



**For teaching from 2009
For awards from 2011**

GEOGRAPHY Specification A

SPECIMEN ASSESSMENT MATERIALS

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Candidate Name	Centre name					Candidate Number				
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General Certificate of Secondary Education

GEOGRAPHY

FOUNDATION TIER (Grades G-C)

UNIT 1 Core Geography

SPECIMEN PAPER SUMMER 2011

(1 hour 45 minutes)

INSTRUCTIONS TO CANDIDATES

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

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

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

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

Answer **all** Questions

Section A – The Physical World

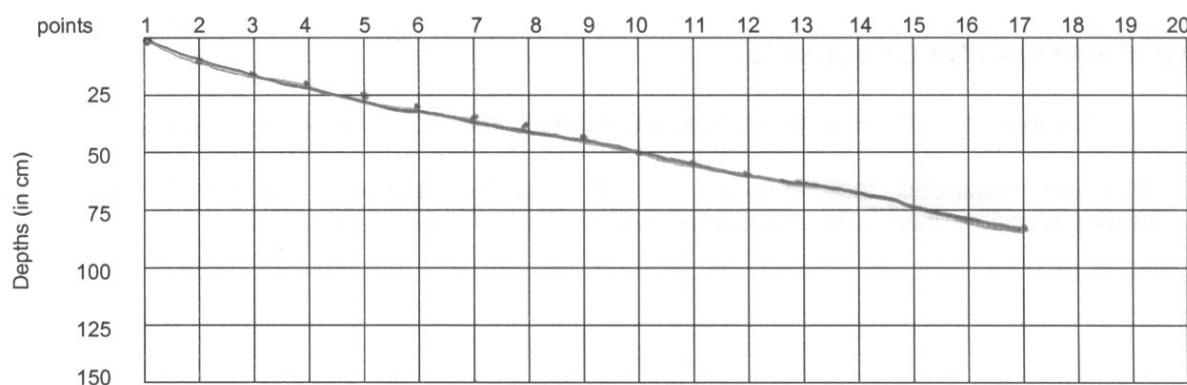
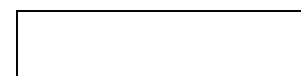
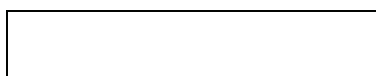
Theme 1 Water

1. (a) Study the photograph of a meander and the fieldwork data below.



Point	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Depth (cm)	0	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

- (i) Use the data from the table above to complete points 18, 19 and 20 on the cross section of the meander. [2]



- (ii) Complete the text boxes above the cross section with the correct labels from the list below. [1]

river cliff; slip-off slope; meander.

- (iii) Use the photograph and the cross section to complete the following passage by underlining the correct answer from each pair of words. [3]

The steeper bank is called the *river cliff/slip off slope* and this is found on the *inside/outside* bend of the meander where the river is *shallowest/deepest*.

The river flows *slowest/fastest* and this leads to *erosion/deposition*.

- (b) Study the photograph below which shows flooding at Upton-upon-Severn in Worcestershire in July 2007.



Use the photograph to describe the effects of flooding on people and the area. [4]

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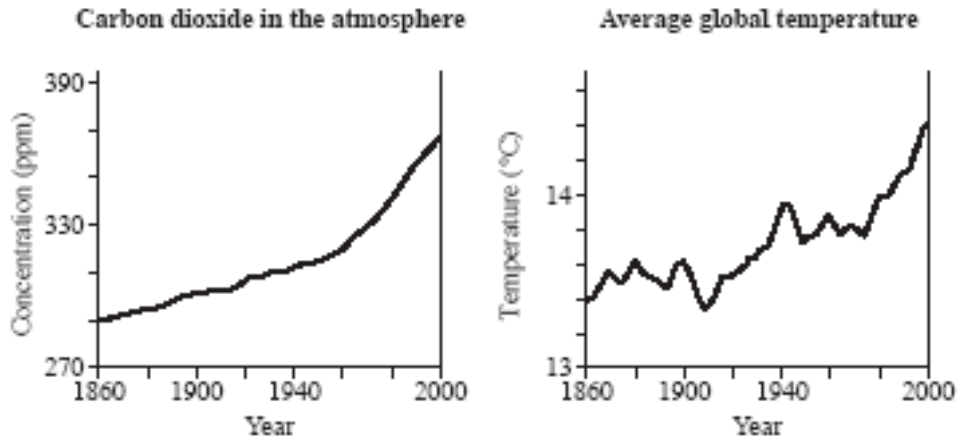
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Theme 2 Climate Change

2. (a) Study the graphs below.



(i) Describe the trend for carbon dioxide in the atmosphere between 1860 and 2000. [2]

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(ii) Compare the trend for carbon dioxide with that for average global temperature. [2]

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(iii) Describe **one** way in which human actions may cause global temperatures to rise. [2]

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- (b) Study the map below. Most effects of climate change are likely to be harmful but there may be some benefits.



■ Areas less than 5 metres above present-day mean sea level, liable to flooding

- (i) What is the possible, harmful effect of climate change shown on the map? [1]

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- (ii) Explain how the two positive effects of climate change listed below could be of benefit for the UK. [3]

1. Mediterranean Summers

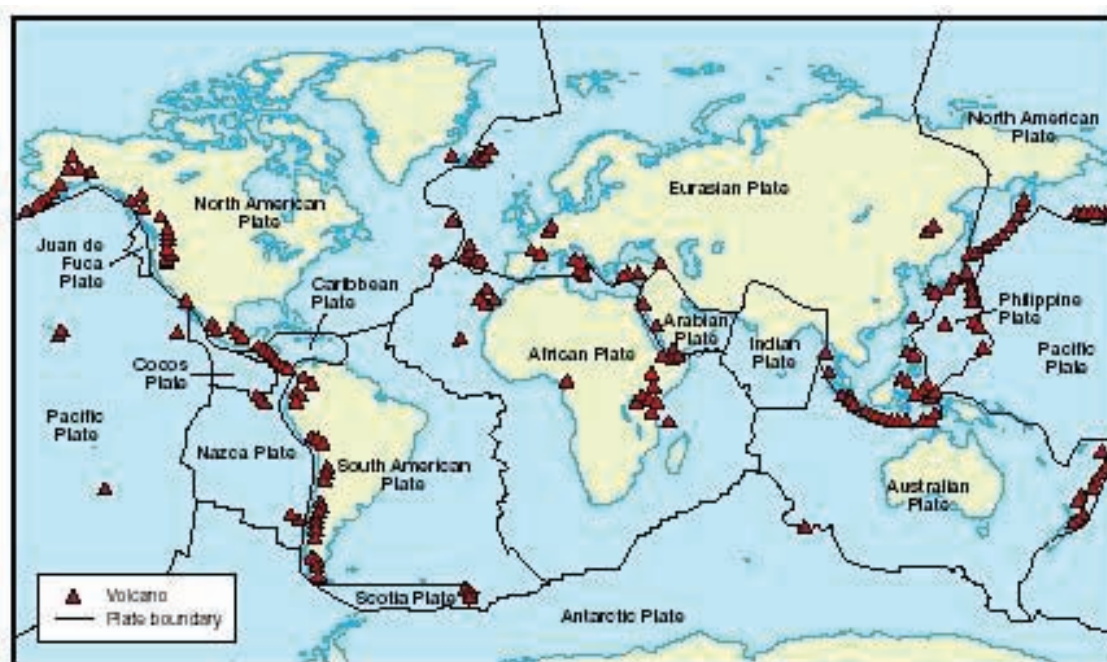
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2. Different plants will grow

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Theme 3: Living in an Active Zone

3. (a) Study the map below which shows the world's tectonic plates.

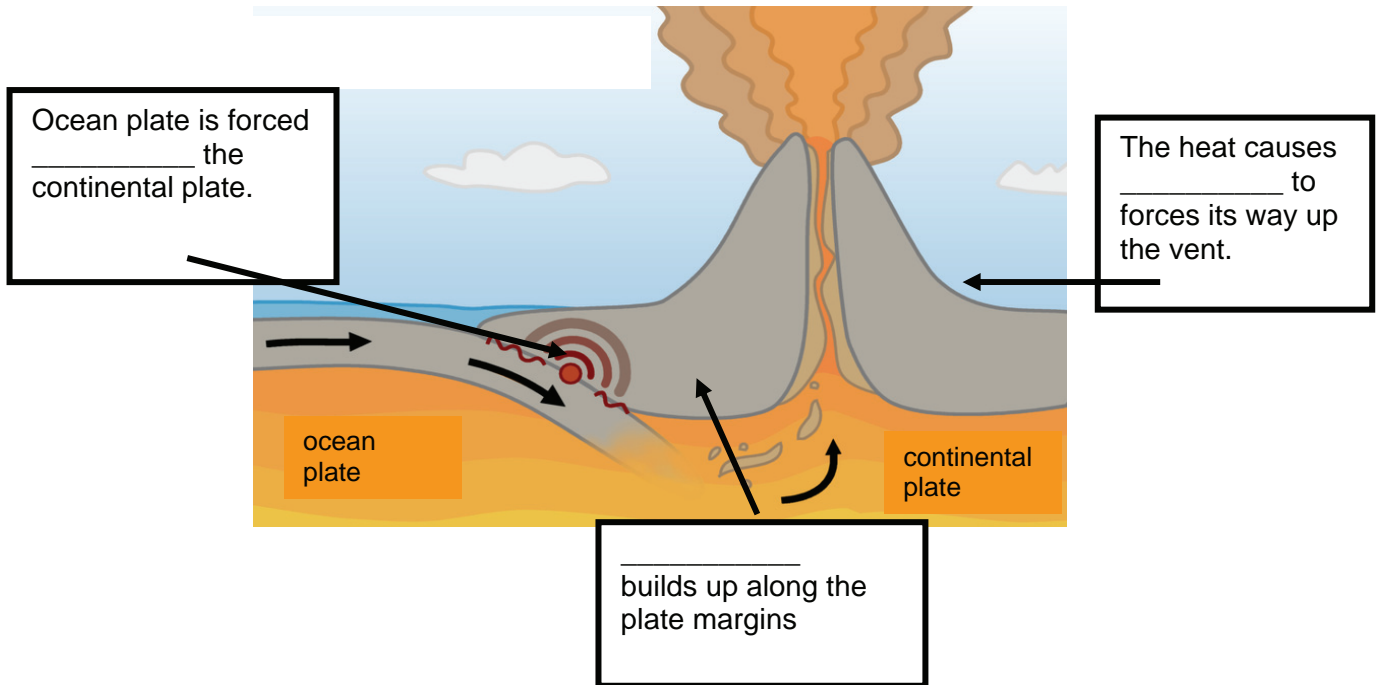


- (i) Tick (✓) the boxes below to indicate whether the statements are true or false. [4]

	True	False
Volcanoes are mostly found at the edges of the tectonic plates.	<input type="checkbox"/>	<input type="checkbox"/>
There are no volcanoes on the African Plate.	<input type="checkbox"/>	<input type="checkbox"/>
The Juan de Fuca plate is one of the largest tectonic plates.	<input type="checkbox"/>	<input type="checkbox"/>
The British Isles are located on the Eurasian Plate.	<input type="checkbox"/>	<input type="checkbox"/>

- (ii) Volcanoes may erupt along a plate margin. Complete the diagram below using words from the following list: [3]

below; lava; magma; pressure; above; cooling.



- (b) The photographs below show two different types of volcanic eruptions.



- (i) Describe how these eruptions would affect people who live near volcanoes. [3]

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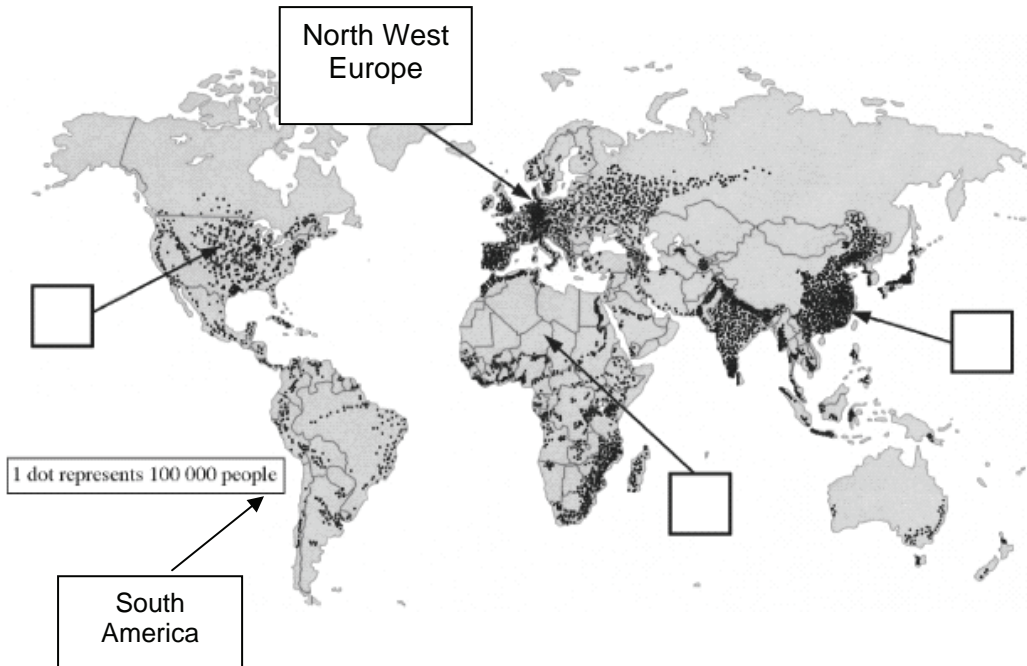
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Answer all questions

Section B - A Global World

Theme 4 – Changing Populations

4. (a) Study the map of world population distribution below.



- (i) Write the letter A to show sparse population from the table below in the correct box on the map. [1]

- (ii) Give a reason why you chose this box. [1]

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- (iii) Describe the distribution of population in South America. [2]

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- (iv) North West Europe is densely populated. Two reasons for this are given below. For **each** reason, explain why it can lead to a dense population.

1. Lots of industries. [4]

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2. Plenty of rain with mild temperatures.

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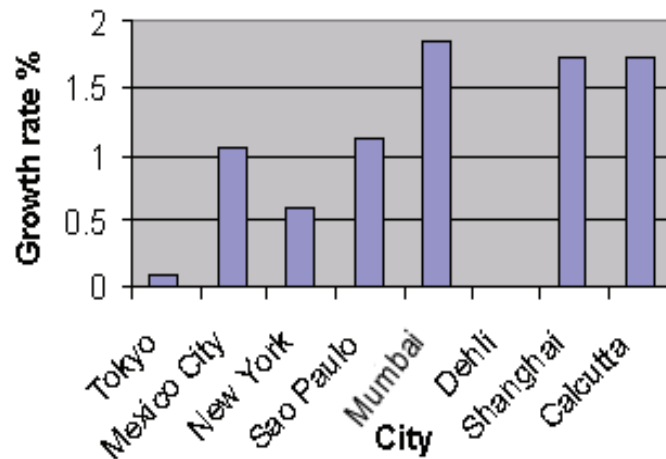
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(b) In Less Economically Developed Countries (LEDCs) many cities are growing rapidly.

(i) Complete the graph below for Delhi with a growth rate of 1.9%. [1]

Graph showing projected growth rate of the world's leading cities 2005 – 2015

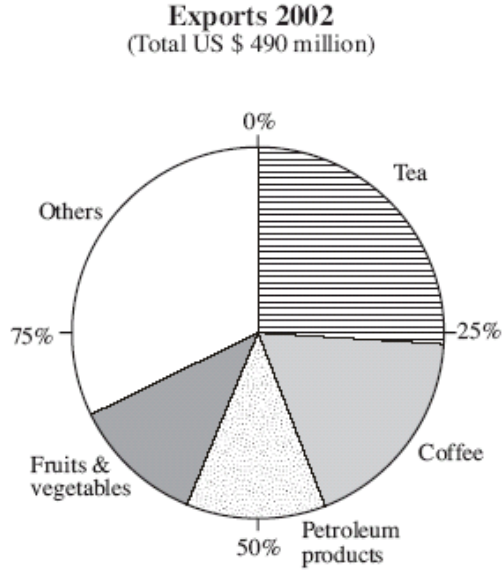


(ii) Which city has the highest growth rate? [1]

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Theme 5 - Interdependence

5. (a) Study the pie chart below showing Kenya's exports.



- (i) What are Kenya's two main exports? [1]

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- (ii) What percentage of Kenya's exports do these two products together account for? Underline the correct answer. [1]

26%; 44%; 66%; 84%.

- (iii) Choose from the following list of words to fill in the spaces: [3]

secondary; farms; LEDCs; primary; MEDCs factories.

Most of Kenya's exports are _____ products. Over half of these products are grown on _____ and are exported mainly to _____.

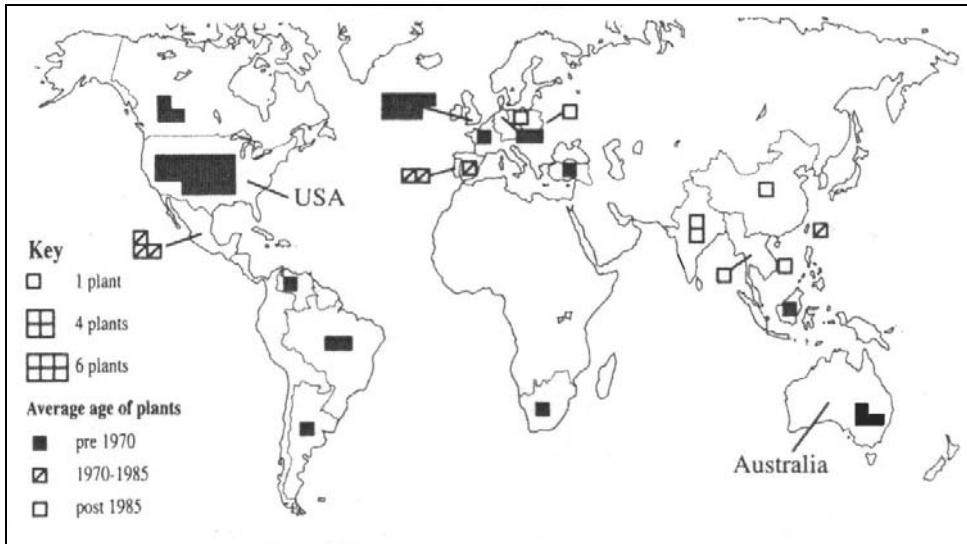
- (iv) Describe **one** disadvantage for Kenya of relying on farm produce as its major exports. [2]

.....

(b)

The development of transnational companies (TNCs) has increased the interdependence of MEDCs and LEDCs.

Study the map below showing the development of the Ford Motor company which is located in 23 countries.



(i) How many manufacturing plants does Ford have in Australia? [1]

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(ii) Use the map to describe the growth of Ford since 1970. [2]

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(c) Transnational companies have grown up in different countries around the world. Explain how this aspect of globalisation has benefited these countries. [5]

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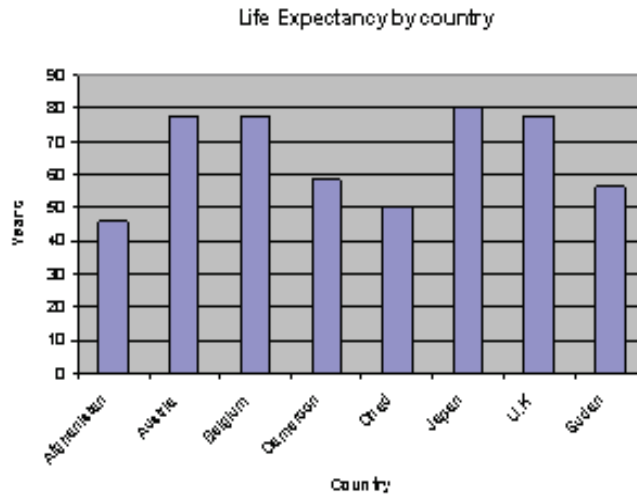
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Theme 6 – Development

6. (a) Study the bar graph below.



(i) What is the life expectancy in Japan? [1]

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(ii) Describe the pattern of life expectancy shown on the graph. [3]

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(iii) Why is life expectancy higher in countries such as Japan and the UK? [3]

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Candidate Name	Centre name					Candidate Number				
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General Certificate of Secondary Education

GEOGRAPHY

HIGHER TIER (Grades A*- D)

UNIT 1 Core Geography

SPECIMEN PAPER SUMMER 2011

(1 hour 45 minutes)

INSTRUCTIONS TO CANDIDATES

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Answer **all** questions.

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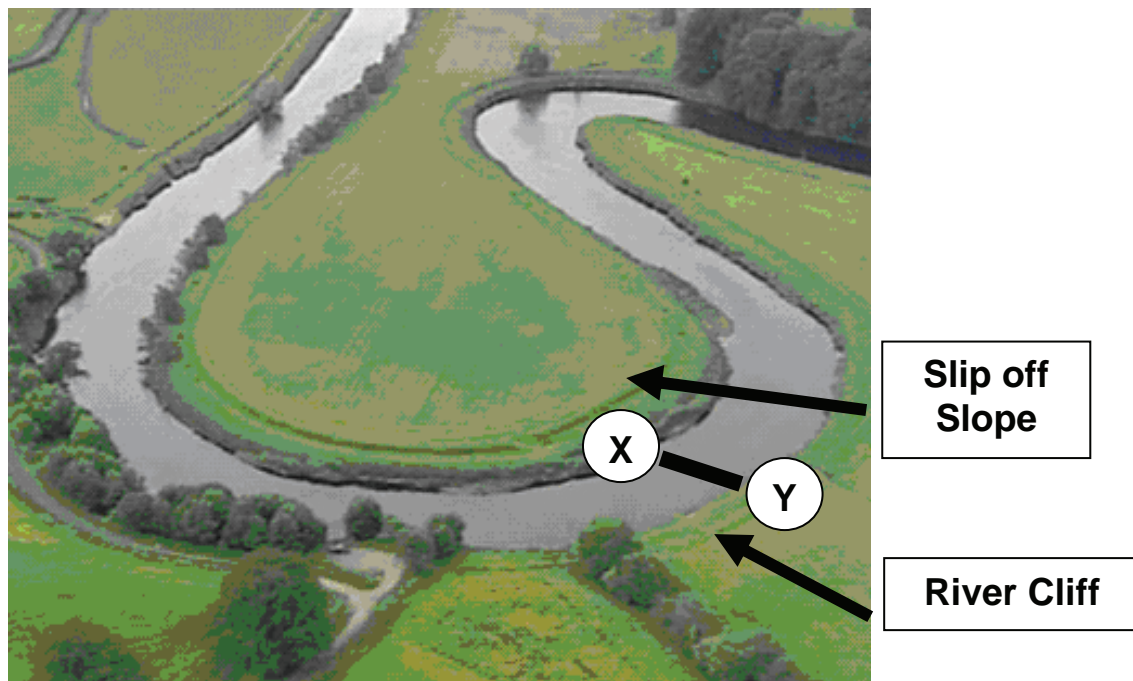
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Section A – The Physical World

Answer **all** questions

Theme 1 Water

1. (a) Study the photograph below.

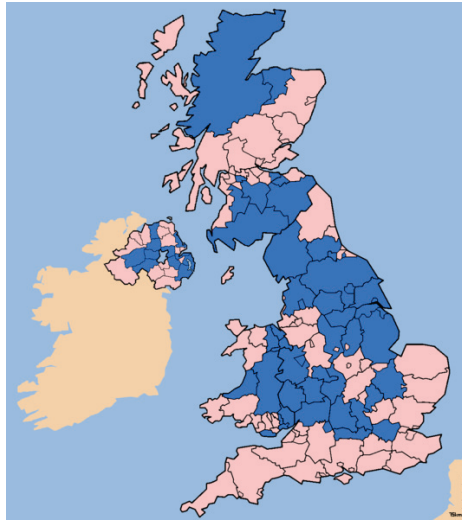


- (i) Use the frame below to draw a sketch cross section from X to Y through the meander as shown in the photograph. [2]



- (ii) On your completed cross section label the following: [1]
1. an area where deposition is most likely to occur;
 2. an area where erosion is most likely to occur;

(b) Large areas of the UK were affected by flood damage in July 2007 as shown on the map below.



Describe the pattern shown.

[2]

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- (c) Study the photograph below which shows flooding in Upton-upon-Severn in Worcestershire in July 2007.



Describe **one** short term and **one** long term effect of the floods on people who live in this area. [4]

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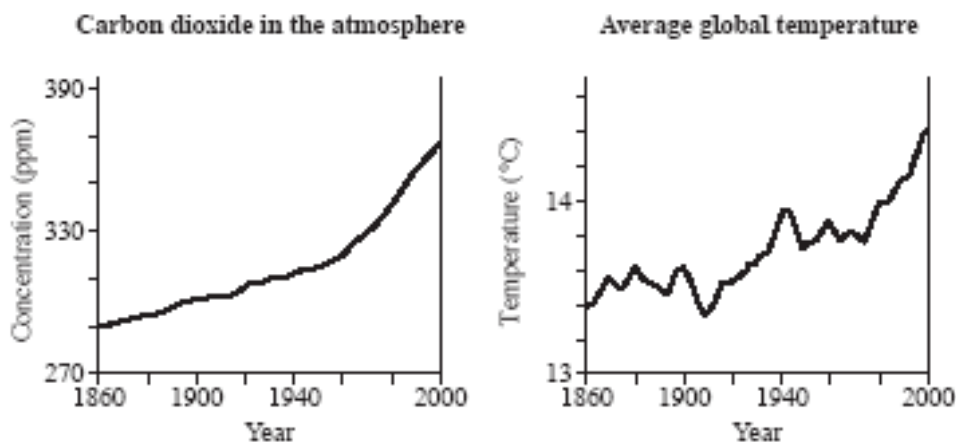
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Theme 2 Climate Change

2. (a) Study the graphs below



(i) Compare the trends for carbon dioxide in the atmosphere with average global temperatures between 1860 and 2000. [3]

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(ii) Suggest a reason for any variations between the two graphs. [2]

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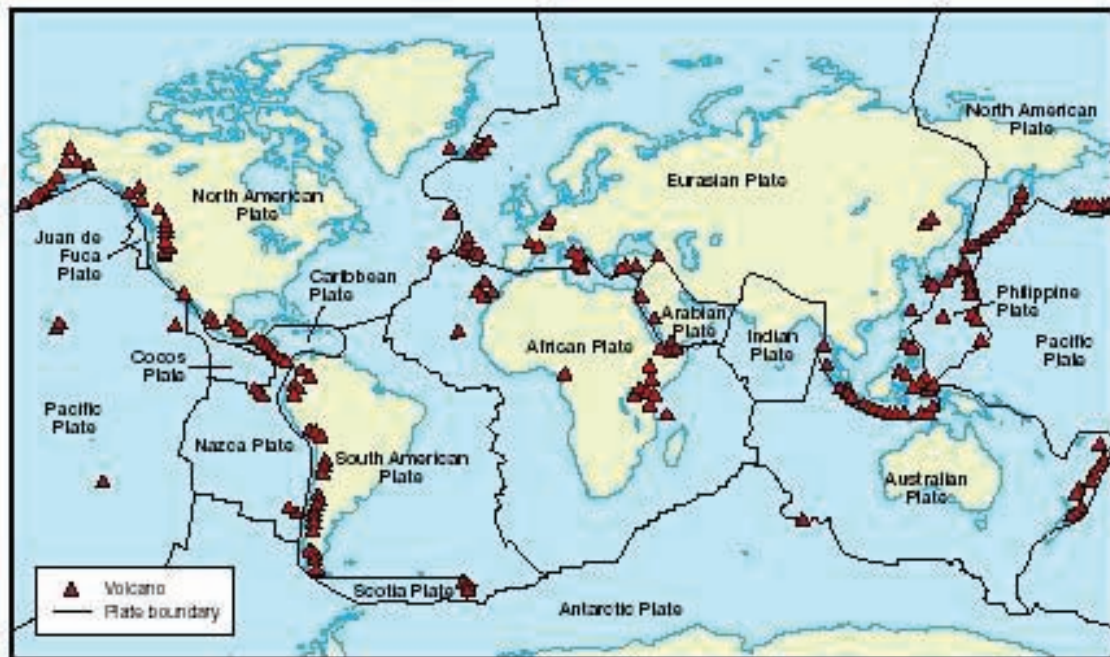
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Theme 3 Living in an Active Zone

3. (a) Study the map below which shows the world's tectonic plates:



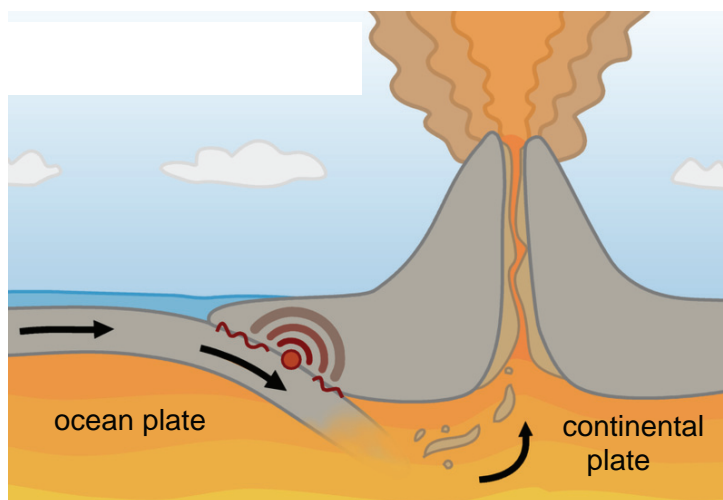
(i) Describe the position of the British Isles in relation to the tectonic plates. [1]

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(ii) Describe fully the pattern of features of the earth's crust shown on the map. [4]

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- (ii) The plate margin between the Nazca plate and the South American Plate is *destructive*. Annotate the diagram to explain how volcanic eruptions occur along such plate margins [2]



- (b) (i) The photograph below shows a pyroclastic flow. Explain how people living close to such a volcano may be affected by these flows. [2]



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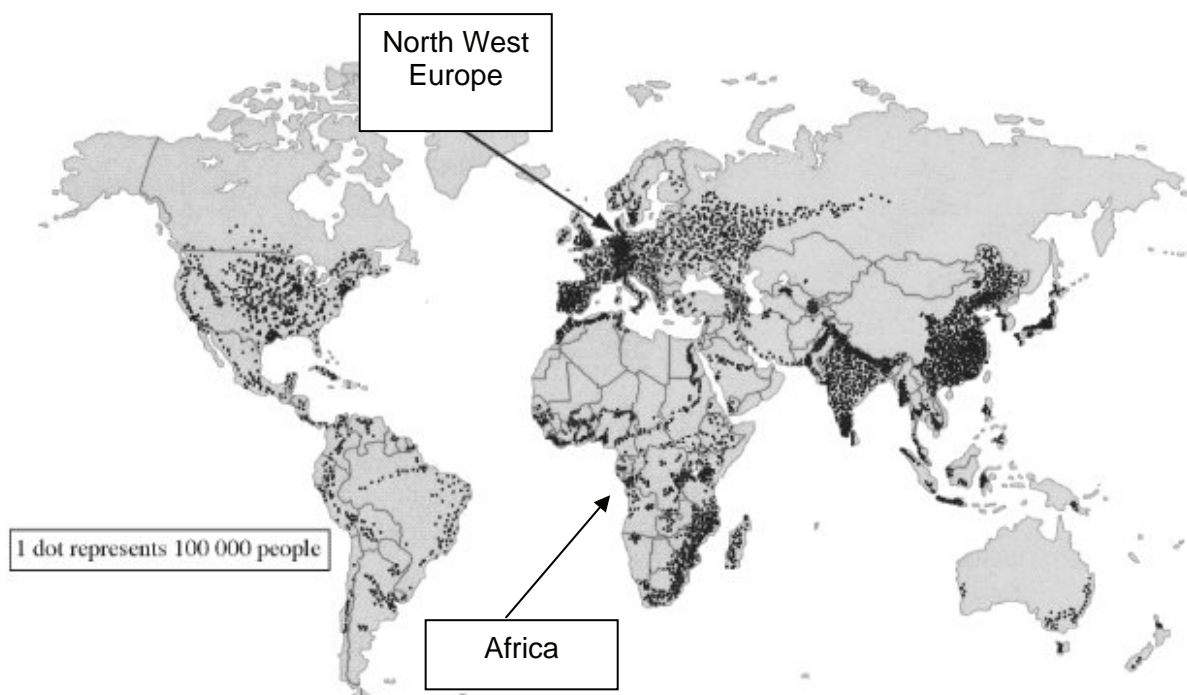
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Section B - A Global World

Answer all questions

Theme 4 – Changing Populations

4. (a) Study the map below.



- (i) How does the map indicate that there is high *population density* in North West Europe? [1]

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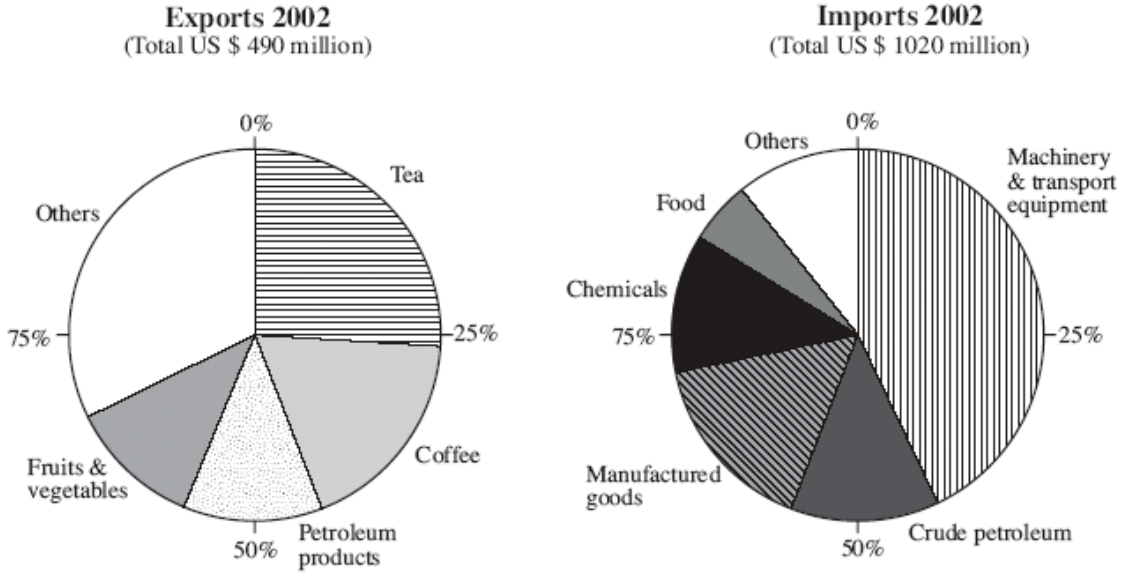
- (ii) Describe the distribution of population within the continent of Africa. [2]

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Theme 5 - Interdependence

5. (a) Study the pie charts below.

Kenya's Trade



(i) What percentage of Kenya's exports are made up of tea? [1]

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(ii) Describe the main difference in the nature of Kenya's imports and exports. [2]

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(iii) Explain the disadvantages, for Kenya, of relying on tea and coffee as major exports. [3]

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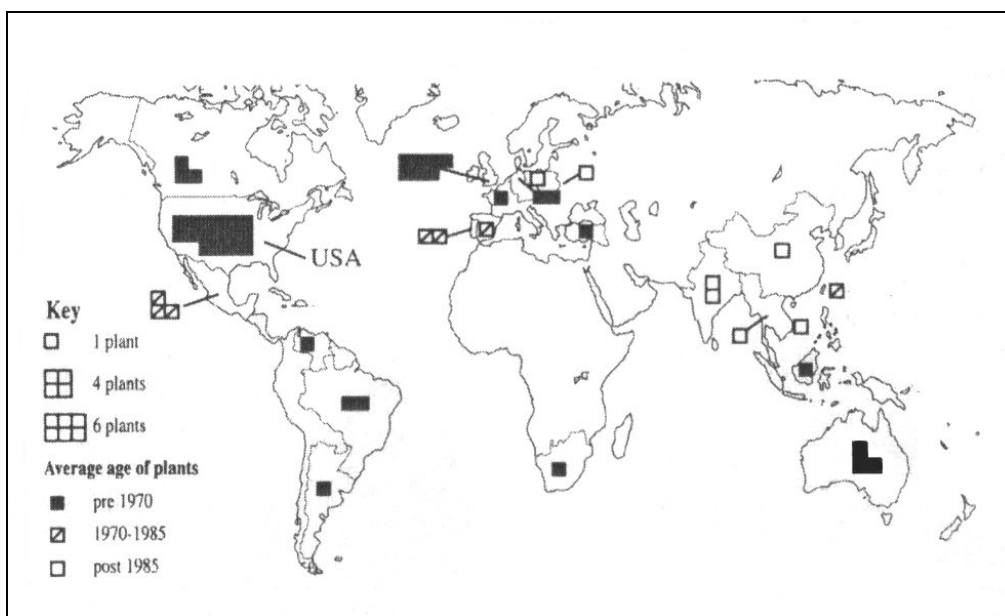
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(b)

The development of transnational companies (TNCs) has increased the interdependence of MEDCs and LEDCs.

Study the map below showing the growth of the Ford Motor Company in 23 countries and on six continents.



(i) Use the map above to describe changes in the global pattern of growth of Ford since 1970. [3]

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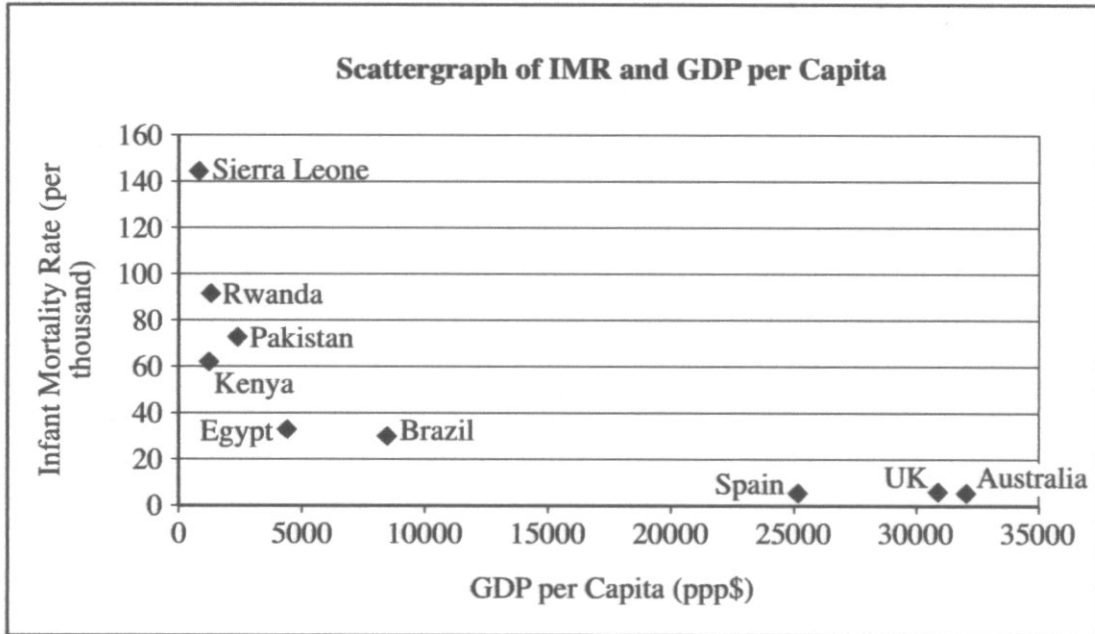
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Theme 6 - Development

6. (a) Study the scatter graph below.



(i) What is the infant mortality rate in Brazil? [1]
 rate per thousand.

(ii) Complete the graph by plotting the following data for Malaysia. [1]

I.M.R. (per thousand)	GDP per capita (ppp\$)
18	10000

(iii) Describe the correlation shown by the graph. [2]

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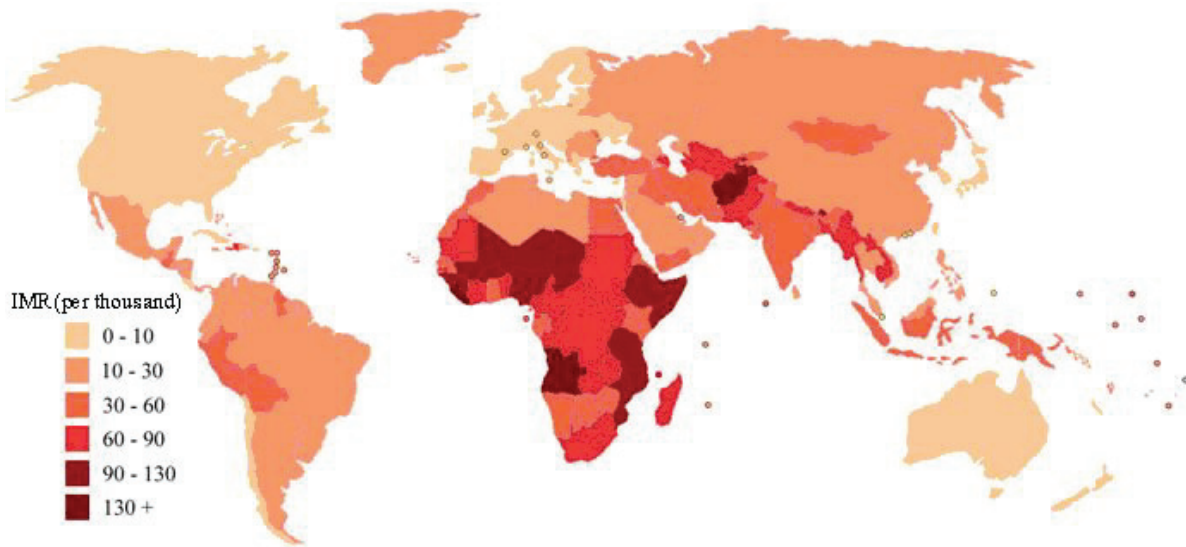
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(b) Study the map below which shows infant mortality rates.



(i) Compare the infant mortality rates in Africa and Europe. [2]

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(ii) Explain why the infant mortality rates are so different. [3]

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Candidate Name	Centre name					Candidate Number				
						0				



General Certificate of Secondary Education

GEOGRAPHY

FOUNDATION TIER (Grades C - G)

UNIT 2 Options Geography

SPECIMEN PAPER SUMMER 2011

(1 hour 45 minutes)

INSTRUCTIONS TO CANDIDATES

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

Answer **three** questions, **one** from Section A, **one** from Section B and **one other**.

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Answer **three** questions, **one** from Section A, **one** from Section B and **one other**.

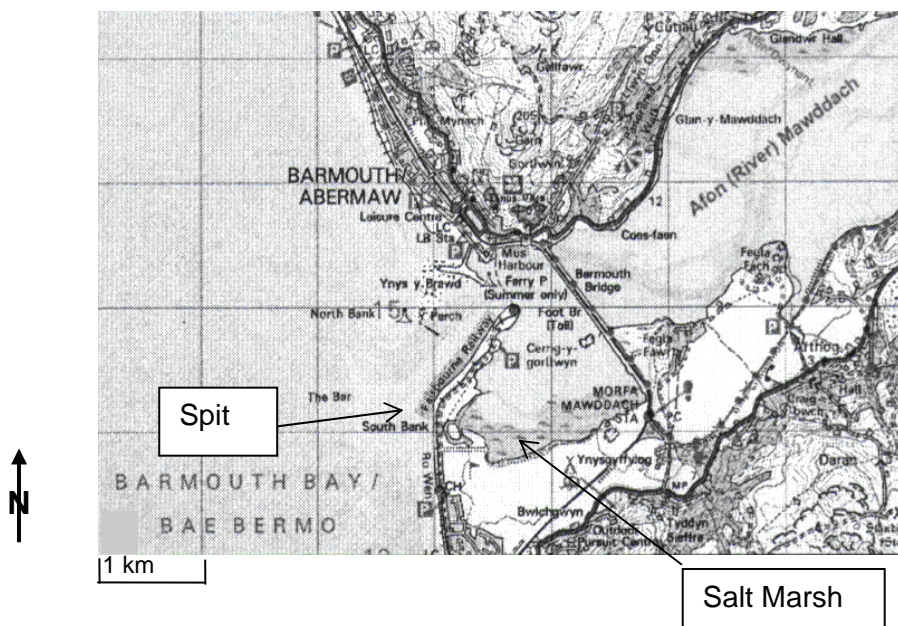
Foundation Tier

Answer **three** questions **one** from each section and **one other**

Section A – Physical Options

Option 1: Our Changing Coastline

1. Study the OS map and photograph below which shows an area of coastline in Wales.



- (a) (i) Name River X shown on the photograph. [1]

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- (ii) Name town Y shown on the photograph. [1]

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- (iii) The spit shown on the map has been formed by the process of *longshore drift*. State the general direction in which this longshore drift is occurring. [1]

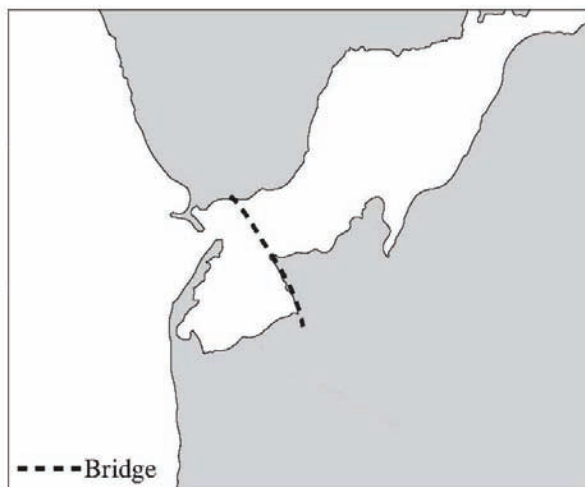
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- (iv) Use the words from the list below to complete the following paragraph: [3]

material; swash; waves; backwash; wind;

Movement of sand and shingle along this coast is called longshore drift. This is caused by the _____ blowing onshore at an angle. Therefore the wave direction up the beach or _____ is also at an angle. The backwash, or movement down the beach, drags _____ straight down the beach.

- (b) (i) A spit has developed on this coast, as shown on the map and photograph. Use the sketch below to help you describe and explain its formation. [4]



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- (ii) Landforms affect the lives of people living along coasts. Using the map and photograph to help you describe the effects of this coastline on people's lives. [4]

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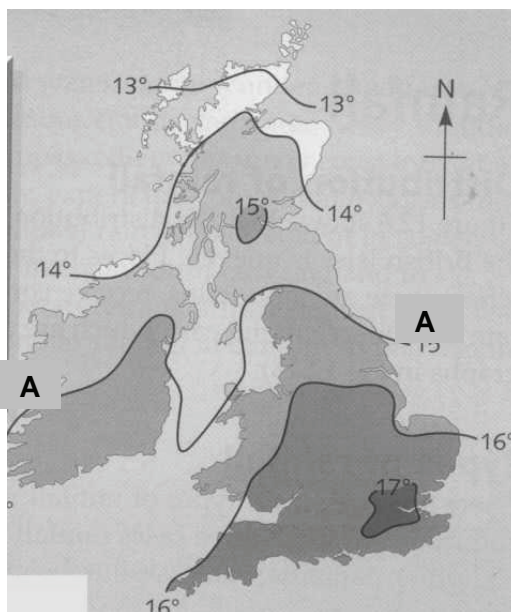
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Option 2 - Weather and Climate

(a) Study the map below.

NB Re-draw without shading as a black and white line map



Britain's Temperatures in July

(i) Give the temperature for Isotherm A. [1]

.....° C

(ii) Complete the following sentence choosing from the words below. [2]

winter; decrease; increase; summer; south; north.

The map shows that temperatures in Britain in generally
..... towards the

(iii) List **three** reasons why temperatures can vary from place to place. [3]

1

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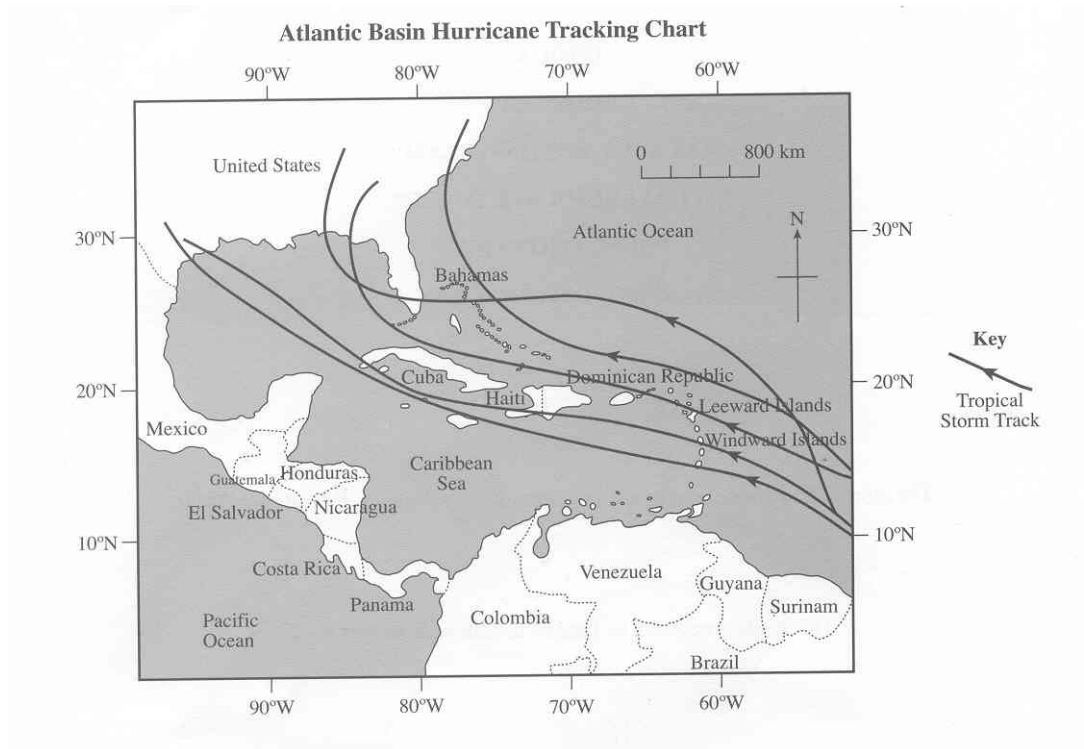
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(b) Study the map below.



Describe fully the general pattern of tropical storm tracks in the Atlantic Ocean. [4]

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- (c) Using an example you have studied, describe how people have been affected by a tropical cyclone. [4]

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- (d) Describe and explain how the following **two** strategies may help a government to manage a tropical storm so that it causes fewer problems for the people in that country. [6]
Refer to examples you have studied.

1. Predicting when the storm will happen.

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2. Having strict building laws.

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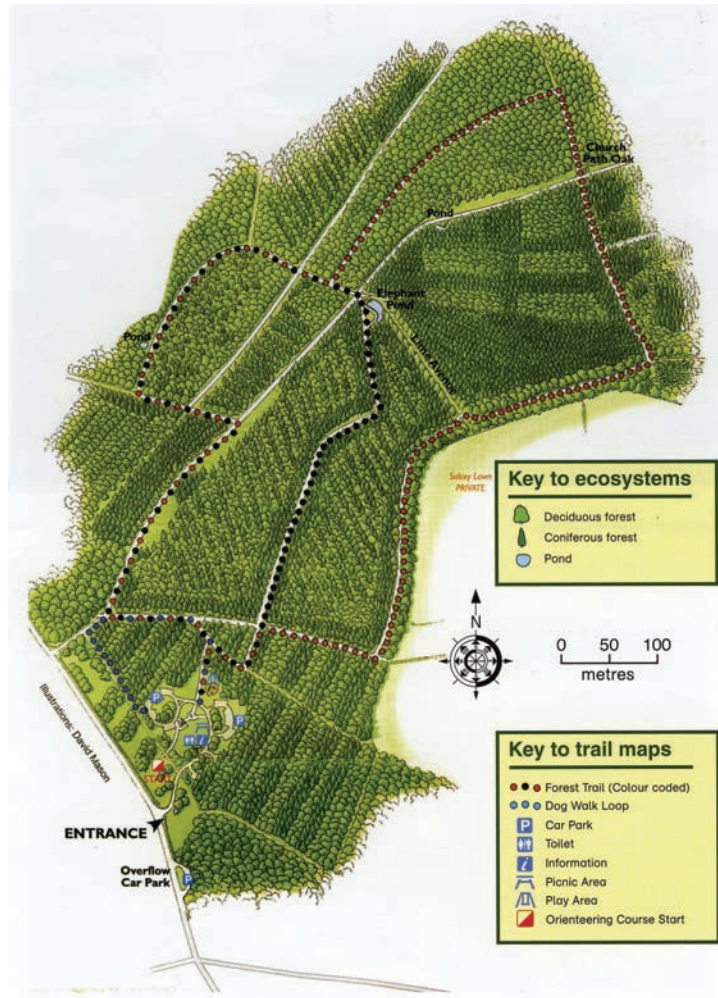
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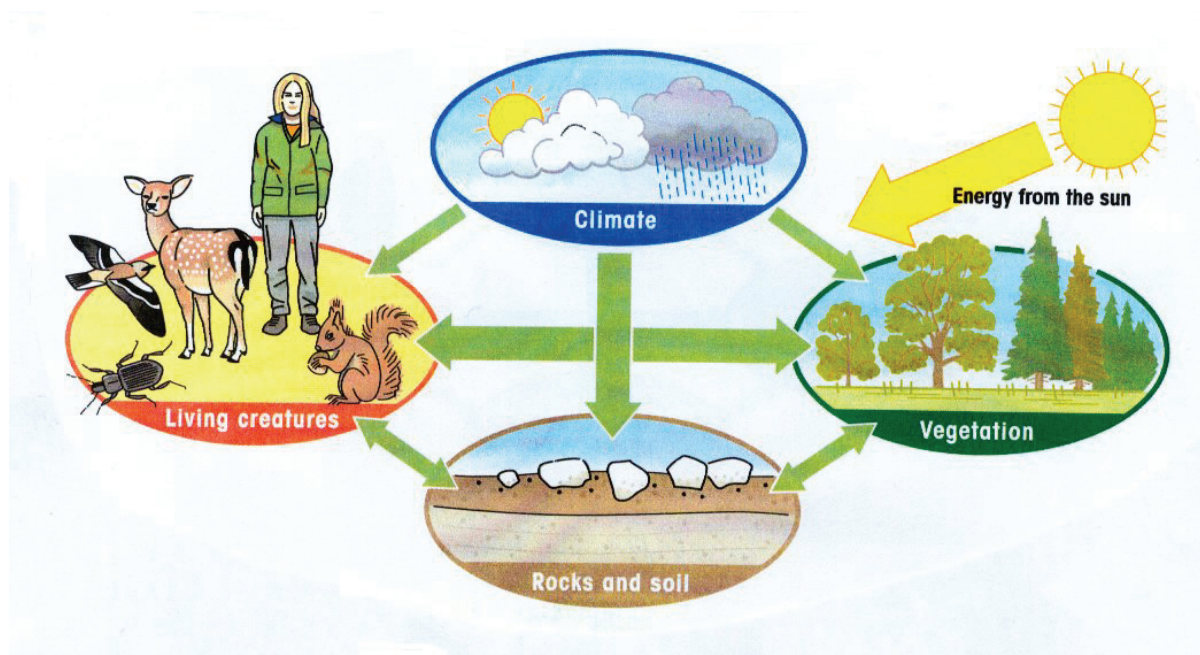
Option 3 – Living Things

(a) Study the sketch map and diagram below.

Salcey Forest, Northamptonshire



Links in an Ecosystem



(i) Why do living creatures need vegetation to survive? [1]

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(ii) Identify, using map evidence only, two ways in which people use Salcey Forest. [2]

1.
2.

(iii) Describe how human use of Salcey Forest is likely to affect the forest ecosystem. [3]

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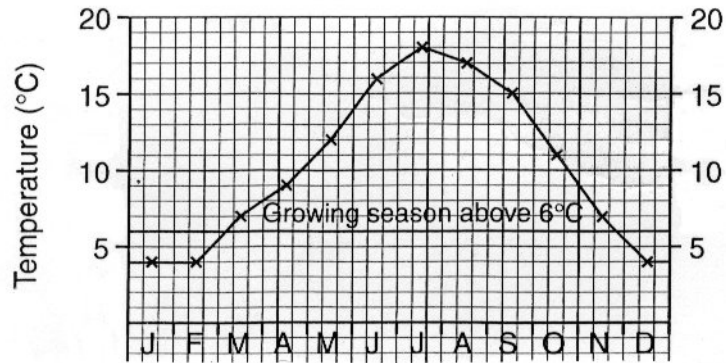
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(b) Study the temperature graph below.

Temperature Graph for Salcey Forest



Describe the changes in the average temperature through the year at Salcey Forest. Explain how these changes affect the vegetation of the forest. [4]

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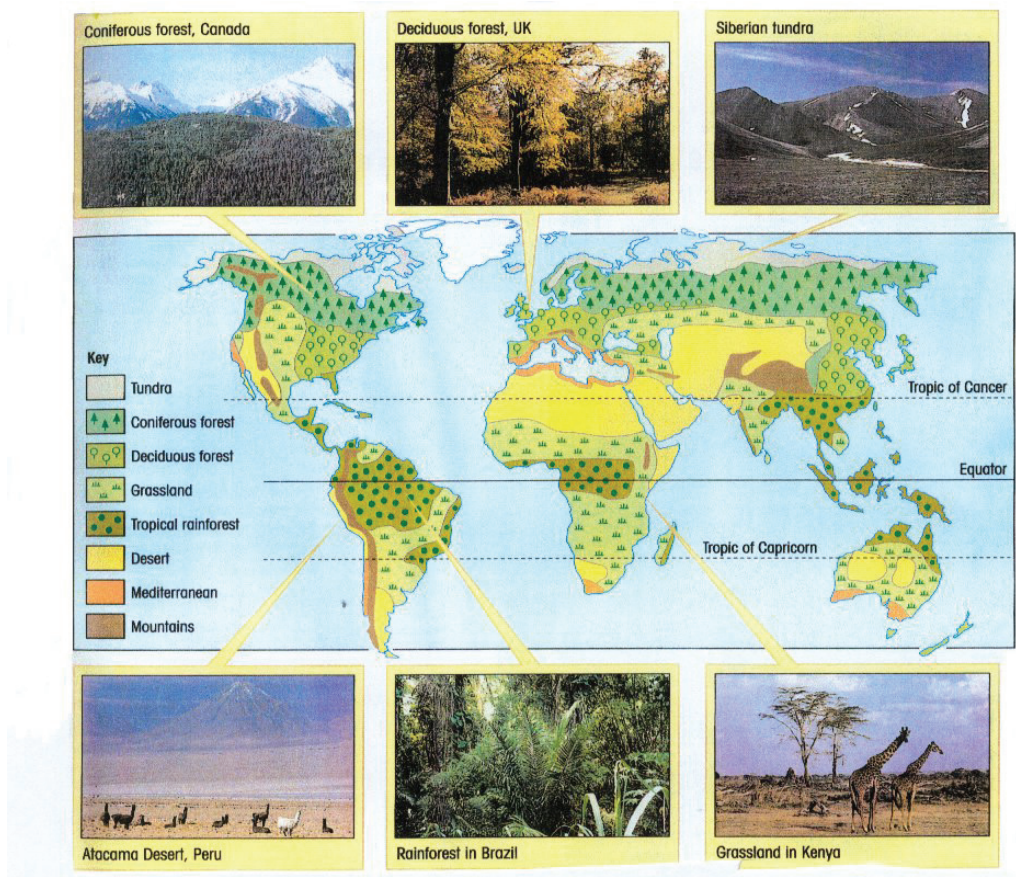
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(c) Study the world map below.

Global Ecosystems



(i) Describe the distribution of one global ecosystem shown above. [4]

Named ecosystem

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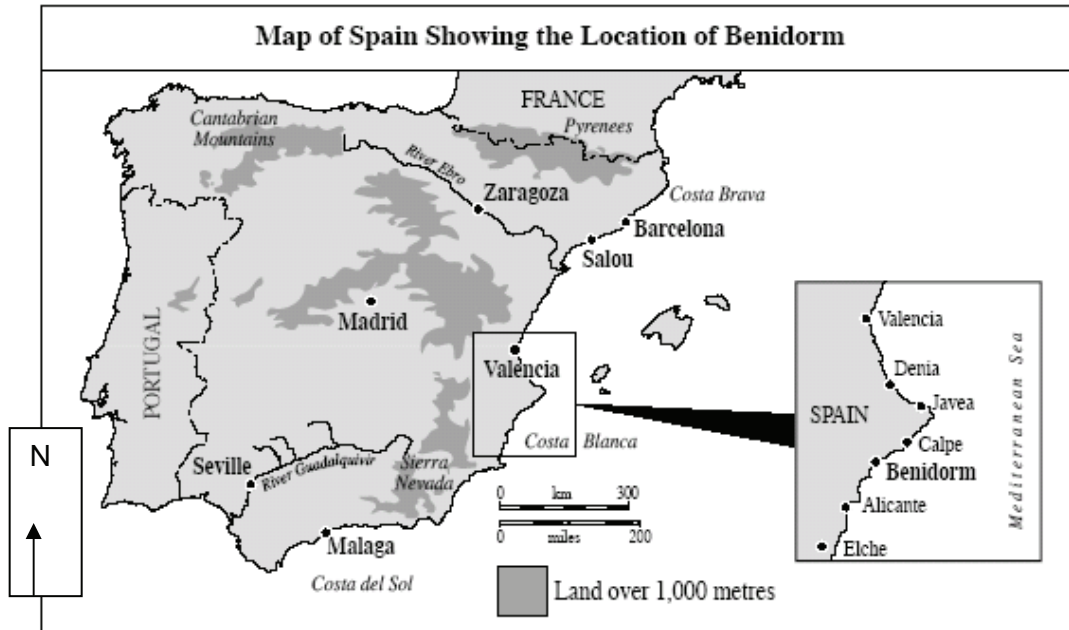
Answer at least **one** question from this section

Section B – Human Options

Foundation Tier

Option 4: Tourism

(a) Study the map below.



(i) On which coast of Spain is the Costa Blanca? [1]

(ii) Complete the paragraph by circling the correct answer. [2]

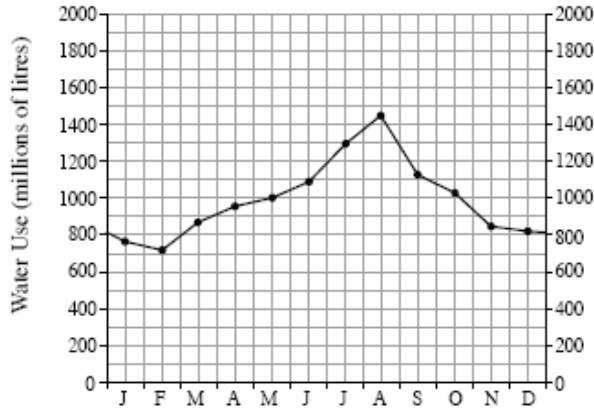
Benidorm is a tourist resort on the Costa Brava/ Costa Blanca/ Costa del Sol.
 Madrid the capital of Spain is approximately 150/ 230/ 400 km inland from Benidorm.

(iii) There are many reasons why Spain manages to attract so many visitors. Complete the table by noting whether they are physical or human factors. One has been done for you. [3]

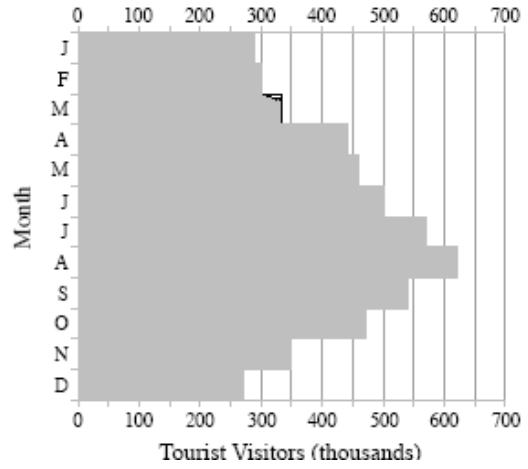
Factor	Physical or Human.
Rugged coastline.	Physical
Number of modern hotels.	
Sunny climate.	
Availability of many package deals.	
Nightlife.	
Sandy beaches.	

(b) Study the graphs below

Water use in Benidorm



Tourist visitors to Benidorm 2002



Describe and account for the variations in water use in Benidorm during the year. [4]

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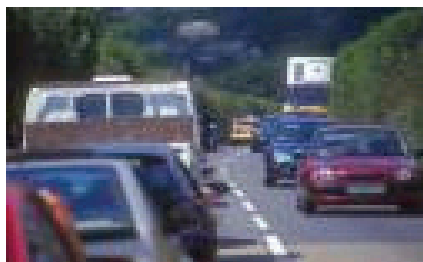
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(c) Look at the photographs below. Outline some of the negative impacts tourism may have on the environment. [4]



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Option 5 – Retail and Urban Change

(a) (i) What do the letters CBD represent? [1]

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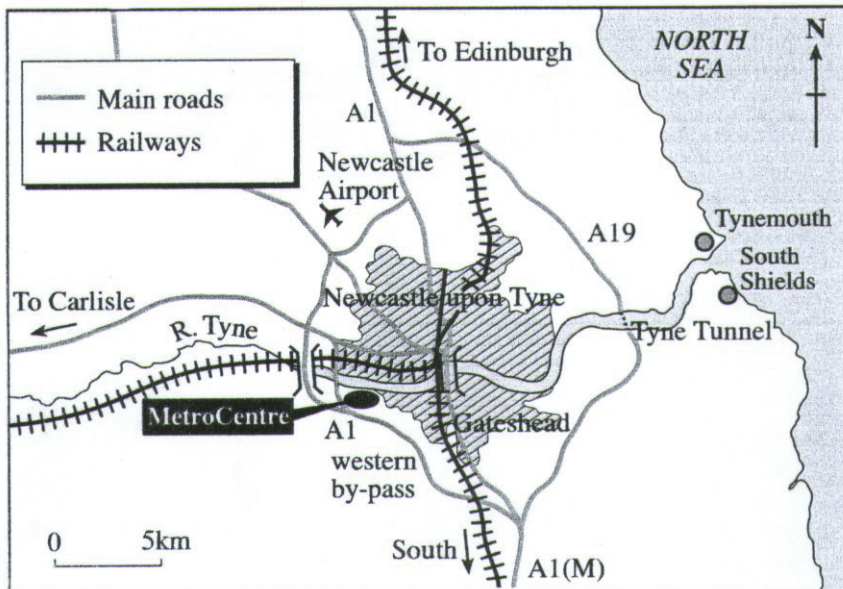
(ii) Underline, in the following list, **two** land uses typical of a CBD. [2]

factories; shops; banks houses.

(iii) Many CBDs now have pedestrianised, traffic-free areas. Give **one** full reason to explain why this has happened. [3]

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(b) Study the information below.



The Metro Centre near Newcastle in the North East of England is Europe's largest out-of-town shopping centre.

- (i) Use the map above **only**, to describe the location of the Metro centre. [4]

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- (ii) Below are three factors which help make this a good location for the Metro Centre.

FACTOR 1
Flat land and plenty
of space

FACTOR 2
Greenfield site near
edge of town

FACTOR 3
Near the A1
western by-pass

Choose **two** of these factors and explain why they help to make this an attractive location. [4]

Factor

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Factor

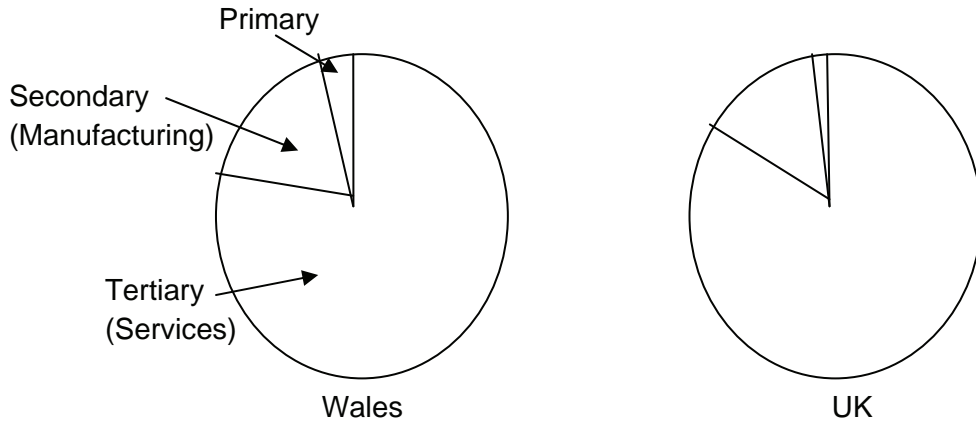
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Option 6 – Economic Change and Wales

6. (a) Look at the pie-charts below. They show the percentage of jobs in each type of employment sector for Wales and the UK in 2005.



- (i) Underline a typical primary job from the list below; [1]

factory worker; shop assistant; forestry worker; bus driver; teacher

- (ii) Using information from the pie-charts, describe two differences between the types of employment in Wales and the UK in 2005. [2]

1.

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2.

.....

- (iii) Explain why most tertiary jobs are found in the major towns and cities. [3]

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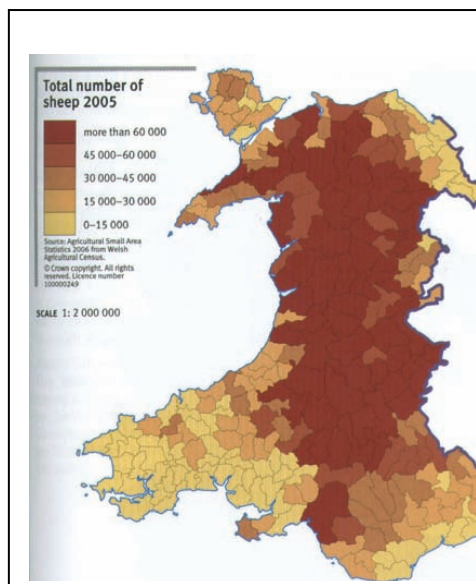
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(b) Farming is a major primary industry in Wales.

Look carefully at the maps below.



Use this information and your own knowledge to suggest **two** reasons why hill sheep farming is most suited to areas of Mid Wales.

Use the following headings to help your answer: [4]

1. Relief (shape of the land):

.....

.....

.....

2. Climate:

.....

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.....

(c) In recent years farmers in Wales have tried different ways to increase their income. Some of these are shown in the pictures below.



Suggest how such changes to farms in Wales can have a positive effect for many people living in Wales. [4]

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Candidate Name	Centre name					Candidate Number				
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General Certificate of Secondary Education

GEOGRAPHY

HIGHER TIER (Grades A*- D)

UNIT 2 Options Geography

SPECIMEN PAPER SUMMER 2011

(1 hour 15 minutes)

INSTRUCTIONS TO CANDIDATES

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

Answer **three** questions, **one** from Section A, **one** from Section B, and **one other**.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

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

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.

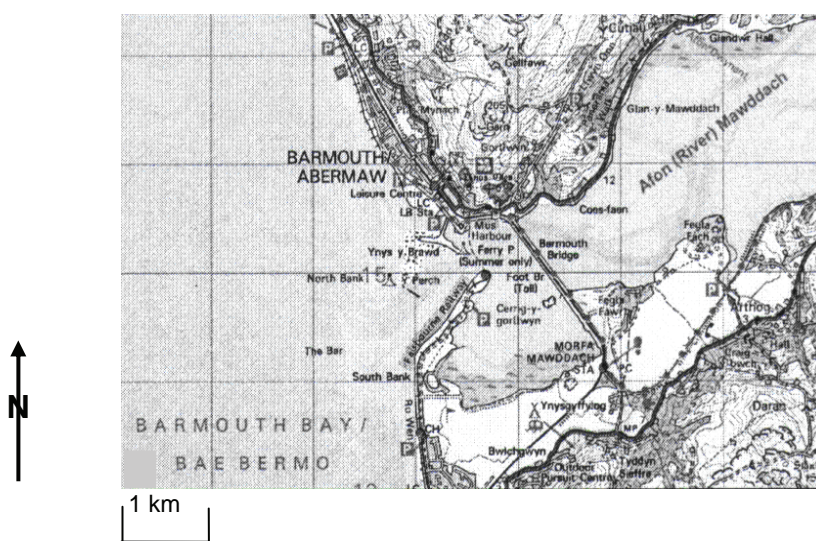
Higher Tier

Section A – Physical Options

Answer **three** questions **one** from each section and **one** other

Option 1: Our Changing Coastline

1. (a) Study the OS map and photograph below which shows an area of coastline in Wales.

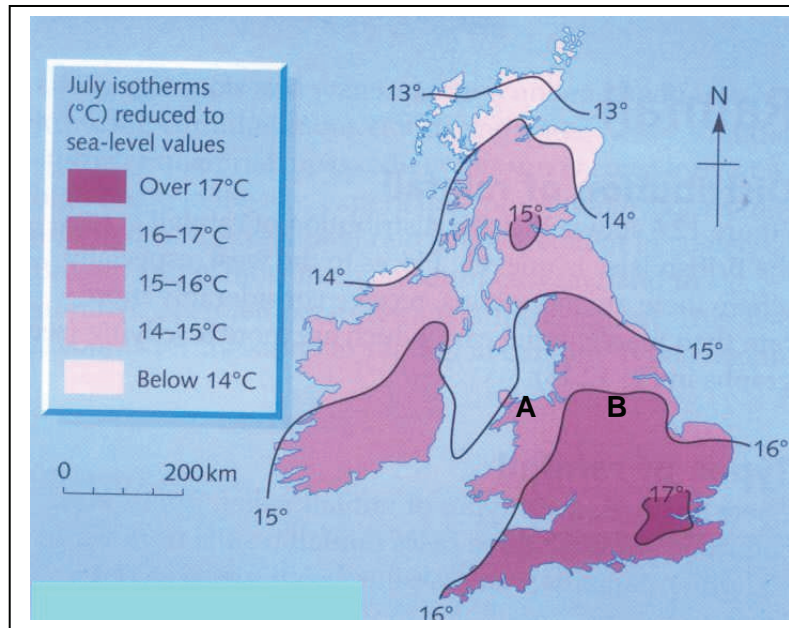


- (i) Draw a sketch map of this coastline in the box below and label **two** landform features. [2]



Option 2 - Weather and Climate

(a) Study the map below.



(i) Describe the pattern of temperatures shown. [2]

.....

.....

.....

(ii) Describe and explain the difference in July temperatures between places A and B on the map above. [4]

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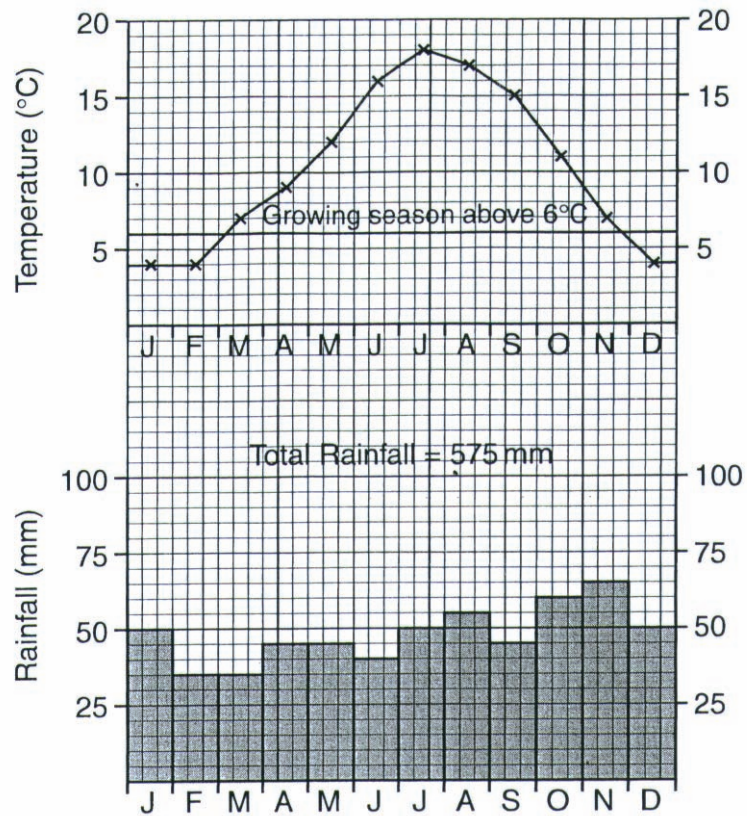
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(b) Study the climate graph and photographs below:



Photograph 1 – Salcey Forest in Winter

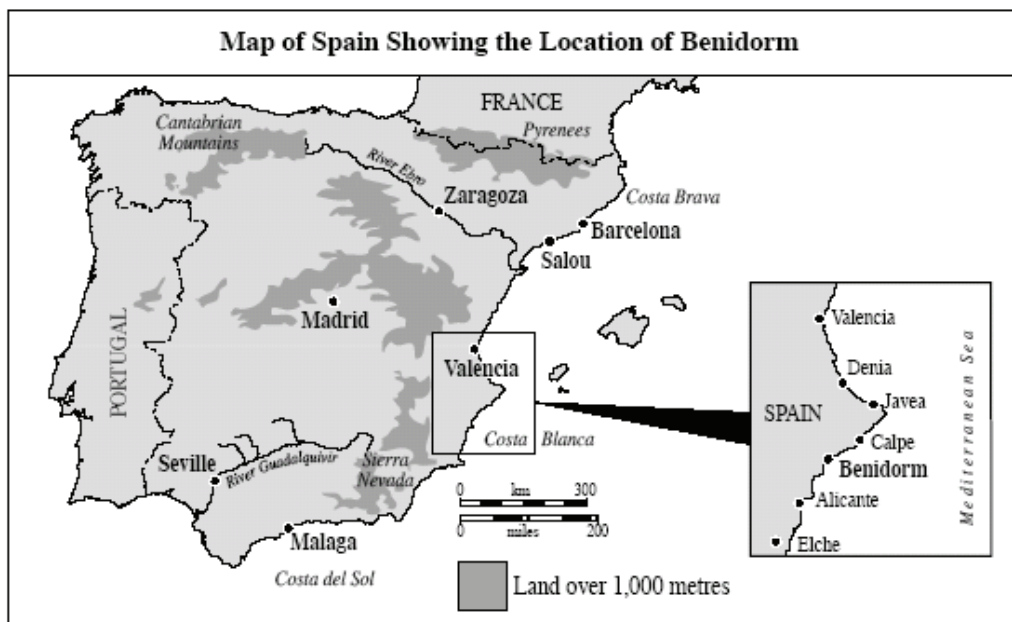


Section B – Human Options

Answer at least **one** question from this section

Option 4: Tourism

4. Study the map below.



(a) (i) Describe the location of Benidorm within Spain. [2]

.....

.....

.....

- (ii) Explain how any **two natural factors** may lead to the development of tourism in any named country or area you have studied. [4]

.....

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Option 5 – Retail and Urban Change

- (a) (i) State **two** land uses typical of a CBD. [2]

.....
.....

- (ii) Explain why the Central Business District contains many national chain and department stores. [4]

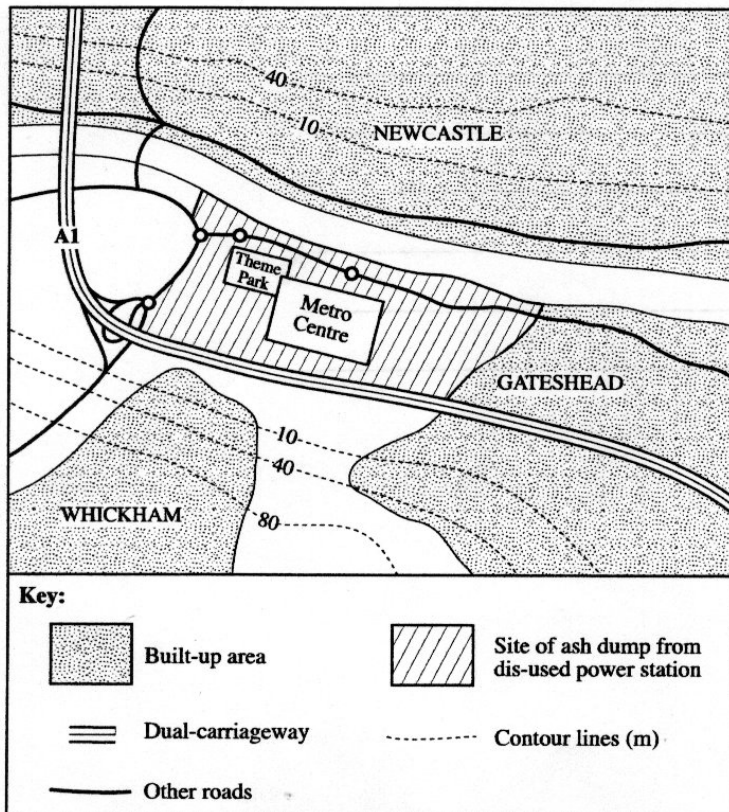
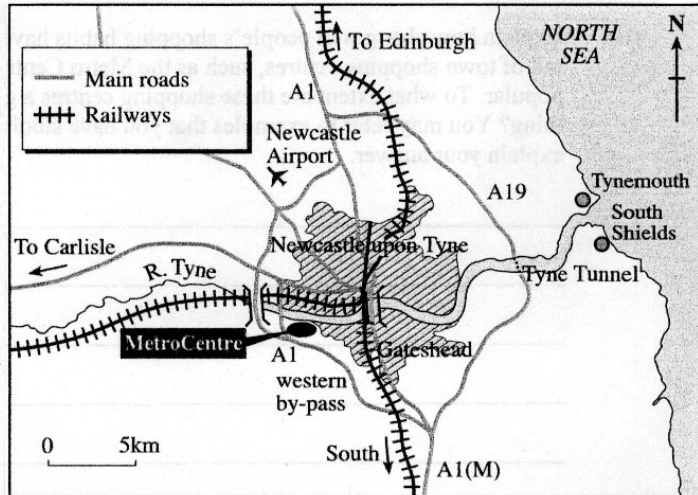
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- (b) Study the information on **the next page**.
Use the information to explain the factors that have led to the development of the Metro Centre at this location. [6]

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THE METRO CENTRE

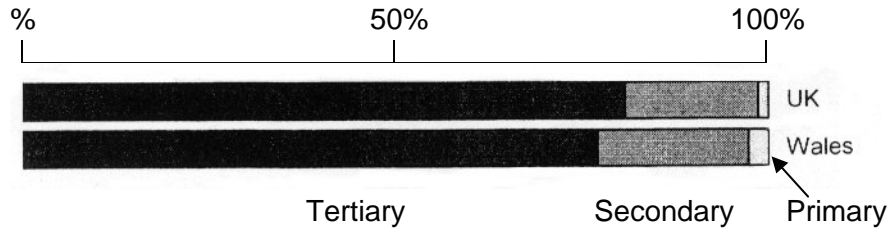
The Metro Centre is Europe's largest out-of-town shopping centre. It has 350 stores located in pleasant, undercover, tree-lined malls. It also has many leisure attractions including an indoor theme park, cinema, Megabowl entertainment centre and over 50 restaurants and cafes. There is free parking for over 10,000 cars, with special facilities for the disabled driver, and new bus and rail stations for the non-motorist.



Option 6 – Economic Change and Wales

6. (a). Study the table below.

Percentage of workplace employment by sector of industry for Wales and the UK, 2005



Describe how the pattern of employment for Wales is different from that for the whole of the UK in 2005 [2]

.....

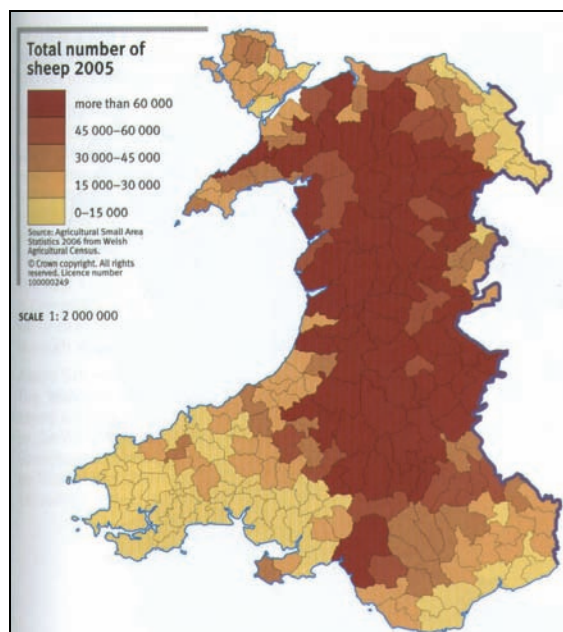
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(b) Sheep Farming is a major primary industry in Wales.

Look at the information shown below



Use the map information and your own knowledge to suggest how the pattern of sheep farming reflects the physical geography of Wales. [4]

.....

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.....

- (d) Look at the information about possible ways to produce more energy in Wales in the future



Plans for a “lean, clean and green “ Wales, making it self-sufficient in renewable energy within 20 years have been launched. Environment Minister Jane Davidson said “our small country is already taking steps on the road towards a low carbon energy economy.”

BBC News, February, 2008

UNIT 1

FOUNDATION TIER

MARK SCHEME

Unit 1
Foundation Tier
Section A
Theme 1: Water

Question 1

		K	A	S
(a)	(i) 2 marks for correct plotting.	2		2
	(ii) 1 mark for correct labelling.	1		1
	(iii) river cliff, outside, deepest, fastest, erosion. 5 correct - 3 marks 3 or 4 correct - 2 marks 1 or 2 correct - 1 mark	3	1	2
(b)	homes flooded (1); homes evacuated (1); communication lines cut off (1); lack of water supplies (1); electricity could be cut off (1); disruption to economy (1). Accept any sensible points.	Max 4	1	3

(c)

Level	Explanation	Communication
(Level 1) 0 – 1 marks	Ways named with no explanation.	Communication is unclear.
(Level 2) 2 – 3 marks	Two ways named with some explanation of both. Responses may be imbalanced.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
(Level 3) 4 – 5 marks	Accurate explanatory detail provided for both ways.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Strengthening embankments – to reduce risk of overflow
Dredging of river – to deepen channel
Straightening of river – to speed up flow
Dam building upstream – to regulate flow
Afforestation upstream – to slowdown run off
Maintenance of drains and pumps – to ensure rapid drainage

5

Total Mark = 15

5	5	
6	4	5

Foundation Tier

Theme 2: Climate Change

Question 2

			K	A	S
(a)	(i)	increased (1) + 1 for development e.g. credit amount, qualification or dates.	Max 2		2
	(ii)	similar rise (1); more fluctuating (1) + 1 for development.	Max 2		2
	(iii)	burning fossil fuels (1); increasing amounts of energy used (1); increasing cars (1); + 1 for development of any point.	Max 2	1	1
(b)	(i)	flooding.	1		1
	(ii)	1. warmer weather (1); more tourism (1); increased income(1); fewer people going abroad so less air journeys (1); reduces carbon dioxide emissions (1). 2. reduces need for imported crops so saves money (1); reduces transport so reduction in carbon dioxide (1); more profit for farmers (1); plants may bring new wildlife (1); may be used for medical purposes (1).	Max 3		3

(c)

Level	Explanation	Communication
(Level 1) 0 – 1 marks	Names given. No description.	Communication is unclear.
(Level 2) 2 – 3 marks	Two or three ways named. Description partial, or one way fully described.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
(Level 3) 4 – 5 marks	Three ways named and fully described.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Economise on energy use at home e.g. long life bulbs, lower central heating settings.

Change way of travelling – share cars, use public transport, reduce air travel.

Spend income on better house insulation or solar heating.

Total Mark = 15

5	5	
6	4	5

Foundation Tier

Theme 3: Living in an Active Zone

Question 3

		K	A	S
(a)	(i) true; false; false, true.			4
	(ii) under (1); pressure/friction (1); magma (1).	2		1
(b)	(i) destroys property (1); injures/kills people (1); crops destroyed (1); blocks roads (1) + 1 for development		3	
	(ii)			

Level	Explanation	Communication
(Level 1) 0 – 1 marks	Gives one or two ways with no link to benefits.	Communication is unclear.
(Level 2) 2 – 3 marks	Gives one or two ways with some elaboration.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
(Level 3) 4 – 5 marks	Gives two or more ways with explanation of benefit in specific location.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Lava flows can result in rich soil favouring agriculture such as shown in the photograph.

Tourism brings in money that enables economies to develop and spend on hazard reduction.

Other examples include use of geothermal energy as in Iceland.

5	4	1	
Total Mark = 15	6	4	5

Foundation Tier

Section B

Theme 4: Changing Populations

Question 4

		K	A	S
(a)	(i) Correct label (1).	1		1
	(ii) Lack of dots (1)	1		1
	(iii) mainly along east and west coasts (1); inland along major rivers (1); sparse population in centre and south of the continent (1); Andean plateaux (1).	Max 2		2
	(iv) jobs (1); in-migration (1); multiplier effect (1); good for crop growth (1); source of food (1); fertile land (1).	Max 4	4	
(b)	(i) correct plot (1).	1		1
	(ii) Mumbai (1).	1		1

(c)

Level	Explanation	Communication
(Level 1) 0 – 1 marks	One or two reasons given with no development.	Communication is unclear.
(Level 2) 2 – 3 marks	Two reasons given with good development of at least one of them.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
(Level 3) 4 – 5 marks	Two or more reasons given with accurate development of at least two of them. Named example needed for this level.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Immigration from rural areas – development of push/pull factors, especially industrialisation and re-development of service industries. Population in cities is young – so higher birth rate than death rate. Improving health facilities.

5

Total Mark = 15

5	5	
5	4	6

Foundation Tier

Theme 5: Interdependence

Question 5

		K	A	S
(a)	(i) tea and coffee.	1		1
	(ii) 44%.	1		1
	(iii) primary (1); farms (1); MEDCs (1).	3	3	
	(iv) Climate makes it difficult for crops to grow (1); harvest may fail (1); global price may suddenly fall (1); low value cost on the whole (1). Allow 1 mark for development.	Max 2	1	1
(b)	(i) 3	1		1
	(ii) Pre 1970 several in USA/other rich countries(1). 1970-1985 – movement to more European countries. Countries close to USA. e.g. 1985 onwards mainly Asia/poorer countries or Eastern Europe (1). For 2 marks answer must refer to 2 different time categories.	Max 2		2

(c)	Level	Explanation	Communication
	(Level 1) 0 – 1 marks	Simple statement e.g. creates jobs	Communication is unclear.
	(Level 2) 2 – 3 marks	Two or three benefits given with some development.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
	(Level 3) 4 – 5 marks	Well developed citing of benefits with distinction made between LEDC and MEDC host countries.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

They usually provide jobs and relatively good wages. They improve education and skills of the work force (especially when located in LEDCs). They bring foreign currency to the country (especially when located in LEDCs). They improve transport infrastructure (especially when located in LEDCs) and stimulate the development of other industries.

5	5		
Total Mark = 15	5	4	6

Foundation Tier

Theme 6: Development

Question 6

			K	A	S
(a)	(i)	80	1		1
	(ii)	high in MEDCs (1); examples/quantification (1); low in LEDCs (1); examples/quantification (1).	Max 3		3
	(iii)	economic reasons; availability of hospitals; favourable patient; doctor ratio; clean water; plentiful food supply; Allow 1 for development.	Max 3	2	1
(b)	(i)	Africa (1); low (1); 0-10 (1).	3	1	2
(c)					

Level	Explanation	Communication
(Level 1) 0 – 1 marks	Shows some understanding of the meaning of mortality and reduction.	Communication is unclear.
(Level 2) 2 – 3 marks	Explains one or two methods of reducing mortality rates in limited depth.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
(Level 3) 4 – 5 marks	Explains in detail at least two ways of reducing mortality.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

LEDC governments can try to improve medical services and health education e.g. re HIV; try to improve food supply through soil conservation and well sinking etc.; develop industries based on local materials to raise living standards; seek help from MEDC governments or from UN or World Bank or from Charities such as Oxfam and Save the Children.

5	3	2	
Total Mark = 15	5	4	6

UNIT 1

HIGHER TIER

MARK SCHEME

Unit 1

Higher Tier

Theme 1: Water

Question 1

		K	A	S												
(a)	(i) 2 marks for drawing steep bank (1); gentle bank (1)	2		2												
	(ii) 1 mark for correct labelling	1		1												
(b)	Up to 2 marks for named areas e.g. Northern Scotland, Midlands and Central Wales, Northern England. Accept reference to non affected areas such as Southern England.	2		2												
(c)	homes flooded (1); homes evacuated (1); lines of communication cut off (1); lack of water/electricity (1); economic disruption (1); psychological impact (1). Reserve one mark for distinction between short and long term.	Max 4	1	3												
(d)	<table border="1"> <thead> <tr> <th>Level</th> <th>Explanation</th> <th>Communication</th> </tr> </thead> <tbody> <tr> <td>(Level 1) 0 – 2 marks</td> <td>Does little more than name two measures.</td> <td>Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.</td> </tr> <tr> <td>(Level 2) 3 – 4 marks</td> <td>Names two or more measures with some explanatory development.</td> <td>Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.</td> </tr> <tr> <td>(Level 3) 5 – 6 marks</td> <td>Names more than two measures and explains two of them in some detail and may distinguish between various options.</td> <td>Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.</td> </tr> </tbody> </table>	Level	Explanation	Communication	(Level 1) 0 – 2 marks	Does little more than name two measures.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.	(Level 2) 3 – 4 marks	Names two or more measures with some explanatory development.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.	(Level 3) 5 – 6 marks	Names more than two measures and explains two of them in some detail and may distinguish between various options.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level	Explanation	Communication														
(Level 1) 0 – 2 marks	Does little more than name two measures.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.														
(Level 2) 3 – 4 marks	Names two or more measures with some explanatory development.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.														
(Level 3) 5 – 6 marks	Names more than two measures and explains two of them in some detail and may distinguish between various options.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.														
	<p>Background information</p> <p>Candidates could refer to straightening of river channels; building of embankments; creating overspill channels; deepening river channels; digging drainage ditches on flood plain and for Level 3 may distinguish between hard and soft engineering options. Candidates may also refer to the extent of the flooding and emphasise the need for greater public awareness and emergency warning and preparedness. The simple naming of measures such as 'river straightening' or 'embankment raising' must be developed if two are chosen as illustration e.g. embankment raised to increase river channel capacity and set back from river to allow an area that can be safely flooded.</p>	6	5	1												
Total Mark = 15		6	4	5												

Higher Tier

Theme 2: Climate Change

Question 2

- (a) (i) both have increased (1); but the trend for temperature fluctuates (1); + 2 for development e.g. credit amount, qualification or dates. Max 3
- (ii) Other factors apart from the link between carbon dioxide and temperature may influence the warming or cooling (1); such as natural climatic changes (1); e.g. due to volcanic eruptions (1). Max 2
- (b) *positive* – warmer weather (1); more tourism (1); increased money for country (1); fewer people going abroad so less air journeys (1); reduces carbon dioxide emissions reduces need for imports so saves money; reduces transport so reduction in carbon dioxide (1); more profit for farmers (1); plants may bring new wildlife (1); may be used for medical purposes. Max 2
- (c) (i) Human activities increase the amount of greenhouse gases such as carbon dioxide (energy use), methane (agriculture), nitrous oxide (car exhausts). Any one developed point. Max 2

K	A	S
		3
	2	
		2
1	1	

Level	Explanation	Communication
(Level 1) 0 – 2 marks	One or two simple statements from either strand of the question.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	Gives examples of technological change and change in people's lifestyles with some explanatory discussion. No balance between strands required.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Both strands of question addressed with accurate explanations.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Technological change – greater efficiency in energy production (cleaners in coal power stations) and in energy use e.g. in cars and planes, change from fossil to renewable energy sources.

Changes in people's lifestyles – greater insulation in homes and public buildings; use of public transport, car share, fewer flights.

N.B. Question states impact of global warming so measures to reduce effects of flooding could be deemed relevant.

6	5	1	
Total Mark =	6	4	5

Higher Tier

Theme 3: Living in an Active Zone

Question 3

		K	A	S
(a)	(i) Eurasian (1); away from boundary (1).	1		1
	(ii) crust consists of a number of plates (1); some large/some small (1); most volcanoes lie along plate boundaries/margins (1); some volcanoes may be away from margins linked to examples e.g. African Rift Valley. (1) + 1 for development/illustration of any point.	Max 4		4
	(iii) the oceanic plate moves underneath the continental plate (1); pressure builds up (1); friction along plate margin (1); magma pushes up vent (1).	Max 2	2	
(b)	(i) destroys property (1); injures/kills people (1); crops destroyed (1); blocks roads (1) land covered by lava (1).	Max 2	2	

(c)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Stresses links between poverty and its consequences.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	Develop the answer to show effects of lack of resources in LEDCs on infrastructure.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Explains in detail the effects of lack of resources in LEDCs on infrastructure.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

LEDCs lack money and resources. The country's infrastructure may be poor – roads, telephones etc. Limited medical supplies, lack of doctors/nurses. Foreign aid takes time to arrive. Poor emergency services. Lack of preparedness. All the items above are in a better state in MEDCs.

6	6		
Total Mark = 15	6	4	5

Higher Tier

Theme 4: Changing Populations

Question 4

		K	A	S
(a)	(i) dots close together/shaded (1).			1
	(ii) dense around coast (1); dense following (Nile) river valley (1); sparse north/Sahara (1); named countries (1).			2
				Max 2
(b)	(i) Asia.			1
	(ii) Europe.			1
	(iii) HIV (1); access to family planning (1); improved education (1); increased personal wealth (1); health care (1); pro-natal policies (1); large scale migrations (1) + 1 for development of any point. Max. 2 for list.		3	1
				Max 4

(c)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Little more than description of basic trend, i.e. LEDC cities growing quicker than those in MEDCs.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	Gives reasons for rapid increase in LEDCs, or less likely slower growth in MEDCs. No balance required.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Both strands must be discussed. Credit candidates who integrate comparison.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Answers may refer to push factors from rural areas e.g. lack of opportunities/education/desertification/loss of marginal land. Pull factors include availability of jobs in urban areas/better healthcare and so on. The natural increase may refer to reasons for high birth rate e.g. lack of contraception/influence of religion or even a decrease in death rate due to medical advances etc. In MEDC cities building spreads out beyond the administrative boundaries. Population moves to rural areas because of easier commuting etc.

Total Mark = 15

6	5	1	
	5	4	6

Higher Tier

Theme 5 : Intedependence

Question 5

		K	A	S
(a)	(i) 26% (1)	1		1
	(ii) Import finished products (1); export raw materials (1); reference to data (max. 1) export farm produce (1); import value greater (1).	Max 2		2
	(iii) Harvest could fail (1); climate makes growing produce difficult (1); role of TNCs (1); global fluctuation in price (1). Either 3 x 1 or allow up to 2 for development points.	Max 3	3	
(b)	(i) Pre 1970 several in USA/other rich countries (1); 1970-1985 – movement to more European countries. Countries close to USA, e.g. 1985 onwards mainly Asia/poorer countries or Eastern Europe (1).	Max 3		3

(ii)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Little more than one or two benefits/disadvantages. Probably linked to TNCs.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	To reach top of this level both aspects – benefits/disadvantages must be discussed. Once again candidate will probably concentrate on TNC.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	A balanced treatment of benefits and disadvantages with some recognition that globalisation is not synonymous with TNCs.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Advantages – Provides jobs and better wages. Improves skills of local workforce. Increases LEDC's GDP. Helps improvement in roads and services. Creates – spin off – multiplier effect.

Disadvantages – Wages though improved are still low. Bring in foreign nationals for higher status jobs. Profits often go abroad. May close these factories first.

N.B. Questions states *globalisation* so creation of call centres; benefits of the internet, easier emigration by air e.g. India/Pakistan to UK are valid points.

Total Mark = 15

6	5	1	
	5	4	6

Higher Tier

Theme 6: Development

Question 6

		K	A	S
(a)	(i) 30 +/- 2 (1).	1		1
	(ii) accurate plot (1).	1		1
	(iii) Negative correlation (1); as GDP rises the infant mortality decreases (2).	2		2
(b)	(i) Generally lower in North (1); highest in sub Sahara (1); credit reference to country (1); very low in Europe (1)	Max 2		2
	(ii) Credit reasons such as: availability of hospitals; favourable patient; doctor ratio; clean water; plentiful food supply; some candidates may develop answers referring to lowering LE in MEDCs obesity etc. Allow 2 for development of points such as those made above.	Max 3	2	1

(c)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Gives simple examples mostly of short term nature.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	Develops answer to include longer term measures.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Elaborates on the above and mentions the abandonment by MEDCs of current negative practice.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

As always there are short term and longer term measures to take.

Shorter term:- Grants to build clinics; sending out of medical staff and equipment - by individual countries, country groupings, World Bank, UN departments etc.

Longer term:- Improving pre- and post-natal education; encouraging building of hospitals; funding training of medical staff; improving transport infrastructure thereby speeding up access to medical facilities; putting an end to the import of trained staff into MEDCs from LEDCs.

Total Mark = 15

6	3	3	
	5	4	6

UNIT 2

FOUNDATION TIER

MARK SCHEME

Unit 2

Foundation Tier

Option 1 – Our Changing Coast Line

Question 1

		K	A	S
(a)	(i) Mawddach.	1		1
	(ii) Barmouth.	1		1
	(iii) south west.	1		1
	(iv) wind; swash; material.	3	3	
(b)	(i) movement of sand and shingle from erosion further down the coast (1); moved north eastwards along the coast (1); in the direction of the prevailing south westerly winds (1); by longshore drift (1); deposited in the sheltered estuary (1); builds outwards forming a spit (1).	Max 4	2	1
	(ii) answer should describe tourism (1) + development of types of tourism e.g. seaside holidays (1). Also credit settlements (1) + development could be as port/harbour/fishing.	Max 4	2	1

(c)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Names two or three methods. Little or no description.	Communication is unclear.
	(Level 2) 3 – 4 marks	Names more than two methods and attempts some description. Possibly mentions a specific area.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Describes methods accurately and fully and relates one of them to a specific area e.g. sea walls in populated resort areas; groyne along Holderness Coast.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background Information

N.B. Erosion is not just along cliffs, but also may take place along beaches.

Methods of reduction include:-

Sea Walls – curved, strong, expensive, usually made of concrete.

Gabions – cages filled with boulders placed in front of sea walls or cliffs – cheaper.

Revetments – sloping wooden fences, break force of waves and collect materials – cheaper – but less effective than sea walls.

Rip rap – large piles of boulders to break force of waves, the cheapest method.

Groynes – help prevent beach erosion.

Total Mark = 20

6	5	1
9	6	5

Foundation Tier

Option 2 – Weather and Climate

Question 2

		K	A	S
(a)	(i) 15 (1).	1		1
	(ii) Summer; increase/decrease; south/north 3 correct = 2, 2 correct = 1, 1 correct = 0.	2		2
	(iii) Latitude (1); altitude/relief (1) continentality (1); ocean currents (1); aspects (1).	Max 3	3	
(b)	General NW trend (1); all the same (1); turn N when strike USA (1); between 10° and 30° latitude (1); cross named islands (max 2); reference to distance on map (1); tendency to stop at USA landfall (1); some slightly more erratic than others (1).	Max 4	2	2
(c)	Example (1); deaths (1); homelessness (1); refugees (1); disease (1); loss of livelihood (1); development of any point (1). Max 3 if no clear example.	Max 4	3	1
(d)				

Level	Explanation	Communication
(Level 1) 0 – 2 marks	Simple descriptive statements. Imbalance between two parts of the question or only one part attempted.	Communication is unclear.
(Level 2) 3 – 4 marks	Attempt at both parts although level of detail and understanding may be imbalanced between them. Some understanding shown of how the strategies may reduce impact.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Detailed and balanced answer showing good understanding of the strategies in relation to the hazards associated with cyclones. Relates specifically to social impact.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

There needs to be balance in the answer for entry to top level with both parts of the question tackled effectively. Responses to the first part may refer to forecasting techniques which enable evacuation to take place or for people to get to shelter in time. More able candidates may also refer to the length of warning time enabling people to prepare more effectively by protecting property and acquiring medical and emergency supplies in time. The second part will probably refer to buildings being built to standards which will offer protection in the event of a storm. However, more able candidates may refer to planning regulations which move development away from vulnerable areas e.g. close to the coast or in lower lying areas etc. In both cases, credit depth and/or breadth. NB remember that this is the foundation level and, as such, you are not seeking perfection. This is at the grade C and not A*

3

Total Mark = 20

3	3	
9	6	5

Foundation Tier

Option 3 – Living Things

Question 3

		K	A	S
(a)	(i) food source (1); provides shelter (1).	1	1	
	(ii) Any two from: walking, cycling, dog walking, picnics, orienteering, children's play area.	2		2
	(iii) Litter (1); noise pollution (1); path erosion (1); scare wildlife (1); feeding birds/changing nutrient cycle (1); dog fouling (1); trampling vegetation (1) + 1 for development.	3	1	2
(b)	Temperature rises and falls (1) + quantification (1). Identification of length of growing season (1) + 2 for development.	Max 4	2	1
(c)	(i) Any four points e.g. deciduous forest – northern hemisphere (1); above Tropic of Cancer (1); western Europe (1); eastern USA (1); eastern Asia (1); none in centre of continents (1); none in named continent (1).	Max 4	1	1

(ii)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Gives a basic description of damage. No reference to sustainable use.	Communication is unclear.
	(Level 2) 3 – 4 marks	Both strands will be mentioned but imbalanced. Some explanation of ecosystem destruction.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Detailed and balanced answer with clear understanding of sustainability.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Damage will vary according to biome chosen. e.g. damage to the tropical rainforest by deforestation through logging for timber industry, cattle ranching, mining etc.

Sustainable use – many possible examples e.g. setting up of National Parks and Reserves such as Kruger in South Africa, Gola in Sierra Leone, Mount Elgon in Uganda and the Lake District in the UK. Encouraging ecotourism such as Yachana Lodge in the rain forest of the Ecuadorian Amazon. Replanting of trees to replace felled trees and selective logging. Encourage trade in sustainable products e.g. honey, Body Shop and the Kayapo – Brazil nut oil and discourage trade in unsustainable products e.g. mahogany. Measures to prevent soil erosion e.g. contour ploughing and "magic stones" in Burkina Faso.

6

Total Mark = 20

4	2		
9	6	5	

Foundation Tier

Section B

Option 4 – Tourism

Question 4

		K	A	S												
(a)	(i) west.	1		1												
	(ii) Costa Blanca (1); 400km (1).	2	1	1												
	(iii) <i>Human Factors</i> nightlife hotels package deals															
	<i>Physical Factors</i> sandy beaches rugged coastline sunny climate	3	2	1												
(b)	Max 2 for description e.g. highest in August (1); lowest in February (1); max 3 for explanation e.g. warmest so more drinking water needed (1); attractions open e.g. water parks (1); most visitors (1). Allow 1 for development of above points.	Max 4	1	2												
(c)	noise pollution /vandalism/water pollution/law breaking/land erosion/water shortage/litter. 1 mark for impact and up to 2 for development of any one impact. (4 x 1; 3 + 1; 2 + 2)	Max 4		2												
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	<p>Background information</p> <p>In UK National Parks Problems – congestion, litter, footpath erosion, pollution.</p> <p>Sustainable management – Strategically placed car parks limiting traffic movement, employment of park rangers. Remedial work with footpath erosion.</p> <p>In LEDCs – Ecotourism minimising destruction of natural vegetation – low impact, low density holidays.</p>	6	6													
Total Mark = 20		9	6	5												

Foundation Tier

Option 5 – Retail and Urban Change

Question 5

		K	A	S
(a)	(i) Central Business District (1)	1	1	
	(ii) shops (1); banks (1).	2	2	
	(iii) more customers (1); safer (1); less air pollution (1); easier to move from shop to shop (1); allows street furniture (1) + 2 development of any point.	3	2	1
(b)	(i) SW of Newcastle (1); near A1 (1); near river (12); rural urban fringe (1); North East England (1).	4		4
	(ii) <i>Flat land</i> – easier to build (1); large car park (1); larger shops (1) + 1 development. <i>Greenfield site</i> – pleasant environment (1); customers close (1); less expensive (1) + 1 development. <i>Near A1</i> – large catchment (1); customer access (1); delivery access (1) + 1 development.	4	3	1
	(iii)			

(c)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Tends to describe the shopping centres rather than the reasons for going there.	Communication is unclear.
	(Level 2) 3 – 4 marks	Give two or three reasons with but modest development.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Gives several reasons, well developed with named examples.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Retail Park accessible – most people have cars. Free car parking or buses laid on. With variety of shops selling high order goods and service, much of what a consumer wants under one roof. With freezers etc people can shop weekly/fortnightly. Pleasant environment.

Total Mark = 20

6		
9	6	5

Foundation Tier

Option 6 – Economic Change and Wales

Question 6

		K	A	S												
(a)	(i) Forestry worker (1).	1														
	(ii) Lower percentage of primary jobs in the UK in 2005 (1); lower percentage of secondary jobs in the UK in 2005 (1); higher percentage of tertiary jobs in the UK in 2005 (1); + 1 for any quantification. Accept reverse approach.	Max 2		2												
	(iii) Historical settlement growth (1); larger population (1); more shops (1); and services (1) + 1 for development.	Max 2	3													
(b)	1. land is steep (1); rugged (1); reference to height (1). 2. high rainfall (1); cold winters/cool summers (1) + 2 for development. Answer must raise at least one point for either relief or climate (1 + 3, 2 + 2, 3 + 1)	Max 4	2	2												
(c)	Credit up to 2 marks for describing a way of increasing income. This may be taken from the photographs (bed and breakfast, holiday lets, farmers markets, Folly Farm, camping) or through other appropriate suggestions. For effect on people accept reference to employment (1); cheaper/range of local products (1); income related activities from tourists (1); retention of farmland and nature of surrounding landscape (accept away from urban areas as converse) (1) + 2 for development.	Max 4	1	3												
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	Background information Responses should be able to describe the nature of renewable sources to be used with possible relation to extensive use of fossil fuels. While the advantages of renewable are stated the candidate at Level 3 is able to recognise issues such as visual, noise pollution, flooding of farmland, estuarine disturbance and impact on habitats. Also the environmental impact of such developments due to the limited energy supply in comparison to an equivalent coal-fired power station.	6	2	3	1											
	Total Mark = 20	9	6	5												

UNIT 2

HIGHER TIER

MARK SCHEME

Unit 2

Higher Tier

Option 1 – Our Changing Coast Line

Question 1

			K	A	S
(a)	(i)	1 mark for outline and 1 mark for correct labels.	2		2
	(ii)	longshore drift (1); attrition (1); oblique wind direction (1); movement along coast (1); material builds up (1); spit formed (1).	Max 4	2	2

(b)	Level	Explanation	Communication		
	(Level 1) 0 – 2 marks	Uses map evidence to describe some uses with no elaboration.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.		
	(Level 2) 3 – 4 marks	Describes a range of uses with some explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.		
	(Level 3) 5 – 6 marks	Uses map and own knowledge to describe and explain a range of uses..	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.		

Background Information

Answer should describe tourism with development about types of tourism e.g. seaside holidays; settlements with developments such as port/harbour/fishing; communications and development linked to physical features, e.g. where valleys and their roads/railways reach the coast industry may develop. Map shows a cliffed coastline with sheltered harbour which may develop as a marina with range of sporting activities.

6		3	3
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(c) Level	Explanation	Communication
(Level 1) 0 – 2 marks	Basic description of threats and/or methods of protection.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	Both threats and methods of protection are examined in some detail. Examples may be given.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Describe threats in detail using examples and explains why different methods are used.	Communication is logical and has structure. Some geographical terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.
(Level 4) 7 – 8 marks	Appropriate example(s) applied very well. A sophisticated account that might include specific description and explanation of managed retreat.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.

Background information

Erosional threats include – cliff falls and loss of agricultural land and footpaths. In some built-up areas erosion leads to slippage of rock strata and a danger to property. Loss of sand may ruin a seaside resort.

In highly populated areas sea walls (expensive) may be used; on a beach suffering erosion groynes are likely; when it is thought that no method will succeed, managed retreat is recommended, e.g. Essex, especially if land is low value.

Total Mark = 20

8

7	1	
9	6	5

Higher Tier
Option 2 – Weather and Climate

Question 2

- (a) (i) Temperatures decrease to north (or converse) (1); warmer inland (or converse) (1).
 (ii) B warmer than A (1); land heats up more intensely (1); and quickly (1); in summer than sea (or converse) because liquid heats to greater depth (1); sea keeps coastal places cooler (1); relief (A higher up) (1).

	K	A	S
2			2
Max 4	2	2	

(b)

Level	Explanation	Communication
(Level 1) 0 – 2 marks	Describes some differences in impact mainly derived from the resource.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	Describes differences in more detail with some explanation for these.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Elaborated and accurate description and explanation of differences in impact.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

At this level, candidates should be able to describe the differences in impact between LEDC and MEDC using the data to recognise the greater impact in LEDCs. Reasons for the differences will relate to wealth and the quality of buildings and infrastructure between LEDC and MEDC to withstand the event. More able candidates should be able to give greater detail in relation to medical facilities and the ability of people to recover more quickly. With regard to the economy, more able candidates should recognise the longer term impact on the economy due to reliance on primary goods. There is a wide range of possible responses that can be given. Be prepared to credit both depth and breadth.

6		3	3
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(c)

Level	Explanation	Communication
(Level 1) 0 – 2 marks	Basic descriptive points are made about modern technology.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	Some specific description and explanation of how technology reduces consequences.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Specific elaborated description and explanation of how technology reduces consequences.	Communication is logical and has structure. Some geographical terms are used with proficiency. spelling, punctuation and grammar have considerable accuracy.
(Level 4) 7 – 8 marks	A sophisticated account that includes specific elaborated and accurate description and explanation of the role of modern technology in reducing consequences.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.

Background information

The strategies described will depend on case studies chosen but there must be reference to detailed examples for entry to Level 3. The majority of responses are likely to refer to tropical cyclones and will relate to prediction and warning systems, evacuation plans and engineering programmes aimed at mitigating the effects. However, the question refers to extreme weather events per se and candidates may write about high pressure hazards. Again there is a range of possible responses and modern agricultural techniques can be accepted as illustrating the role of modern technology in reducing the consequences. Be prepared to credit answers that show depth or breadth.

8

7	1	
9	6	5

Total Mark = 20

Higher Tier

Option 3 – Living Things

Question 3

(a) (i) A community of plants and animals (1); linked to the non living environment (1).

	K	A	S
2	2		
Max 4	1	1	2

(ii) *Adverse ways:* dog walking (fouling); picnicking (litter); orienteering (transplanting of vegetation); carparks and play areas (forest destruction). Both parts of answer must be present to gain 2 marks.

Beneficial. Forest rangers engage in selective felling; new varieties planted, wild life numbers controlled; respond to information from public to signs of disease. Any two points for 2 marks.

Level	Explanation	Communication
(Level 1) 0 – 2 marks	Very basic description of temperature and rainfall statistics. Mention of leaf loss.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	More detailed quantified climatic description. Reasons given for leaf loss.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Detailed climatic description. Leaf loss linked to length of non-growing season. Lush undergrowth linked to constant rainfall.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background Information

Temperature rises and falls; rainfall constant through year; + 1 any form of quantification or more detailed description. Max 3.

Trees lack leaves in photograph; growing season from Feb to Nov; plants lose leaves in autumn; to conserve energy and protect trees from strong winds and/or heavy snow; lush vegetation in summer; to take advantage of more intense sunlight; convert sunlight into growth, ground cover is much more sparse in winter because of low temperature and lack of light.

6	2	3	1
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Level	Explanation	Communication
(Level 1) 0 – 2 marks	Basic description of uses made of a named example of an ecosystem.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	Appropriate example used. Account includes some specific description and explanation of uses.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Appropriate example applied well. Account includes specific elaborated description and explanation linked to sustainability.	Communication is logical and has structure. Some geographical terms are used with proficiency. spelling, punctuation and grammar have considerable accuracy.
(Level 4) 7 – 8 marks	Appropriate examples(s) applied very well. A sophisticated account that includes specific elaborated and accurate description and explanation well linked to sustainability.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.

Background information

Many possible – setting up of national Parks and reserves such as Kruger in South Africa, Gola in Sierra Leone, Mount Elgon in Uganda and the Lake District in the UK. Encouraging ecotourism such as Yachana Lodge in the rain forest of the Ecuadorian Amazon. Replanting of trees to replace felled trees, selective logging. Encourage trade in sustainable products e.g. honey, Body Shop and the Kayapo – Brazil nut oil and discourage trade in unsustainable products e.g. mahogany. Measures to prevent soil erosion e.g. contour ploughing, "magic stones" in Burkina Faso. Best answers should concentrate on one ecosystem with detailed knowledge although could compare uses in different parts of the world e.g. big projects such as Aswan against small scale projects e.g. digging wells and could exemplify with sustainability from different ecosystems.

8 4 2 2

Total Mark = 20

9	6	5
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Higher Tier

Section B

Option 4 – Tourism

Question 4

		K	A	S
(a)	(i) East coast/south of Valencia/on Costa Blanca/use of direction e.g. (east south east of Madrid)/use of distance e.g. about 400 km from Madrid.			2
	(ii) No mark for factor – mark for explanation <i>mountainous areas such as Pyrenees</i> have snow and steep slopes that provides good ski runs. <i>warm sunny beaches e.g. Costas</i> attract visitors from cooler, cloudier countries for sunbathing and swimming.	2	2	
		2		
		Max 4		

(b)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Uses photos to list activities. Little mention of negativity.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	Describes negative effects and gives some explanation of the negative environmental effects.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Candidates describe and explain fully how various activities damage the environment.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background Information

Noise pollution/vandalism/water pollution/law breaking/land erosion/water shortage.

Accept any negative aspects but these need to be fully developed for higher level.

Expect a gradient of negative features from the undeveloped listing of e.g. litter, vandalism, water pollution at lower levels to law breaking; footpath erosion and an tourist season, erosion of lake shores through motorised sporting activities, etc.

6	3	3
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(c) Level	Explanation	Communication
(Level 1) 0 – 2 marks	Either the 'why' or the 'how' strand will almost certainly be chosen. Simple statement as example.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
(Level 2) 3 – 4 marks	Good explanation of 'why' strand and two methods which address the 'how' strand, or one very well developed method.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
(Level 3) 5 – 6 marks	Detailed description and explanation of both 'why' and 'how' with some reason for failure given. .	Communication is logical and has structure. Some geographical terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.
(Level 4) 7 – 8 marks	A sophisticated account that includes specific elaborated and accurate description and explanation of methods and reasons for failure.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.

Background information

Some LEDCs possess a rich diverse natural environment. Mass tourism can severely damage it. Sustainable tourism is an attempt to minimise the negative effects of conventional tourism. It tries to maintain the present environment for future generations yet make money.

Methods: Essentially tourist parties are small scale and range from safaris in Kenya or protected game reserves to wild life tours in Burma – elephant conservation and bird-watching to cycle tours through the Mayan civilisation remaining in Yucatan. Costa Rica was an early example of sustainable tourism but the lure of bigger profits has inevitably created larger hotels, more roads and a change in the character of its tourism.

Total Mark = 20

8	7	1	
	9	6	5

Higher Tier

Option 5 – Retail and Urban Change

Question 5

		K	A	S
(a)	(i) shops (1); banks (1); offices (1); public buildings (1).	2	2	
	(ii) accessibility (1); high cost of land (1); large shops (1); larger sphere of influence (1); comparison goods (1); + 1 development.	4	4	

(b)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Simple statements about the Metro Centre's site/location.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	Site factors and locational factors discussed with clear evidence of use of data provided. No balance required.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	A balanced treatment of site and locational factors and evidence of material drawn from all data provided.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Out of town retail park. Site composed of suitably flat land on an ash base so good drainage. Built on a brownfield site.

Its location – close to an intersection on the A1, with a nearby railway station makes it very accessible to the large cities of Newcastle and Gateshead on its doorstep and to other cities not too far away. The nearby Theme Park will also attract shoppers who want a day out.

It	K	A	S
	2	2	2

(c)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Basic changes in shopping habits are described.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	More fully described shopping habits and changes are given and how retail parks cater for these.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Appropriate example(s) applied well. Account includes specific elaborated description and explanation of changes linked to popularity of retail centres with some assessment.	Communication is logical and has structure. Some geographical terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.
	(Level 4) 7 – 8 marks	A sophisticated account that includes specific, elaborated and accurate description and explanation well linked to retail centres with balanced assessment. .	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.

Background information

Habits have changed because of higher standard of living (more disposable income), so most possess a car, fridge, freezer and microwave. Most women work, so less time for shopping and many work irregular hours, so the car permits less frequent bulk buying to be stored in freezers at home and 24 hour opening of many stores allows all shift workers to access store. Retail parks possess large free car parks (lower land costs) and are sited in most accessible locations. Large ranges of goods are stored under one roof, for the stores have a high threshold. Some families visit retail parks as a Sunday leisure activity – greenspace, cafés as well as shops. These parks suit the working person – but are not so good for poorer senior citizens (in spite of free bus availability). Retail parks also threaten the viability of CBD shops and corner shops – another blow for the poorer in society. Also by promoting the use of the family car they may act against efforts to reduce energy use.

8	3	5	
	9	6	5

Total Mark = 20

Higher Tier

Option 6 – Economic Change and Wales

Question 6

		K	A	S	
(a)	lowest primary in both (1); highest tertiary (1); reference to data (1).	2		2	
(b)	High numbers of sheep where high rainfall/high or rugged relief/infertile soils/only farming that could succeed – up to 2 for relationship. Lower numbers of sheep where lower rainfall/lower <u>or</u> more gentle land/deeper or more fertile soils/other forms of farming – cattle or arable – more profitable up to 2 for relationship.	4	1	1	2
(c)					
	Level	Explanation			
	(Level 1) 0 – 2 marks	Some basic identification of changes or one description. Example possibly from those given.			
	(Level 2) 3 – 4 marks	Description of at least two changes in greater depth with at least some mention of social repercussions. No need for balance.			
	(Level 3) 5 – 6 marks	Descriptions of more than two changes that may go beyond resource. There will be a clear linkage of changes and to social consequences on a local or national scale.			
		Communication			
		Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
		Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.			
		Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
	Background information A good answer will be able to describe a number of farm initiatives linked to diversification and EU funding streams. These must be linked to social consequences. Expect a top Level 3 answer to highlight consequences for local rural and urban people in Wales. While there may not be total balance, there may be a reference to possible negative consequences on people. Changes include: organic farming; developing caravan or camping facilities; barn conversions, setting up craft businesses; farm shop; making food products; encouraging farm visit by families and schools; renting out land for mobile masts; amalgamation of farms; adapting farm to access EU subsidies. More tourism into these rural areas, many children of farmers do not want to continue on the farm – so move away.	6	4	4	2

(d)	Level	Explanation	Communication
	(Level 1) 0 – 2 marks	Basic description of environmental protection and/or energy demands with no real grasp of conflicts.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
	(Level 2) 3 – 4 marks	Describes with some elaboration the impact of increasing demand on the environment.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
	(Level 3) 5 – 6 marks	Good description and explanation of resource demand and environment relationship. Some explanation of difficulties of managing demand.	Communication is logical and has structure. Some geographical terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.
	(Level 4) 7 – 8 marks	Specific elaborated and accurate description and explanation of relationship and balanced explanation of difficulties.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.

Background information

Increasing energy demands in Wales need to be met, as far as possible, by using renewable energy or nuclear. This means more wind farms, Severn barrage and possible renewal of nuclear powerstations. All these have environmental costs – visual (wind) damage to wild life (Severn barrage); storage of dangerous residues (nuclear). Likewise an increase in existing fossil fuel generation will also harm the environment through increased CO₂; laying of pipelines for gas and oil. Nuclear, oil, gas and coal power stations are all on the coast so any development will have adverse scenic consequences.

8

3	5	
9	6	5

Total Mark = 20

ASSESSMENT GRID**SUBJECT.....Geography (B).....Foundation.....**

		Assessment Objectives Raw Marks (Actual)			Paper Total Mark	QW C (✓)
		AO1	AO2	AO3		
Unit 01		(15%)	(10%)	(15%)		
	Q1	6	4	5		✓
	Q2	6	4	5		✓
	Q3	6	4	5		✓
	Q4	5	4	6		✓
	Q5	5	4	6		✓
	Q6	5	4	6		✓
	TOTAL (Marks)	33	24	33	90	
		AO1	AO2	AO3		
Unit 03		(15%)	(10%)	(10%)		
	Option 1	9	6	5		✓
	Option 2	9	6	5		✓
	Option 3	9	6	5		✓
	Option 4	9	6	5		✓
	Option 5	9	6	5		✓
	Option 6	9	6	5		
	TOTAL (Marks) (3 options)	27	18	15	60	
		AO1	AO2	AO3		
Unit 05		(9 %)	(6 %)	(10 %)		
	Task 1	8	12	20		✓
	Task2	12	28	20		✓
	TOTAL (Marks)	20	40	40	100	

ASSESSMENT GRID**SUBJECT.....Geography (B).....Higher**

		Assessment Objectives Raw Marks (Actual)			Paper Total Mark	QW C (√)
		AO1	AO2	AO3		
Unit 02		(15%)	(10%)	(15%)		
	Q1	6	4	5		√
	Q2	6	4	5		√
	Q3	6	4	5		√
	Q4	5	4	6		√
	Q5	5	4	6		√
	Q6	5	4	6		√
	TOTAL (Marks)	33	24	33	90	
		AO1	AO2	AO3		
Unit 04		(15%)	(10%)	(10%)		
	Option 1	9	6	5		√
	Option 2	9	6	5		√
	Option 3	9	6	5		√
	Option 4	9	6	5		√
	Option 5	9	6	5		√
	Option 6	9	6	5		
	TOTAL (Marks) (3 options)	27	18	15	60	
		AO1	AO2	AO3		
Unit 05		(9 %)	(6 %)	(10 %)		
	Task 1	8	12	20		√
	Task2	12	28	20		√
	TOTAL (Marks)	20	40	40	100	