortality for different countries



- (i) Draw a line of best fit on Graph 3.2. (2)
- (ii) Use Graph 3.2 to describe the relationship between GNI and infant mortality. (2)

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THEME 8 – Environmental challenges

If you have answered question 3 **do not** answer question 4.

4. (a) Study Map 4.1 below.

Map 4.1 The main flower growing areas of Kenya



(i) In which continent is Kenya? (1)

.....

(ii) Use Map 4.1 to complete the box below to give the latitude and longitude of Nairobi. (2)

	Latitude	Longitude
Nairobi	1° East

(iii) Use Map 4.1 to describe the location of the main flower growing areas within Kenya. (2)

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- (b) (i) Kenya sells most of its flowers to countries in Europe.

What name is given to people who buy products such as flowers in UK shops? Tick (✓) the correct answer. (1)

	Tick (✓)
Retailers	
Consumers	
Importers	

- (ii) Outline **two** ways that are used to transport flowers or food from distant countries, such as Kenya, to the UK. (2)

.....

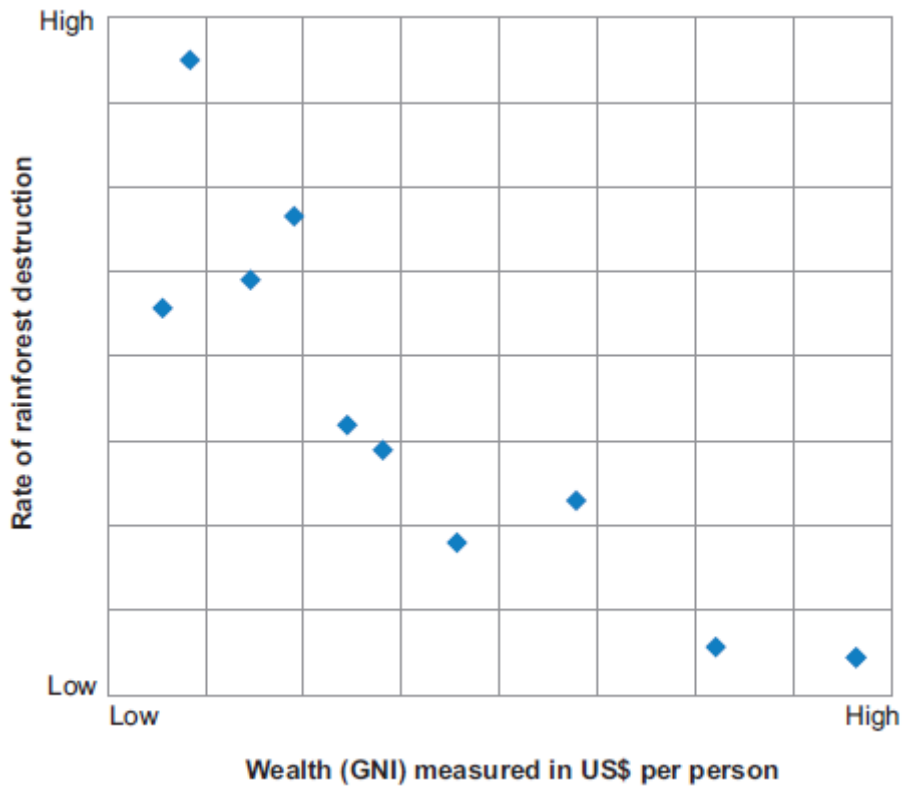
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(c) Study Graph 4.2 below.

Graph 4.2 The relationship between wealth (GNI) and the rate of rainforest destruction



(i) Draw a line of best fit on Graph 4.2. (2)

(ii) Use Graph 4.2 to describe the relationship between GNI and the rate of rainforest destruction. (2)

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UNIT 2 – MARKSCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1 Positive marking

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

GCSE Geography marking schemes are presented in a common format as shown below:

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements based on map evidence. Credit accurate use of compass points max 1. Credit accurate use of scale line max 1.	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)				2		2

This box contains the sub-question.

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

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

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiners' conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under banded mark schemes Stage 2.

2 Tick marking

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

3 Banded mark schemes

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

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

4 Assessing Writing

The quality of writing is assessed through two separate strands:

- (i) Communicating and organising
- (ii) Writing accurately

- (i) **Communicating and organising** is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

Meaning: to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

Purpose: the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

Structure: well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

- (ii) **Writing accurately** takes into account the candidate's use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

5 Marking Core and Options questions

Core Themes Mark **both** questions

Options Themes Learners are instructed to answer **one** question. If the candidate has responded to both questions then the examiner must mark both questions. Award the higher mark that has been attained.

SECTION A – CORE THEMES

Core Theme 5, Question 1

(a) (i) Complete the following passage using three words or figures from the box below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	under 750 (1) west (1) higher (1)			1	1 1		3

(a) (ii) Study Diagram 1.2 below. It shows the cross-section from X-Y on Map 1.1. Write the four correct numbers from Diagram 1.2 alongside each correct label in the table below. One of the labels is incorrect .		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	2 (1) X 4 (1) 1 (1) 3 (1)	4					4

(a) (iii) State one way in which the height of the land affects temperature.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement for one mark.	Temperature decreases with height (1)	1					1

(b) Study Weather Map 1.3 below. It shows a low pressure system (depression) over the British Isles in March 2011. (i) Complete Weather Map 1.3 by drawing the 996 mb isobar.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one mark for accurate completion of isobar	insert isobar between isobars 992 and 1000 but not crossing them at any point (1)				1		1

(b) (ii) Calculate the difference in temperature between the two weather stations shown on Weather Map 1.3.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	5°C (1)				1		1

(b) (iii) Use the key from Weather Map 1.3 to complete the table below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	20 knots (1) full cloud cover (1) rain (1) south west(erly) (1)				4		4

(b) (iv) Give one reason why it is raining at weather station B.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement for one mark, and its <i>elaboration</i> for one additional mark.	Warm air is forced to rise (1) <i>by the cold front</i> (1) <i>it cools</i> (1) <i>moisture condenses</i> (1)		2				2

<p>(c) Study Diagram 1.4 below. It shows a food web in the Altai Mountains in Russia.</p> <p>(i) Give two reasons why producers are an essential part of all food webs.</p>		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
<p>Credit up to two valid statements, each for one mark, and each explanation/elaboration for one additional mark.</p>	<p>Producers absorb energy from the sun (1) <i>by photosynthesis</i> (1) <i>plants convert energy into food</i> (1) energy is the able to pass through the ecosystem (1) <i>via the food chain</i> (1) <i>plants are food for animals</i> (1)</p>		4				4

<p>(ii) Study Photograph 1.5 below which shows the Altai Mountains. Suggest why plant growth is difficult in the environment shown in Photograph 1.5</p>		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
<p>Credit one valid statement for one mark, and its <i>elaboration</i> for one additional mark.</p>	<p>high land (1) <i>temperatures are very low for much of the year</i> (1) <i>short growing season</i> (1) <i>plants have to adapt</i> (1) steep and rocky (1) <i>thin soils</i> (1) <i>soil lacks nutrients</i> (1)</p>			2			2

(d) Compare the environmental impacts of two different ways of producing food in one ecosystem you have studied.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			<p>Responses should apply understanding of the way in which two methods of producing food can have different or similar impacts on the environment in a selected ecosystem. The responses will probably focus on the different impacts of subsistence and commercial farming (agri-business).</p> <p>Examples include: The tropical rain forest with a comparison of slash and burn (shifting cultivation) methods as opposed to plantation farming or large scale ranching. Impacts of slash and burn are generally positive in the long term as land has time to regenerate. On the other hand plantations and ranching can result in deforestation, soil erosion and negative impacts on the water cycle. The Savanna grasslands with nomadic herders like the Masai as opposed to intensive plantation farming of crops such as coffee.</p>					
Band	Marks	Descriptor						
3	5-6	Applies detailed understanding of two contrasting ways of producing food together with the environmental impacts. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	Demonstrates understanding of two contrasting ways of producing food together with the environmental impacts. Response may be unbalanced. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements show basic understanding of two ways of producing food. Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 1

Totals for Question 1	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	5	6	9	8	-	28

Core Theme 6, Question 2

(a) Study Graph 2.1 below. (i) Use Diagram 2.1 to complete the following paragraph.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to three valid statements, each for one mark.	import (1) manufactured (1) higher or greater (1)	1		2			3

(a) (ii) Name one Low Income Country that depends on the export of primary products. Give the name of one of these products.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one mark for one valid name of a LIC and an additional mark for one valid named primary product.	Burkina Faso / Ethiopia / Gambia / Kenya / Lesotho / Malawi / Mali / Niger / Tanzania / Uganda / Afghanistan / Bangladesh / Cambodia / Nepal / Haiti (1) Tea / coffee / timber / oil / bauxite / iron ore (1)	2					2

(b) Diagram 2.3 shows where the money goes from the sale of a sack of fair trade coffee. (i) Suggest one other way of representing the data shown in Diagram 2.3. Justify your choice.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement (for one mark) and its valid <i>justification / elaboration</i> for up to two additional marks.	bar graph/pie chart (1) <i>show the amount of a number of different categories (1) can be coloured or shaded (1) visually effective (1) easy/quick to interpret (1)</i>				3		3

(b) (ii) What is fair trade?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark. Do not credit trade that is fair.	An organisation (1) that aims to guarantee (1) that the producer gets a fair price for their goods (1)	2					2

(b) (iii) Outline two advantages of fair trade for coffee growers.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two marks for each valid statement, and valid <i>explanation/elaboration</i> for one additional mark for each valid point (max two).	more money/reliable income (1) <i>results in more opportunities such as schooling or health care</i> (1) less exploitation (1) <i>better working conditions</i> (1) <i>better health and longer life expectancy</i> (1)			4			4

(c) Study the information below. It shows screenshots from a GIS website which is about poverty. (i) Use Map 2.4 to give the percentage of people living on US \$1.25 a day in South Africa.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	0 – 20 (1)				1		1

(ii) Use Graph 2.5 to describe the trend in the poverty headcount ratio.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark. Accept quantification for either or both marks.	increased 1981-1993 (1) improving/downward trend 1993-2013 (1) reached a peak (1) of 60% in 1993 (1)				2		2

(iii) Map 2.4 shows the data in different colours. What name is given to this type of map?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	choropleth map (1)	1					1

(iv) Suggest one limitation of the technique used in Map 2.4.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit one valid statement for one mark, and a valid <i>explanation/reason</i> for the second mark.	<p>Does not show variations within political boundaries (1) <i>poverty headcount could vary within countries</i> (1)</p> <p>Reading exact data figures is not possible (1) <i>only bands of figures given</i> (1)</p> <p>Colours must be chosen carefully (1) <i>so that they grade clearly into each other</i> (1)</p> <p>Type of data that can be displayed is limited (1) <i>cannot show absolute/discrete data</i> (1)</p>			2			2

<p>(d) There is poverty in many parts of Wales. Explain why there are areas of poverty in different parts of Wales. You should refer to places you have studied. <i>The accuracy of your writing will be assessed in your answer to this question.</i></p>			AO1.1	AO1.2	AO2	AO3	Accuracy	Total																	
				8			3	11																	
<p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td>Thorough understanding of the causes of poverty in different parts of Wales. Specific and detailed examples are used. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Thorough understanding of the causes of poverty in different parts of Wales. Refers to specific places. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Understanding of the causes of poverty. Response contains some examples. Meaning is generally clear. The response is structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Mark	Descriptor	4	7-8	Thorough understanding of the causes of poverty in different parts of Wales. Specific and detailed examples are used. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.	3	5-6	Thorough understanding of the causes of poverty in different parts of Wales. Refers to specific places. Meaning is clear. The response has purpose, is organised and well structured.	2	3-4	Understanding of the causes of poverty. Response contains some examples. Meaning is generally clear. The response is structured.	1	1-2	Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Responses should demonstrate understanding of the reasons for spatial variations in poverty. Poverty and deprivation occur in some areas of Wales as a result of de-industrialisation. Poverty and deprivation also occurs in some rural areas of Wales and is associated with low earnings and lack of opportunities. Poverty and deprivation can also manifest itself in inner city areas or on large council estates where there is poor quality housing, high levels of crime and poor standards of health.</p>				
Band	Mark	Descriptor																							
4	7-8	Thorough understanding of the causes of poverty in different parts of Wales. Specific and detailed examples are used. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.																							
3	5-6	Thorough understanding of the causes of poverty in different parts of Wales. Refers to specific places. Meaning is clear. The response has purpose, is organised and well structured.																							
2	3-4	Understanding of the causes of poverty. Response contains some examples. Meaning is generally clear. The response is structured.																							
1	1-2	Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.																							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																							

After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 3).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

Band	Marks	Performance descriptions for writing accurately
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

End of Question 2

Totals for Question 2	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	6	8	8	6	3	31

SECTION B – OPTIONS

Theme 7, Question 3

3 (a) (i) In which continent is Pakistan?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	Asia (1)	1					1

(ii) Use Map 3.1 to complete the box below to give the latitude and longitude of Karachi.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	north (1) 67/68° (1)				2		2

(iii) Use Map 3.1 to describe the distribution of places within Pakistan that have the highest standard of living.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each with one mark.	around cities (1) scattered (1) none in west (1)				2		2

(b) (i) HDI is an indicator of social development. Choose one other indicator of social development from the list below. Tick (✓) the correct answer.		AO1.1	AO1.2	AO2	AO3	SPAG	Total
Credit this response only.	Adult literacy (1)	1					1

(b) (ii) Describe how this indicator measures social development.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each with one mark. Credit converse.	low adult literacy reflects lack of education/schools (1) poor funding (1) and the need for children to work (1)	2					2

(c) (i) Draw a line of best fit on Graph 3.2.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two marks: One mark for the correct direction of the line One mark if the number of points above the line is equal to the number of points below the line (allow tolerance +/-1).	line must be drawn sloping in a negative direction (1) five points on either side of line (1)				2		2

(c) (ii) Use Graph 3.2 to describe the relationship between GNI and infant mortality.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark.	negative relationship (1) infant mortality decreases with higher GNI (1)			2			2

(c) (iii) Explain why infant mortality rates are high in many sub-Saharan countries.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total	
			6				6	
Use the descriptors below, working upwards from the lowest band.		<p>Responses should demonstrate understanding of the cause of infant mortality. Reasons for high infant mortality rates include:</p> <ul style="list-style-type: none"> • the incidence of HIV/AIDS; • the spread of malaria; • poor sanitation and lack of access to safe water; • lack of immediate and close access to preventative medicine or health care; • poor diet and occurrence of famine; • conflict/war. 						
Band	Mark							Descriptor
3	5-6							Detailed understanding of the causes of infant mortality rates. Specific examples are given. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4							Understanding of the causes of infant mortality. Response contains some elaboration. Meaning is generally clear. The response is structured.
1	1-2							Simple statements show basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(d) 'The education of girls is a key factor in the development of countries in sub-Saharan Africa or Asia.' How far do you agree with this statement?			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			<p>Responses must apply their knowledge and understanding to make a judgement about the relative importance of female education as a factor of development.</p> <p>Responses may make judgements about the impacts of female education (or lack of it) on development.</p> <p>Responses may focus on the benefits of female education on the development process such as the fact that educated girls usually marry later in life and thus have fewer children. It then provides learning opportunities and better health care for their children. Another benefit is that an educated girl will know how to provide a healthy diet for children. It also provides them with career opportunities.</p>					
Band	Mark	Descriptor						
3	5-6	Judgement is very clearly supported by detailed evidence. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	An opinion is given. The response applies some evidence to support the answer. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 3

Totals for Question 3	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	4	6	8	6	-	24

Theme 8, Question 4

4 (a) (i) In which continent is Kenya?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	Africa (1)	1					1

(ii) Use Map 4.1 to complete the box below to give the latitude and longitude of Nairobi.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only.	south (1) 35/36 ° (1)				2		2

(iii) Use Map 4.1 to describe the location of the main flower growing areas within Kenya.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each with one mark.	Between Lake Victoria and Machakos (1) Close to the equator (1) In the south west region of Kenya (1) Next to Lake Victoria / border with Uganda (1) Between 1° N and 2° S (1) Between 34° E and 38° E (1)				2		2

(b) (i) Kenya sells most of its flowers to countries in Europe. What name is given to people who buy products such as flowers in UK shops? Tick (✓) the correct answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	consumers (1)	1					1

(b) (ii) Outline two ways that are used to transport flowers or food from distant countries, such as Kenya, to the UK.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each with one mark.	by air (1) in bulk (1) refrigerated (1) quickly (1)	2					2

(c) (i) Draw a line of best fit on Graph 4.2.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two marks: One mark for the correct direction of the line One mark if the number of points above the line is equal to the number of points below the line (allow tolerance +/-1).	line must be drawn sloping in a negative direction (1) five points on either side of line (1)				2		2

(c) (ii) Use Graph 4.2 to describe the relationship between GNI and the rate of rainforest destruction.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements, each for one mark.	negative relationship (1) rainforest destruction is highest in the poorest countries (1)			2			2

(c) (iii) UK shoppers have the spending power to buy products from all over the world. Explain why this can have effects on the environment.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				6				6
Use the descriptors below, working upwards from the lowest band.			<p>Responses should demonstrate understanding of the effects of consumerism on the environment. These might include:</p> <ul style="list-style-type: none"> • more 'food' miles which results in a higher carbon footprint; • pollution of the air and sea as products are exported; • extra packaging and the problem of waste disposal in landfill sites. 					
Band	Mark	Descriptor						
3	5-6	Detailed understanding of the effects on the environment. Specific examples are given. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	Understanding of the effects on the environment. Response contains some elaboration. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements show basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(d) 'Environmental management strategies often fail to protect ecosystems.' How far do you agree with this statement in relation to one ecosystem you have studied?			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			Responses must apply their knowledge and understanding to make a judgement about the success of environmental management strategies. Responses may make judgements about the reasons for the success or failure of management strategies such as zoning within National Parks. These failures may be due to a number of factors such as <ul style="list-style-type: none"> • poaching (eg In Kruger national Park), • corruption (eg Virunga National park), • excessive visitor pressure (eg in the Peak District National Park or the Great Barrier Reef Reserve.) 					
Band	Mark	Descriptor						
3	5-6	Judgement is very clearly supported by detailed evidence. Meaning is clear. The response has purpose, is organised and well structured						
2	3-4	An opinion is given. The response applies some evidence to support the answer. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 4

Totals for Question 4	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	4	6	8	6	-	24



GCSE GEOGRAPHY

UNIT 3 FIELDWORK ENQUIRY

SAMPLE ASSESSMENT MATERIALS

Unit 3 has two sections: Section A and Section B.

It is recommended that you spend 1 hour 15 minutes on Section A and 1 hour 15 minutes on Section B.

You must not spend more than 2 hours and 30 minutes to answer both sections of Unit 3

INFORMATION FOR CANDIDATES

You are about to write a report on your fieldwork. Your report will be structured around the questions which you will see when you turn this page over.

You must work independently while you are answering these questions. You may complete your report in hand-written form or by using ICT. If you are working on paper you will need:

- lined paper
- graph paper
- ruler
- protractor
- coloured pencils
- calculator.

You will have access to your fieldwork portfolio while you are writing your report.

Your ability to communicate and organise your ideas will be assessed in questions that are worth 6, 8 or 10 marks.

INSTRUCTIONS TO CANDIDATES

Make sure that you write your name, centre number and candidate number at the beginning of your report.

TURN THIS PAGE OVER TO SEE THE QUESTIONS IN SECTION A

Section A

Answer **all** of the questions.

It is recommended that you spend one hour and fifteen minutes on this Section.

1. This question is about your fieldwork which used **transects**.
- (a) Describe how you selected the sample. You may refer to the selection of the start and end points of your transect, the size of the sample or the type of sampling. [4]
 - (b) Identify the advantages and disadvantages of the sampling that you described in your answer to question 1 (a). [10]
 - (c) Represent primary data, collected using transects, using **one** graphical technique. You must include a table of the primary data as part of your answer. [6]



GCSE GEOGRAPHY

UNIT 3 FIELDWORK ENQUIRY

SAMPLE ASSESSMENT MATERIALS

Unit 3 has two sections: Section A and Section B.

It is recommended that you spend 1 hour 15 minutes on Section A and 1 hour 15 minutes on Section B.

You must not spend more than 2 hours and 30 minutes to answer both sections of Unit 3

INFORMATION FOR CANDIDATES

You are about to write a report on your fieldwork. Your report will be structured around the questions which you will see when you turn this page over.

You must work independently while you are answering these questions. You may complete your report in hand-written form or by using ICT. If you are working on paper you will need:

- lined paper
- graph paper
- ruler
- protractor
- coloured pencils
- calculator.

You will have access to your fieldwork portfolio while you are writing your report.

You may attach up to **five** A4 sized pages of evidence from your fieldwork portfolio to support your answer to Question 1 in Section B.

Your ability to communicate and organise your ideas will be assessed in questions that are worth 6, 8 or 10 marks. Your ability to use specialist language, spell, punctuate and use grammar accurately will be assessed in your answer to Question 2 in Section B.

INSTRUCTIONS TO CANDIDATES

Make sure that you write your name, centre number and candidate number at the beginning of your report.

TURN THIS PAGE OVER TO SEE THE QUESTIONS IN SECTION B

Section B

Answer **all** of the questions.

It is recommended that you spend one hour and fifteen minutes on this Section.

1. This question is about your fieldwork which investigated the **concept of inequality**.
- (a) Explain why it is important to collect data from a number of different places if you want to investigate **patterns** of inequality. [4]
- (b) What conclusions can you draw from your own fieldwork into inequality?

*You may support your answer by using up to **five** pages of evidence from your fieldwork portfolio.* [6]

2. Fieldwork should be used to test wider geographical patterns and concepts. However, the results of fieldwork do not always match typical or predicted outcomes.

To what extent did the results of your own fieldwork help to explain wider geographical patterns and concepts?

*You should refer to **both** fieldwork experiences when answering this question.* [10]

The accuracy of your writing will be assessed in your answer to this question. [4]

UNIT 3 – MARKSCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1 Positive marking

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

GCSE Geography marking schemes are presented in a common format as shown below:

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to two valid statements based on map evidence. Credit accurate use of compass points max 1. Credit accurate use of scale line max 1.	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)				2		2

This box contains the sub-question.

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

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

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiners' conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under banded mark schemes Stage 2.

2 Tick marking

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

3 Banded mark schemes

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

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

4 Assessing Writing

The quality of writing is assessed through two separate strands:

- (i) Communicating and organising
- (ii) Writing accurately

- (i) **Communicating and organising** is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

Meaning: to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

Purpose: the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

Structure: well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

- (ii) **Writing accurately** takes into account the candidate's use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

SECTION A

<p>1 This question is about your fieldwork which used transects. (a) Describe how you selected the sample. You may refer to the selection of the start and end points of your transect, the size of the sample or the type of sampling.</p>			AO1.1	AO1.2	AO2	AO3	Total															
<p>Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>The response provides a clear and detailed description of a suitable sampling strategy for that could be reliably replicated.</td> </tr> <tr> <td>2</td> <td>2-3</td> <td>The response provides a clear description of a suitable sampling strategy.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Simple statements indicate a sampling method.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p>Responses should refer to sampling strategies along a transect. Responses may focus on the selection of sample intervals (e.g. the use of random or systematic strategies). Equally valid are those responses that describe how sample size or sample location were chosen (e.g. the use of opportunistic sampling to select start and end points of the transect). The response may refer to any context such as a transect through a sand dune, through an urban area or across a river channel.</p>			Band	Marks	Descriptor	3	4	The response provides a clear and detailed description of a suitable sampling strategy for that could be reliably replicated.	2	2-3	The response provides a clear description of a suitable sampling strategy.	1	1	Simple statements indicate a sampling method.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.				4	4
Band	Marks	Descriptor																				
3	4	The response provides a clear and detailed description of a suitable sampling strategy for that could be reliably replicated.																				
2	2-3	The response provides a clear description of a suitable sampling strategy.																				
1	1	Simple statements indicate a sampling method.																				
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																				

1 (b) Identify the advantages and disadvantages of the sampling that you described in your answer to question 1 (a).			AO1.1	AO1.2	AO2	AO3	Total
Use the descriptors below, working upwards from the lowest band.					10		10
Band	Marks	Descriptor					
3	8-10	The response provides a clear and detailed description of advantages and disadvantages which is illustrated from the candidate's own fieldwork. Meaning is clear. The response has purpose, is organised and well structured.					
2	4-7	Elaborated statements which describe advantages / disadvantages and which use illustrations from the candidate's own fieldwork. Meaning is generally clear. The response is structured.					
1	1-3	Simple statements based on general advantages / disadvantages but which may not be specific to the use of transects. Meaning may lack clarity in parts. Statements are linked by a basic structure.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					
Responses may consider issues of validity, accuracy or reliability. Evidence of the candidate's own experience of using transects must be evident to award band 2 or above.							

1 (c) Represent primary data, collected using transects, using one graphical technique. You must include a table of the primary data as part of your answer.			AO1.1	AO1.2	AO2	AO3	Total
Use the descriptors below, working upwards from the lowest band.						6	6
Band	Marks	Descriptor					
3	5-6	Data is accurately and unambiguously recorded in a table. The response effectively and accurately uses one appropriate numerical, statistical, cartographic or graphical technique. The technique is effectively and accurately adapted to suit the data.					
2	3-4	Data is clearly recorded in a table. The response uses one appropriate numerical, statistical, cartographic or graphical technique with reasonable accuracy. The technique is adapted with some accuracy and clarity.					
1	1-2	Data is recorded in a table. The response uses one numerical, statistical, cartographic or graphical technique with limited accuracy.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					
Responses will need to be appropriate to the data set chosen to enter Band 2 or above. Effective and accurate adaptation of the technique (with suitable labels, key, scale etc. where appropriate) will be required to enter Band 3.							

End of Section A

SECTION B

1 This question is about fieldwork which investigated the concept of inequality . (a) Explain why it is important to collect data from a number of different places if you want to investigate patterns of inequality.			AO1.1	AO1.2	AO2	AO3	Total
Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.				4			4
Band	Marks	Descriptor					
3	4	The response demonstrates clear understanding of the concept of spatial patterns of inequality. One or more reasons are elaborated.					
2	2-3	The response demonstrates understanding of the concept of spatial patterns of inequality. One or more reasons are outlined.					
1	1	Simple statements demonstrate limited understanding of the concept.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

<p>1 (b) What conclusions can you draw from your own fieldwork into inequality? <i>You may support your answer by using up to five pages of evidence from your fieldwork portfolio.</i></p>			AO1.1	AO1.2	AO2	AO3	Total															
<p>Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td> <p>Accurate and elaborated conclusion(s) are developed which demonstrate clear understanding of the concept of inequality. Conclusions are substantiated by direct reference to evidence in the fieldwork portfolio.</p> <p>Meaning is clear. The response has purpose, is organised and well structured.</p> </td> </tr> <tr> <td>2</td> <td>3-4</td> <td> <p>Elaborated conclusion(s) demonstrate understanding of the concept of inequality. Valid statements take into account evidence from the fieldwork portfolio.</p> <p>Meaning is generally clear. The response is structured.</p> </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>Simple statements demonstrate limited understanding of the concept of inequality. Statements may not be substantiated evidence in the fieldwork portfolio.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Marks	Descriptor	3	5-6	<p>Accurate and elaborated conclusion(s) are developed which demonstrate clear understanding of the concept of inequality. Conclusions are substantiated by direct reference to evidence in the fieldwork portfolio.</p> <p>Meaning is clear. The response has purpose, is organised and well structured.</p>	2	3-4	<p>Elaborated conclusion(s) demonstrate understanding of the concept of inequality. Valid statements take into account evidence from the fieldwork portfolio.</p> <p>Meaning is generally clear. The response is structured.</p>	1	1-2	<p>Simple statements demonstrate limited understanding of the concept of inequality. Statements may not be substantiated evidence in the fieldwork portfolio.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>		0	Award 0 marks if the answer is incorrect or wholly irrelevant.		6			6
Band	Marks	Descriptor																				
3	5-6	<p>Accurate and elaborated conclusion(s) are developed which demonstrate clear understanding of the concept of inequality. Conclusions are substantiated by direct reference to evidence in the fieldwork portfolio.</p> <p>Meaning is clear. The response has purpose, is organised and well structured.</p>																				
2	3-4	<p>Elaborated conclusion(s) demonstrate understanding of the concept of inequality. Valid statements take into account evidence from the fieldwork portfolio.</p> <p>Meaning is generally clear. The response is structured.</p>																				
1	1-2	<p>Simple statements demonstrate limited understanding of the concept of inequality. Statements may not be substantiated evidence in the fieldwork portfolio.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>																				
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																				

2 Fieldwork should be used to test wider geographical patterns and concepts. However, the results of fieldwork do not always match typical or predicted outcomes. To what extent did the results of your own fieldwork help to explain wider geographical patterns and concepts?			AO1.1	AO1.2	AO2	AO3	Accuracy	Total																		
					10		4	14																		
Use the descriptors below, working upwards from the lowest band.			Responses should offer an evaluation of the extent to which the fieldwork confirmed geographical concepts or patterns. For example, urban models usually predict that the highest standards of living are found in suburban rather than inner urban areas. The response should evaluate the extent to which these predictions were met.																							
<table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9-10</td> <td> <p>The response effectively evaluates the extent to which the fieldwork helped to explain wider geographical concepts and patterns and offers valid explanations for any similarities/differences between the observations and predictions.</p> <p>The response offers a sophisticated judgement about whether the fieldwork location is typical or atypical and offers a clear and substantiated justification for this judgement.</p> <p>Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</p> </td> </tr> <tr> <td>3</td> <td>6-8</td> <td> <p>The response evaluates the extent to which the fieldwork helped to explain wider geographical concepts and/or patterns and offers explanations for any similarities/differences between the observations and predictions.</p> <p>The response offers a sound judgement about whether the fieldwork location is typical or atypical and offers a justification for this judgement.</p> <p>Meaning is clear. The response has purpose, is organised and well structured.</p> </td> </tr> <tr> <td>2</td> <td>3-5</td> <td> <p>The response links the investigation to wider geographical concepts and/or patterns: the account may not be balanced. Simple explanations for any similarities/differences are suggested.</p> <p>The response makes a statement about whether the fieldwork location is typical or atypical and offers simple reasons.</p> <p>Meaning is generally clear. The response is structured.</p> </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>Attempts to link their investigation to wider geographical concepts/patterns in an account that is descriptive.</p> <p>Statements are made about the fieldwork location that demonstrate basic understanding of the concept of typicality.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Mark	Descriptor	4	9-10	<p>The response effectively evaluates the extent to which the fieldwork helped to explain wider geographical concepts and patterns and offers valid explanations for any similarities/differences between the observations and predictions.</p> <p>The response offers a sophisticated judgement about whether the fieldwork location is typical or atypical and offers a clear and substantiated justification for this judgement.</p> <p>Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</p>	3	6-8	<p>The response evaluates the extent to which the fieldwork helped to explain wider geographical concepts and/or patterns and offers explanations for any similarities/differences between the observations and predictions.</p> <p>The response offers a sound judgement about whether the fieldwork location is typical or atypical and offers a justification for this judgement.</p> <p>Meaning is clear. The response has purpose, is organised and well structured.</p>	2	3-5	<p>The response links the investigation to wider geographical concepts and/or patterns: the account may not be balanced. Simple explanations for any similarities/differences are suggested.</p> <p>The response makes a statement about whether the fieldwork location is typical or atypical and offers simple reasons.</p> <p>Meaning is generally clear. The response is structured.</p>	1	1-2	<p>Attempts to link their investigation to wider geographical concepts/patterns in an account that is descriptive.</p> <p>Statements are made about the fieldwork location that demonstrate basic understanding of the concept of typicality.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	Evidence of the candidate's own experience of using transects and investigating inequality must be evident to award band 2 or above.					
Band	Mark	Descriptor																								
4	9-10	<p>The response effectively evaluates the extent to which the fieldwork helped to explain wider geographical concepts and patterns and offers valid explanations for any similarities/differences between the observations and predictions.</p> <p>The response offers a sophisticated judgement about whether the fieldwork location is typical or atypical and offers a clear and substantiated justification for this judgement.</p> <p>Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</p>																								
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	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																								

After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 4).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

Band	Marks	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

End of Section B