



GCSE MARKING SCHEME

**GEOGRAPHY
SPECIFICATION A (NEW)**

SUMMER 2010

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2010 examination in GCSE GEOGRAPHY - SPECIFICATION A (NEW). They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

SPECIFICATION A

**UNIT 1 - CORE GEOGRAPHY
FOUNDATION TIER**

THEME 1 - WATER

(a)	(i)	D	1	K	A	S
	(ii)	A	1	1		
	(iii)	B				
(b)	(i)	Examples include: damage to home(1); can't get to work (1); loss of business for shops (1); decrease in value of home (1); people trapped in homes (1); loss of life (1).	1 Max 3	1		3
	(ii)	rainfall (1); meanders (1); levees (1); dams (1).	4	1	2	1
(c)	(iii)			Communication		
		Level 1 1 mark		Simplistic perhaps lifting material directly from paragraph in (ii)		
		Level 2 2-3marks		Some understanding shown of method chosen and begins to recognise strengths and/or weaknesses.		
		Level 3 4-5 marks		Demonstrates understanding of method chosen and recognises its strengths and weaknesses. Balanced answer.		
			5	2	2	1
		Background information Possible methods include building dams, artificial levees, straightening channels, dredging channels and building diversion channels. Advantages could include effectiveness, provision of new wildlife habitats and tourism. Disadvantages include expense and need for constant maintenance. Credit breadth or depth but remember this is the Foundation Tier and, as such, Level 3 corresponds to the C grade and not the A*.				
		Total Mark = 15		6	4	5

THEME 2 - CLIMATE CHANGE

(a)	(i)	rise of 0.4°F	1						1
	(ii)	up and down (1); increase overall (1); quantification (1).	2						2
(b)	(i)	Box A - layer of waste gases in the atmosphere (1); name(1) source (1). Box B - Less heat escapes (1); heat reflected back to earth (1);	3	1	1				1
	(ii)	warmer weather (1); wetter weather (1); different crops (1). development of any point (1); extreme weather (1). (2+2 or 3+1)	4	2	2				
(c)									
		Level	Explanation	Communication					
		Level 1 0-1 mark	Repetition of resources given with limited detail of the link to climate change.	Communication is unclear.					
		Level 2 3-4marks	Understanding of the link between behaviour and climate change. Valid points not fully developed.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy in spelling, punctuation and grammar.					
		Level 3 5 marks	The candidate makes a clear, informed link between the decisions of people and the factors that lead to global warming/climate change. More than one change is developed with explanation of the link to climate change.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.					
				5	3	2			
(d)		Background information A Level 1 answer will be able to use the resources provided to make reference to at least two ways in which people can make a difference. This will probably be more simply made to issues such as transport or domestic light bulbs, energy saving. For Level 2 expect a minimum of two examples to be given with at least one making the connection between demand, supply and the environment. For Level 3, three points raised, one of which must be the way in which people from different countries work together. At the highest level, candidates may refer to international co-operation although failing to do this should not bar entry to Level 3 if methods are well explained and clearly linked to climate change. Credit breadth and/or depth and remember that this is the Foundation Tier!							
				Total Mark = 15			6	5	4

THEME 3 - LIVING IN AN ACTIVE ZONE

			K	A	S
(a)	T F T F T All 5 correct = 3; $\frac{3}{4}$ = 2; $\frac{1}{2}$ = 1	3			3
(b)	(i) Underneath; pressure; waves; focus: All 4 correct = 3; $\frac{2}{3}$ = 2; 1 = 1	3	1	1	1
	(ii) Falling buildings (1); transport disruption (1); fires (1); tsunamis (1); development of any point (+2).	Max 4	2	2	
(c)	Level		Explanation		Communication
	Level 1 1 mark	Limited understanding. May be in the form of a list with little or no description. Some merit in response.		Communication is unclear.	
	Level 2 2-3marks	Example used but lacking focus. One or more reasons described in simple terms but not developed. Maximum level for no reference to example.		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	Clearly related to case study material. Good understanding of how one or more ways can benefit people. Answer has depth and balance.		Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.	
(d)	Background information Reference may be made to tourism, geo-thermal energy, mineral exploitation and fertile soils for farming. Level of depth and benefit will depend on example chosen. Credit depth and/or breadth but there must be clear place knowledge for Level 3. However, remember that this is the F Level and Level 3 should equate to grade C, and not A*.	5	3	2	
Total Mark = 15			6	5	4

THEME 4 - CHANGING POPULATIONS

			K	A	S
(a)	(i)	correct bar length (1).	1		1
	(ii)	narrow base (1); quantification (1).	1	1	
	(iii)	many in the 65+ age group (1); quantification (1); quite wide bars at the top (1).	2	1	1
(b)	(i)	4.1/4.2%	1		1
	(ii)	wide base (1); high birth rate (1); low life expectancy (1); few in older age groups (1); rapid fall in numbers in each upward age group (1).	3	1	2
(c)	(i)	number of births (1); per 1000 (1) per year (1).	2	2	
(c)	Level	Explanation	Communication		
	Level 1 0-1 marks	Can only describe areas of low birth rates, i.e. MEDCs.	Communication is unclear.		
	Level 2 2-3marks	One reason fully developed or a number of reasons discussed briefly.	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 factors discussed in detail. Named examples required, linked to the explanation.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
			5	4	1
(d)	Background information Most answers will relate to MEDCs and reasons will include the changing role of women, education, contraception and improving lifestyle which removes the necessity of having large numbers of children. At the higher level, candidates may refer to children as an economic liability. Others will possibly look at China as an example of government policies. Credit breadth and/or depth and remember that this is the Foundation Tier and, as such, we are not seeking perfection.				
Total Mark = 15			6	4	5

THEME 5 - INTER-DEPENDANCE

			K	A	S
(a)	(i)	47% +/-1 (1)	1		1
	(ii)	ilncreased (1); quantified (1).	2		2
	(iii)	increased trade (1); increased market (1); increased workforce (1); cultural enrichment (1). Allow 2 development marks for the named impact.	3	3	
(b)		markets (1); labour (1); employment (1); websites (1).	4	4	

Level	Explanation	Communication
Level 1 0-1 mark	Simple statement, e.g. creates jobs.	Communication is unclear.
Level 2 2-3marks	Two or three benefits given with some development.	Communication is fairly clear and information is communicated by brief statements. There is some
Level 3 4-5 marks	Two or three well developed benefits given. Named examples of improvements within a NIC needed for this level.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Note, most candidates will refer to India or China but allow any other relevant NIC. 5

Background information

Globalisation in NICs has provided jobs and improved wages. This has been via TNCs locating there, but also a recent major growth in home grown TNCs e.g. Tata Steel in India. Increased GDP from trade has led to investments in education, health (which have improved development indicators in these areas) and infrastructure (e.g. new Metro system in New Delhi). Cultural exchange has led to a more international awareness and appreciation of factors like media and film (e.g. Bollywood in India) as well as opportunities to access western culture (e.g. fashion, music, sport from MEDCs).

Credit breadth and/or depth but remember that this is the Foundation Tier; as such Level 3 equates to grade C.

Total Mark = 15

5		
8	4	3

THEME 6 - DEVELOPMENT

			K	A	S
(a)	(i)	Over \$20,000	1		1
	(ii)	Africa.	1		1
	(iii)	1-3 = 1 mark, 4-5 = 2 marks, 6 = 3 marks higher/industry/Asia/farming/raw materials/exported.	3	2	1
(b)	(i)	Kenya.	1		1
	(ii)	1 mark for correct bar.	1		1
	(iii)	Answers to include health, diet, water, education, disease (3 x 1) Reason must be qualified, e.g. poor health care.	3	2	1
(c)	Level	Explanation	Communication		
	Level 1 0-1 mark	Simple descriptive list only using photographic evidence.	Communication is unclear.		
	Level 2 2-3marks	Answer develops photographic evidence with some explanation. May only refer to one strategy.	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	Clear understanding of more than 1 method of reducing child mortality.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.		
<p>Background information</p> <p>LEDCs need help from outside agencies to try and achieve the Millennium Goals. Educating women is a high priority to improve their status and will encourage them possibly to want smaller families.</p> <p>Medical advice, HIV/Aids education, as well as education on other health matters can be done through health clinics etc.</p> <p>Help from MEDCs and NGOs can be in the form of money to set up schemes or personnel-credit named examples of countries or organisations with help to improve health care as well as training nurses and doctors.</p> <p>Volunteers from MEDCs can help train local people.</p> <p>Advice on birth control, encouraging hospital births and family planning to reduce family size and have fewer but stronger children- may be religious or cultural barriers to overcome</p> <p>Access to better diets and water- credit examples of schemes</p> <p>Vaccinating children against disease will help them grow stronger.</p> <p>Long term goal will be to embed changes into the countries</p> <p>Credit breadth and/or depth. Remember that this is the Foundation Tier and, as such, Level 3 equates to grade C.</p>			2	1	2
Total Mark = 15			6	3	6

**SPECIFICATION A
UNIT 1 - CORE GEOGRAPHY**

HIGHER TIER

THEME 1 - WATER

(a)	(i)	hydraulic action.	1	K/U	A	S
	(ii)	Solution / saltation / suspension / traction / rolling (1) + 1 for development.	2	1		
(b)		coastal (1); flat / lowland (1); river valleys (1); confluence (1); named areas (1) + 1 for development or converse	Max 3		1	2
(c)	(i)	near a river (1); floodplain / flatland (1); lack of vegetation (1); confluence (1); human interference (1) + 1 for development including map evidence.	Max 3		1	2
(ii)						
		Level	Explanation	Communication		
		Level 1 1-2 marks	Simplistic answer which outlines approach(es) to flood defence.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.		
		Level 2 3-4 marks	Answer demonstrates understanding of approach(es). Begins to explain how these approaches work.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.		
		Level 3 5-6 marks	Demonstrates understanding of a range of (more than one) approaches. Giving explanation of different approaches to management eg hard and soft engineering. Perhaps beginning to recognise short-term emergency measures, longer-term hard engineering approaches or perhaps questioning hard engineering approaches.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.		
				6	2	2
		Background information Approaches include hard engineering such as building dams, artificial levees, straightening channels, dredging channels and building diversion channels. Advantages of these could include effectiveness, provision of new wildlife habitats and tourism. Disadvantages include expense, need for constant maintenance and can never fully protect areas from flooding. Soft engineering is an alternative approach, living with nature rather than controlling it. Also note a range of early warning measures such as weather forecasting and simulation exercises which would give people more time to put in place emergency measures such as sandbags.				
				Total Mark = 15	5	4
					6	

THEME 2 - CLIMATE CHANGE

		K/U	A	S
(a)	(i) rise of 0.4°F (1). (ii) Slight increase up to 1980s(1); rises and falls (1); sharp increase from 1980 to 2000(1); quantification (1) Max 2	1		1
(b)	(i) solar radiation short wave (1); heats earth (1); long wave radiation given off (1); absorbed by greenhouse gases / heat is trapped (1); example of greenhouse gas (1); keeps earth warm / acts like a blanket (1). Max 2 (ii) Sea level rise (1); decrease in ice cover (1); change in agricultural patterns(1); ice cores (1); other palaeoclimate evidence (1); species migration (1); species under threat (1); extreme weather patterns(1) +2 for development (1+3, 2+2, 3+1). Max 4	1	1	2
		3	1	

Level	Explanation	Communication
Level 1 1-2 marks	Simplistic answer which outlines some of the changes people can make to their lifestyles.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates understanding of a range of lifestyle changes. Some explanation of how these changes will lead to a reduction in the impact of climate change.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Demonstrates understanding of a range of lifestyle changes. Clear explanation of how these changes are likely to reduce the causes and/or consequences of climate change. Perhaps recognises the limitations of individual actions and the need for national and international agreements.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Changes in lifestyle could include car sharing, using low energy light bulbs and installing solar panels. At a national level governments can invest in renewable energy sources such as wind energy or invest in new technologies such as use of biofuels. These measures will address the main cause of climate change and aim to use less fossil fuels. Answers could also address changes in lifestyles as a consequence of climate change – low lying land could be protected from flooding and sea level rise. Water supplies could be improved to meet demands where climate is becoming drier. People can move from low lying land. Governments can invest in technology to predict extreme weather events. To achieve significant impact on the causes of climate change international agreement is needed. To date there has been only one significant agreement – Kyoto where 37 industrialised countries and the European community set targets to reduce carbon emissions – signed on 11th December 1997 to come into force on 16th Feb 2005.

Total Mark = 15

6	2	3	1
6	5	4	

THEME 3 - LIVING IN AN ACTIVE ZONE

		K/U	A	S												
(a)	<p>Plate boundary / margins (1); hot spots (1); narrow belts / linear (1); occur together (1); coastal (1); continuous (1); not continental interiors (1); more in Northern hemisphere (1); named region (1). Max 3</p>			3												
(b) (i)	<p><i>volcano</i> (1); plate movement (1); subduction (1); melting (1); friction (1); magma rises to surface (1); because less dense (1); through fissures (1); layers of lave/ash build (1); create cone shape (1).</p> <p><i>ocean trench</i> (1); at subduction (1); destructive margin (1); parallel to island arc (1); due to thickness of crust (1); as downgoing plate bends underneath (1).</p> <p><i>fold mountains</i> (1); subduction (1); destructive margin (1); pressure (1); crumpling/folding of crustal rocks (1).</p> <p><i>island arcs</i> (1); subduction (1); melting (1); along plate margin (1); line of volcanoes (1).</p> <p style="text-align: right;">Max 4</p>	2		2												
(b) (ii)	<p>Max 3 if no landform Max 4</p> <p>Lava flow (1); ash cloud / tephra (1); landslide (1); gases (1); earthquake (1); volcanic bombs (1); pyroclastic flow (1); lahar (1); +1 for development (1). Max 2</p>	1	1													
(c)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 40%;">Explanation</th> <th style="width: 45%;">Communication</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Level 1 1-2 marks</td> <td>Limited understanding. Reference made to strategies but no example and little depth.</td> <td>Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.</td> </tr> <tr> <td style="text-align: center;">Level 2 3-4 marks</td> <td>Example used. One or more strategies described with some explanation of how impact has been reduced.</td> <td>Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation</td> </tr> <tr> <td style="text-align: center;">Level 3 5-6 marks</td> <td>Clearly related to examples. Good understanding of how one or more strategies has reduced impact. Answer has depth and balance.</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 1-2 marks	Limited understanding. Reference made to strategies but no example and little depth.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.	Level 2 3-4 marks	Example used. One or more strategies described with some explanation of how impact has been reduced.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation	Level 3 5-6 marks	Clearly related to examples. Good understanding of how one or more strategies has reduced impact. Answer has depth and balance.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.	6	3	3
Level	Explanation	Communication														
Level 1 1-2 marks	Limited understanding. Reference made to strategies but no example and little depth.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.														
Level 2 3-4 marks	Example used. One or more strategies described with some explanation of how impact has been reduced.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation														
Level 3 5-6 marks	Clearly related to examples. Good understanding of how one or more strategies has reduced impact. Answer has depth and balance.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.														
<p>Background information Expect reference to monitoring and the use of technology such as tiltmeters, gas readings and seismometers. Other measures include diversion of lava flow, spraying with water and warning systems that enable evacuation of the population. Credit depth as well as breadth and reward the use of examples or case study material.</p>																
Total Mark = 15		6	4	5												

THEME 4 - CHANGING POPULATIONS

(a)	(i) 18% (1).	1	K/U	A	S
	(ii) wide base (1); narrow top (1); concave profile (1); + 2 for development eg high birth rate, high death rate	Max 4		2	2
	(iii) low birth rate (1); small gap between birth rate and death rate (1); small percentage under 15 will mean less births in future (1); increase in death rate (1); linked to old age population (1); obesity (1); access to contraception (1); marrying later (1); status of women (1); desire for smaller families (1); expense of large families (1) + 1 for development.	Max 4	1	1	2

Level	Explanation	Communication
Level 1 0-2 marks	Mainly descriptive only of areas with sparse population.	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 sparse population in named areas but detail is limited or deals with one factor in detail.	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 explanation of at least two factors which result in a sparse distribution of population in named areas. Candidate may add accurate detail to world map outline.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Answers will refer to a number of possible factors such as being too cold, too dry, too mountainous or dense forests. Examples of sparse population include Arctic, Sahara, Himalayas. . A Level 3 answer will develop these points to include reference to difficulties of producing food, difficulty of access and lack of opportunities.

6	4	1	1
Total Mark = 15	5	4	6

THEME 5 - GLOBALISATION

		K/U	A	S
(a)	(i) 47% +/-2 (1). You may also accept 55% +/-2 (which is Poland as a percentage of A8 countries only).	1		1
	(ii) increased (1); every year (1); correct use of a figure/s eg 17% from 2004 – 2007.	2		2
	(iii) Housing (1); effect on labour market (1); cultural enrichment (1); conflict/tension (1) + 1 for development of the named impact.	2	1	1
(b)	globalisation is the process by which the world is becoming increasingly inter-connected (1); role of TNCs (1); increased trade / trading blocs (1); aid (1); improvements in technology (1); improvements in communications(1); improvements in transport (1); increased population movements (1) + 2 for development.	4	2	2
(c)	Level	Explanation	Communication	
	Level 1 0-2 marks	Simple statement, e.g. creates jobs.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.	
	Level 2 3-4 marks	Limited range of economic and/or social changes given with some 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	A range of economic and social changes given. Use of resources and own knowledge of specific examples in India or China or named countries.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.	
Background information		6	3	1
<i>Note, most candidates will refer to India or China but allow any other relevant NIC.</i>				
Globalisation in NICs has brought economic benefits. Examples include the benefits of TNCs locating there (as well as the growth of homegrown TNCs, e.g. Tata Steel in India) such as an increase in GDP, reduced unemployment, increased wages, etc. The money generated from these activities has had social impacts such as greater career choices, improvements in education (and skills training in the workforce) and health (which improves other development indicators such as life expectancy, etc).				
Total Mark = 15		6	4	5

THEME 6 -DEVELOPMENT

				K/U	A	S
(a)	(i)	over US \$20,000.	1			1
	(ii)	Africa	1			1
	(iii)	Employment structure (1); trade (1); TNCs have their HQs in MEDCs (1); natural resources (1); climate (1); education/skills (1) + 1 for development.	3	3		
(b)		Pattern (1); poverty (1); specified disease (such as malaria / HIV) (1); lack of health care (1); poor diet (1); lack of education (1); poor sanitation (1); or converse; + 2 for development. Max 4		1	1	2
(c)						
	Level	Explanation		Communication		
	Level 1 1-2 marks	Simple description of one or two strategies. There may be no reference to another MDG.		Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.		
	Level 2 3-4 marks	Answer develops strategies with some explanation of how they will impact. Candidates may refer to help from outside agencies. Maybe some reference to another MDG.		Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.		
	Level 3 5-6 marks	Clear understanding of different strategies for meeting both MDGs. Candidates may refer to role of governments and help from MEDCs and NGOs.		Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.		
			6	2	2	2
(d)	Background information					
	Candidates may link information from previous maps on GDP and Infant Deaths. LEDCs need help from outside agencies to try and achieve Millennium Goal 4. Educating women is a high priority to improve their status and encourage them possibly to want smaller families. Medical advice, HIV/Aids education, as well as education on other health matters can be done through health clinics etc. Help from MEDCs and NGOs can be in the form of money to set up schemes or personnel-credit named examples of countries or organisations. Volunteers from MEDCs can help train local people in health and farming matters-improving diet so better chance of surviving. Advice on birth control, encouraging hospital births and family planning to reduce family size and have fewer but stronger children- may be religious or cultural barriers to overcome. Access to better diets and water- credit examples of schemes. Vaccinating children against disease will help them grow stronger. Long term goal will be to embed changes into the countries to make them self reliant. Accept reasoned explanations relating to chosen example of one other Millennium Goal.					
	Total Mark = 15			6	3	6



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