



GCSE MARKING SCHEME

**GEOGRAPHY
SPECIFICATION A**

SUMMER 2011

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2011 examination in GCSE GEOGRAPHY – SPECIFICATION A. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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Q.3

- (a) Crust; constructive; magma; destructive; volcanoes.
All 5 correct = 4; 3-4 correct =3; 2 correct = 2; 1 correct = 1
- (b) **Pyroclastic Flow:** hot material (1) high speed (1) sudden death / buildings / crops (1) development (2) reserve for example (1) burns (1) suffocated (1)
Lahar: mudflow (1) high speed (1) destroy buildings (1) little warning (1) sudden deaths (1) development (2) reserve for example (1)
Lava Flow: molten rock (1) destroy buildings (1) communications (1) farmland (1) easier to avoid (1) fewer deaths (1) example of positive impact (1) development (2) reserve for example (1)
Ash: fine material (1) covers buildings, etc (1) block sunlight (1) breathing problems (1) development (2) reserve for example (1) air travel (1) contamination (1) Max 4
- Example must be real.
Reference to death must be qualified.
- (c) (i) Medium/high risk (1) of (named) hazard (1) safer in St Peter's than in Plymouth (1) 6km / further from volcano (1) importance of capital (1) development (1)

Level	Descriptor	QWC
Level 1 1 mark`	Simple statements or list of method(s). Irrelevant or erroneous material.	Communication is unclear.
Level 2 2-3 marks	One method described well or two briefly described. Lacking detail. Link to people unclear.	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 methods described in some detail. Clearly linked to reducing human risk.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

Various responses could be made but there is no requirement to deal with them all. Be prepared to credit depth and/or breadth. Most are likely to refer to monitoring various aspects of the volcano, e.g. seismicity, gas emission and deformation, with better candidates able to refer to some of the technology used. At the top end, look for reference to reducing the risk to people with a view to evacuation or land use planning. Some may link this to the hazard map, but this is not essential.

AO1	A02	A03
3		1
2	2	
		2
3	2	
8	4	3

Q.4

- (a) (i) Urban increase (1) rural decrease (1) Max 2
- (ii) **Push;** Small farm (1) no money (1)
Pull: Jobs (1) education (1)
- (iii) Quieter (1) less traffic (1) less (specified) pollution (1) open space (1) commuting (1) home working (1) less crime (1) housing (qualified) (1) affluence (1) development (1) perception (1) Max 2
- (b) (i) Falls to 2000 (1) fluctuates between 2000 and 2002 (1) increase from 2002 (1) reserve one mark for accurate quantification from vertical axis. Max 3
- (ii) C

Level	Descriptor	QWC
Level 1 1 mark	Simple statements. No example. Little understanding shown.	Communication is unclear.
Level 2 2-3 marks	Explanation of at least one factor affecting birth rates. cursory use of example, lacking detail and full understanding. Max 3 marks if no 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	At least two factors explained and related to examples studied. Answer shows good understanding of how different factors may impact in different settings.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information:

At simplest level, candidates will relate birth rates to no more than the availability of birth control. Expect reference to government policy, e.g. China, the changing role of women in society, e.g. Europe, increasing wealth and the need for education in development meaning that children become an economic liability. Some candidates may take the migration issue further than Question (i). Some candidates may consider that birth rates can go up as well as down and refer to short-term baby-boom effects. Examples may be drawn from places in spec, namely Western Europe, Sub-Saharan Africa or SE Asia but be prepared to credit other examples used. Credit depth and/or breadth and remember that this is the F tier and, as such, full marks equate only to the C Grade.

AO1	AO2	A03
		2
	2	
1	1	
		3
		1
3	2	
4	5	6

Q.5

- (a) (i) Import; manufactured; primary; coffee beans Max 4
- (ii) Indicate different amounts/proportions/values (1)
- (iii) Low value (1) loss/disease of crop or resource (1) susceptibility to weather (1) fluctuating markets (1) trade deficit (1) development of any point (1) Max 2
- (b) (i) Beginning in USA/North America (1) spread to Europe/Australasia/any country (1) more recently in South America any country (1) and Asia any country (1) little development in Africa as yet (1)

Level	Descriptor	QWC
Level 1 1 mark`	Simple statements. No example. Little understanding shown.	Communication is unclear.
Level 2 2-3 marks	Description of one or more disadvantage.	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	Able to apply own knowledge to show good understanding of at least two disadvantages in some detail.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information:

Be prepared to credit depth and/or breadth. Disadvantages of globalisation will include leakage of profits overseas and various forms of exploitation of workforce by big companies to include low wages, long hours, etc. Some may refer to increasing consumerisation or the inability of poorest people to afford goods offered. Some may refer to control of country by western powers. Remember that full marks equate to C and not A*, so try to use full mark range.

AO1	A02	A03
	1	3
		1
1	1	
	1	2
3	2	
4	5	6

Q.6

- (a) (i) 10-19%
- (ii) Increase from north to south (or converse) (1) higher in Sub-Saharan Africa (1) highest in far south (1) quantification % / named country (1)
Max 2
- (iii) High death rate (1) unable to work (1) causing poverty (1) less taxes paid to government (1) less money to spend on services (1) mainly affects working-age people (1) highly contagious (1) children leave education to care (1) orphaned children (1) causing pressure on social services (1) pressure on health care services (1) development of any point (2)
Max 3
- (b) (i) Increased (1) quantified (1) females at faster rate (1) females still have a lower rate (1) accept converse
Max 2
- (ii) Skilled workforce (1) better jobs (1) higher incomes (1) more taxes (1) to spend on development (1) less reliance on foreign skills (1) so sustainable (1) improved technology (1) entrepreneurship (1) development of any point (1)

(c)

Level	Descriptor	QWC
Level 1 1 mark`	Mere repetition of prompt words with little reference to a named country.	Communication is unclear.
Level 2 2-3 marks	Description of patterns clearly related to one country. Emphasis on one aspect only. Maximum level for no named country.	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	Detailed description of more than one aspect related to chosen country. Shows clear knowledge of case study.	Communication is more articulate. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.

Background information

The question is seeking description only and the candidate will need to demonstrate knowledge of the chosen country to progress to the highest level. Impressive description but not related to a chosen country or the named example is arbitrary; could achieve top of Level 2. The prompt words are not meant to be exclusive and credit should be given for other indicators of development. Credit depth and/or breadth to the answer. Good place knowledge may be limited to accurate reference to north/south etc or to named regions. Credit the skill of description as in the command word and in relation to the AOs. However, remember that this is the F tier and, as such, we are not seeking perfection, merely the standard required at the C Grade.

AO1	AO2	A03
		1
		2
1	2	
		2
1	1	
3	2	
5	5	5

Unit 1 – Higher Tier

Q.1

- (a) (i) NW/NNW (1) bearing $325^\circ \pm 5^\circ$ (1)
 (ii) 571/2 204/5 (1)
 (iii) Above floodplain (1) along a contour line (1) low value land (1)
 (iv) Above floodplain (1) higher land (1) bridging point (1) defensive site (1) river provides water / transport (1)

AO1	AO2	A03
		1
		1
		1
		1
2		3

(b)

Level	Descriptor	QWC
Level 1 1 mark	Simplistic answer identifying a landform but demonstrating limited understanding of its formation. Simplistic diagram.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 2-3 marks	Identifies a landform and demonstrates understanding of its formation. Some explanation of river processes. Answer lacking in depth and/or detail. Diagram lacking in detail. Maximum 3 marks if no diagram.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 4-5 marks	Identifies a landform and demonstrates clear understanding of its formation. Detailed explanation of river processes relating to the formation of the named landform. Clear diagram.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information:

Detail will depend on landform chosen: river meander, waterfall or river delta are all likely. The candidate could achieve full marks through an annotated diagram. The resource leads the candidate towards explaining the formation of an ox-bow lake. If chosen a description should identify the meandering nature of the river in its lower course, with processes of erosion on the outside of the bend, creating a river cliff, and deposition on the inside of the bend with the creation of a slip-off slope. Migration of the meanders leads to the river cutting through a neck which has formed between two meander bends, hence forming a cut-off or ox-bow lake. Some of the processes which could be explained to achieve Level 3 include hydraulic action, corrosion and deposition.

(c)

			AO1	A02	A03
	Level	Description	QWC	3	3
	Level 1 1-2 marks	Simplistic answer which demonstrates limited knowledge of management strategies.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.		
	Level 2 3-4 marks	Demonstrates knowledge and understanding of a range of management strategies. Simple explanation of opposition to management. Max 4 if description is thorough but no 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	Demonstrates clear knowledge and understanding of a range of management strategies. Explains opposition to management using limitations of soft or hard engineering approaches and/or a cost benefit analysis of flood protection.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.		
	Background information: Strategies include hard engineering approaches of deepening the channel, straightening the channel, taking floodwater away more rapidly, higher banks, building of dams upstream. Strategies could include early warning and emergency measures such as sandbags. Soft engineering approaches may aim to leave some of the floodplain without buildings and afforestation of the valley sides. Evaluation of strategies is likely to recognise that the number and size of settlements are small and the cost of protecting them would be great. It would not be cost effective to protect relatively low cost farmland. Flood protection schemes need maintenance and will not protect against all flood events.				
				5	3
					7

Q.2

- (a) Sun provides energy (1) arrives in short-wave radiation (1) passes easily through atmosphere (1) earth's surface is heated (1) heat given off in long-wave radiation (1) easily absorbed by greenhouse gases/heat trapped (1) example of greenhouse gas (1)
- (b) (i) 25 +/-1 (1)
- (ii) increase in wealth of population (1) population growth (1) poor environmental laws (1) continued forest destruction (1) failure of international agreements (1) continued economic and social development (1) +2 dev

AO1	A02	A03
2		2
2	2	1
3	3	
7	5	3

(c)

Level	Descriptor	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited understanding of the impact of climate change.	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 impacts of climate change. Answer lacking in depth and/or 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	Demonstrates clear (elaborated) understanding of a range of impacts of climate change.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information:

Sea levels have risen by 25cm in the last one hundred years and could rise by as much as 1 metre by the end of this century. This will affect the lives of people who live near the coast, e.g. in the UK in places such as Norfolk Broads. Ice caps and glaciers would continue to melt, e.g. areas will have less frequent snowfall, winter sports in Scotland will disappear. Extreme weather events such as hurricanes are likely to occur more often. More money will need to be spent on flood defences. Diseases and insect pests are likely to spread into areas they have not been seen before, e.g. malarial mosquitoes may spread to the UK. Areas suffering drought and desertification will spread. Plant and animal species may become extinct or migrate to new areas of the world. Areas of the world such as Alaska and Greenland may support agriculture and life. Farmers will be able to grow new crops, e.g. grapes and olives in the UK. Warmer summers will lead to a growth of the tourist industry, e.g. in the UK as less people need to travel to the Med. In winter there could be fewer cold-related deaths in the UK. Places further north and south will support a greater variety of plant and animal life. New jobs will be created, e.g. in the Department for Energy and Climate Change. There is likely to be population movements and countries are likely to become more self-sufficient in food.

Q.3

- (a) (i) Meeting place of two plates (1) crack in earth's crust (1)
 (ii) One plate moves below another/subduction zone (1) friction occurs between moving plates (1) pressure builds as plate is forced down (1) causes earthquakes (1) plate melts (1) molten rock rises to surface (1) causing volcanoes (1) +1 dev.
- (b) (i) Seismometers/earth tremors (1) laser or tilt meters/volcano shape (1) gas monitors/sulphur emissions (1) satellite imagery/ground heat (1) ultrasound/magma movements (1) historical records (1)
 (ii) Plymouth in a relatively high risk / hazardous zone (1) 5-7km from volcano (1) important in an emergency to retain government (1) many businesses are located in a capital city (1) many people live in a capital city (1) +1 dev

Level	Descriptor	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited understanding of why people live in active zones.	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 why people live in active zones. Answer lacking in depth and/or 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	Demonstrates clear understanding of a range of reasons why people live in active zones.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information:

Volcanic ash weathers to produce fertile soils, e.g. slopes of Etna. Geothermal energy supplies warm water and electricity, e.g. Iceland. Volcanoes are a tourist attraction and provide jobs in the tourist industry, e.g. Montserrat. Volcanic rock provides building stone. Many years may pass between volcanic eruptions. Monitoring reduces the risk. Many earthquake zones have been heavily populated for centuries and if you are born in an area you accept the risk, e.g. Mexico City. Many years may pass between earthquake events. Modern technology, e.g. building design minimises the risk, e.g. Japan.

AO1	A02	A03
1		
2		2
2		
		2
3	3	
8	3	4

Q.4

- (a) (i) Increase in urban (1) decrease in rural (1) rate of change increases after 1980 (1) urban overtake rural in 2020 (1) +1 quantification. Max. 2 for urban/rural.
- (ii) *Pull factors must be qualified (e.g. better, more)* Employment (1) schooling (1) health care (1) join relatives (1) living conditions (1) entertainment (1) reliable food source (1) religious/political freedom (1) quality of life (1) clean water supply (1)
- (b) Natural change has increased (1) increase in birth rate (1) + 2 dev, e.g. high birth rate in immigrant population.
Decrease in death rate (1) +2 dev, e.g. decrease in smoking.

AO1	AO2	A03
	2	3
1	2	1
3	3	
6	5	4

(c)

Level	Descriptor	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited understanding of birth rates and death rates and their impact on population numbers.	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 birth rates and death rates and their impact on population numbers. Answer lacking in depth and/or 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	Demonstrates clear understanding of birth rates and death rates and their impact on population numbers. Begins to explore the relationship between population change and structure.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information:

Sub-Saharan Africa is the world's poorest region. Although progress has been made in some countries such as Mauritius and South Africa death rates remain high. Diseases such as Malaria and AIDS together with poverty, poor living conditions and a poor health service keep the death rates high, typically around 15 per 1000, although infant mortality rates are considerably higher. However, birth rates are even higher, typically around 40 per 1000. The rural lifestyle means that children are useful workers, a lack of contraception and education particularly of women, children being a sign of virility, governments encouraging large families and a lack of pensions are all factors that encourage a high birth rate. The result is a population structure in which as many as 50% of the population is under 15 years of age. The wide base due to a high birth rate and then a rapid decrease in population numbers due to high infant mortality rates then few people over 65 due to the high death rate. Countries such as Kenya and Nigeria are good examples.

Q.5

- (a) LEDCs: primary products dominate exports (1) example (1) low profit / price (1) prices fluctuate on world market (1) debt (1) manufacturing products dominate imports (1) example (1) high cost (1) +1 dev, e.g. dominance of TNCs, trading blocs, tariffs
- (b) (i) First opened in North America (1) no expansion for first 30 years (1) limited expansion in 1970s (1) to other MEDCs, e.g. Japan (1) rapid expansion in 1980s and 1990s (1) to every continent (1) only Africa remains largely free of McDonalds after 2000 (1) the poorest LEDCs (1) *1 mark max for list*
- (ii) Improvements in: technology (1) telecommunications (1) media (1) transport (1) growth of multinationals/transnational corporations/reasons for their growth e.g. cheap labour (1) greater political co-operation (1) development of trading blocs/free trade areas (1) increased population migration (1) increased trade/markets (1)

AO1	A02	A03
2	1	1
		2
1	2	
3	3	
6	6	3

(c)

Level	Descriptor	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited understanding of the benefits of globalisation.	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 the benefits of globalisation. Answer lacking in depth and/or 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	Demonstrates clear understanding of the benefits of globalisation. Reference to NIC's such as India.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information:

There has been a growth in manufacturing jobs, a growth in tourism, increased personal wealth, growth in tax revenue, an introduction of new skills, introduction of new technologies. It encourages cultural diversity and encourages political stability. Bollywood produced 267 films in 2007 and spreads Indian culture worldwide. Tata is an Indian multinational that employs 350,000 people and earned 62 billion dollars in 2007. Coca Cola employs 6000 people in India, over 125,000 people benefit indirectly.

Q.6

- (a) (i) 23 + or - 1 (1)
(ii) Greater (1) quantified (1) Do not accept converse.
- (b) (i) Countries of the North (MEDCs) provide (1) countries of the South (LEDCs) receive (1) Africa receives greatest amount per person (1) named MEDC example (1) named LEDC example (1)
(ii) Purchase of malarial bed nets (1) training doctors/nurses (1) providing medical treatment (1) immunisation programs (1) clean water (1) education (1) safe sex campaigns (1) support for women's rights (1) +1 dev

AO1	AO2	A03
		1
		2
		3
1	2	
3		3
4	2	9

(c)

Level	Descriptor	QWC
Level 1 1-2 marks	Simplistic answer which demonstrates limited knowledge of patterns of development within a LEDC. Max level 1 if continent	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Demonstrates knowledge of regional patterns of development within a named LEDC. Answer lacking in depth and/or detail. Maximum 3 marks if no map.	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 clear knowledge of the regional patterns of development within a named LEDC. Begins to explain these patterns.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information:

Depends on country chosen, e.g. Ghana is a country in Sub-Saharan Africa. GNP the country is \$520 per person. 45% of the population of Ghana live on less than \$1 a day. 19% of children are malnourished. Most people work on farms, many as landless labourers. Ghana suffers from a sharp north-south divide. The south has a long wet season and farmers grow sorghum and cocoa. The north has unreliable rainfall and farmers grow fewer crops, many keep goats. The north is rural, whereas more people live in urban areas in the south. The incomes in urban areas are up to 2.5 times higher than rural areas because of some manufacturing and a growing tourist industry. The south is more accessible with better transport and access to the sea. Hence, industry and tourism has grown here. The capital city Accra with government offices is located in the south.

Unit 2 – Foundation Tier

THEME 7 - COASTS

Q.1

- (a) (i) Erosion (1)
- (ii) Cave / notch identified / erosion at base / undercutting (1)
overhanging rock (1) rock / cliff collapse (1) new cliff position (1)
must make one of last two points to gain 2 marks
- (iii) Pebbles / rocks (1) picked up by waves (1) pebbles thrown at cliff (1)
repeated over time (1)
- (b) Labels added to diagram
Swash (1) waves breaking up the beach at an angle / in same
direction as wind (1) backwash (1) running at right angles (straight)
down the beach (1) under gravity (1).
Credit additional arrow for direction of longshore drift (1) and
appropriate label (1) completion of zig-zag (1)
- (c) Houses in danger of collapse / loss of homes(1) loss of land /
garden / footpaths (1) no or more expensive insurance (1) public
safety (1) lack of business from tourists (1) +1 for development

K	A	S
1		2
2	1	
	1	3
2	2	
4	2	
9	6	5

(d)

Level	Explanation	Communication
Level 1 1-2 marks	Basic description of strategy(ies).	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of strategies with some explanation of one or both. Max 4 marks if no specific examples 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	Both strategies developed with explanation. Specific examples given.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Expect references to a variety of management strategies: hard engineering (sea wall, rock armour, rip-rap, groynes, gabions) or soft engineering (beach nourishment / replenishment, off-shore barriers that encourage deposition on the beach and managed retreat).

Explanation (where given) should focus on how the strategy reduces the risk of erosion.

THEME 8 – WEATHER AND CLIMATE

Q.2

- (a) (i) 750 – 1250 (1)
- (ii) High / steep in west (1) low / flat to east (1) steeper / flatter / lower / higher (2) must make reference to west and east for 2 marks
- (iii) 1. Warm air from over the sea contains moisture
2. Air forced to rise and cools down
4. Cool air sinks and gets warmer (3 x 1)
- (b) *Air temperature:* 1 c (1)
Wind speed: calm (1)
Cloud cover: none (1)
Precipitation: none (1)
- (c) *Farmer:* dry soil (1) no water for plants (1) limited growth / few crops / plants dying (1) need for irrigation (1) no grazing (1) Positives include optimum conditions for some crops e.g. strawberries / vines.
Family on holiday: water shortages (1) e.g. for showers (1) too hot (1) health hazard (1). Positives include sunbathing, swimming etc +1 for development. 1 max for outdoor activities (1+3, 2+2, 3+1)

K	A	S
		1
		2
1	1	1
2	1	1
2	2	
4	2	
9	6	5

(d)

Level	Explanation	Communication
Level 1 1-2 marks	List of strategies or basic description.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of one or more strategy. Basic explanation of how the strategy reduces risk. Max 3 for only one strategy.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Description of more than one strategy in different parts of the world. Explanation of how the strategies reduce specific risk.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Expect references to one or more strategies that:

- predict storms e.g. satellite technologies
- reduce vulnerability e.g. evacuation, public education, co-ordinated planning of emergency services, building of storm shelters
- provide hard engineering e.g. flood embankments and sea walls provide soft engineering e.g. planting of mangroves on tropical coastlines.

THEME 9 – LIVING THINGS

Q.3

- (a) (i) 6094
- (ii) Camping / caravan sites (1) golf course (1) picnic sites (1) parking (1) sand dunes / beach (1) nature reserve (1) marsh (1) info centre (1)
- (iii) A specified activity e.g. walking / cycling / off-roading that results in trampling (1) dog fouling (1) litter (1) dune / footpath erosion (1) cutting down trees (1) fire (1) specific pollution (1) damage habitats (1) +1 development
- (b) (i) *Non living*: rainfall (1) rocks (1) buildings (1)
Living: plants (1) fox (1)
- (ii) Plants need sunlight for photosynthesis (1). Animals need sun for warmth (1) plants for growth (1). Animals eat plants / berries / fruit (1). Birds eat insects (1) Animals use plants for nest sites / habitat / cover (1). Example (1).
+2 development

(c)

Level	Explanation	Communication
Level 1 1-2 marks	Simple description. No reference to sustainable use.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of ways in which an ecosystem may be used with simple explanation of management of one or both. Max Level 2 if ecosystem not named or unclear.	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 with explanation that shows understanding of sustainability.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.
9 6 5		

K	A	S
		1
		2
	2	1
2	1	1
3	1	
4	2	
9	6	5

Background information

Examples of strategies will vary according to the ecosystem that has been chosen:

For tropical rainforest candidates may explain some of the following:

- Selective logging
- Re-planting
- Development of ecotourism
- Creation / management of National Parks / Conservation Areas
- Education of local people
- Control of poaching / bush meat trade
- Support for trade in sustainable products such as nuts / nut oil

For savanna candidates may explain some of the following:

- Controlled grazing
- Contour ploughing and other soil management techniques such as 'magic stones'
- Development of ecotourism
- Creation / management of National Parks / Conservation Areas
- Education of local people
- Control of poaching / bush meat trade

For tropical coastlines / coral reefs candidates may explain some of the following:

- Development of ecotourism
- Creation / management of National Parks / Conservation Areas
- Education of local people
- Fishing bans
- Control of sewage from hotels / resorts

THEME 10 - TOURISM

Q.4

- (a) (i) 2.5 (1)
- (ii) 6 (1) decreased (1)
- (iii) Seasonality (summer / winter) / example of seasonality (skiing / beach) (1) school holidays (1) cost (1) +2 development
- (b) weather / climate (1) cost (1) transport (1) environmental (1) public safety (1) frequency (1)
1 mark for reason +2 for explanation
- (c) *Local people:* jobs (1) increased wealth (1) improved facilities (1) changing identity e.g. second homes (1) congestion (1) pollution (specified) (1) badly paid / seasonal jobs (1) rising costs for local people e.g. of housing (1)
Environment: support environmental policies (1) congestion (1) named pollution (1) increased demand for water (1) +1 development (1+3, 2+2, 3+1)
Do not double credit (4 separate points)

K	A	S
		1
		2
1	2	
2	1	1
3	1	
3	2	1
9	6	5

Level	Explanation	Communication
Level 1 1-2 marks	List or simple description. Max 1 if uses photo only.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of one or more strategy. Simple 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	Detailed description of one or more strategies. Explanation that shows understanding of sustainability. Examples are specific.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Candidates may describe strategies such as the establishment of Nature Reserves, National Parks and eco-tourism. Alternatively, examples may be local / smaller scale such as laying footpaths, clearing rubbish, managing parking / transport.

Candidates may refer to the sustainability of a strategy in terms of its benefits for local people (employment or improved services / quality of life) and / or environmental benefits (such as protection of habitat).

THEME 11 – RETAIL AND URBAN CHANGE

Q.5

- (a) (i) M40 (1) M4 (1) M3 (1)
- (ii) Eastern London (1) outskirts (1) between Gravesend and Dartford (1) close to M25 (1) correct distance (1)
- (iii) *Close to M25 (1):* links to other motorways/roads (1) accessible (1) from London and other towns (1)
Close to London / other towns (1): many potential customers (1) spending power (1) can reach easily (1) via motorway network (1)
 plenty of room (1) cheap land (1)
- (b) shopping malls / centres (1) +2 development
 pedestrianisation (1) + 2 development
 Other examples include greening, entertainment, greater safety measures and transport policies.
 (1+3, 2+2 or 3+1)
- (c) *Negative aspects:* anti-social behaviour (1) drunkenness (1) violent crime / mugging (1) danger / risk to personal safety (1)
Positive aspects: entertainment (1) specific locations (1) clubs / pubs / bars (1) theatres/cinemas (1) sporting events (1) example (1) late shopping (1) site seeing / bright lights (1) +1 dev
 (1+3, 2+2 or 3+1)

(d)

Level	Explanation	Communication
Level 1 1-2 marks	List or simple description	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of advantages and disadvantages but answer may focus more on one than the other.	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 detailed and balanced answer that identifies specific advantages and disadvantages.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

K	A	S
		1
		2
	2	1
2	1	1
2	1	1
4	2	
8	6	6

Background information

Candidates may describe the **advantages** of mail order / internet shopping as:

- Greater convenience, cheaper goods, increased choice
- Time saving – especially for those who are too busy to visit shops
- Avoids congestion and expense of parking in a city centre

Candidates may describe the **disadvantages** of mail order / internet shopping as:

- Fear of internet fraud
- 'not-spots' in rural areas where broadband is not available
- Taking time off work to wait in for postal deliveries
- Late delivery due to poor weather (e.g. delays due to snow prior to Christmas 2010)
- Negative impacts on High Street shops e.g. decline of shops selling CDs and DVDs.

THEME 12 – ECONOMY OF WALES

Q.6

- (a) (i) Secondary (1)
- (ii) Decline in manufacturing (1) small rise in primary (1)
- (iii) Competition (1) from abroad (1) named example (1) recent recession (1) TNCs relocating (1) named example (1) less demand for certain goods (1) named example (1) +1 dev
- (b) (i) Improved (1) less air pollution (1) less toxic waste (1) less visual pollution (1) more trees / vegetation / natural habitats (1) more open space (1) +1 dev
- (ii) Flat land (1) easier to build on (1) close to M4 (1) accessible (1) for workers and goods (1) plenty of room for expansion (1) pleasant environment (1) +1 dev

(c)

Level	Explanation	Communication
Level 1 1-2 marks	Simple description of change.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of change with simple 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	Detailed description of two specific changes with explanation.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.
8		

K	A	S
1		
		2
3		
	2	2
	2	2
4	2	
8	6	6

Background information

The candidate may focus on the challenges faced by tourism, forestry, energy supplies or Welsh farmers

For farmers the challenges include things such as falling prices, less demand, competition from abroad and less government subsidy.

The candidates may describe solutions including:

- Diversification into leisure activities and tourism (e.g. camping, trout fishing)
- Organic farming / specialised local markets
- Agri-government schemes such as Tir Gofal

Unit 2 – Higher Tier

THEME 7 – OUR CHANGING COASTLINE

Q.1

- (a) (i) Force of wave / water against cliff (1) traps air in lines of weakness/cracks (1) wears away (1) repeated (1) builds pressure (1).
- (ii) Showing undercutting/notch (1), collapse (1), corrosion (1), differential erosion (1) corrosion /abrasion (1).
 Max 2 for names of processes +1 development of process; must keep minimum of 1 mark for diagram (must label undercutting/notch/point if more erosion/and/or cliff collapse for the 1 mark)
 May answer through explanation of headlands and bays.

K	A	S
1	1	
1		3
2	2	2

(b)

Level	Explanation	Communication
Level 1 1-2 marks	Mostly descriptive. Basic list of impacts in very limited detail.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	One well developed impact or a minimum of two different impacts with at least one making the link between event and people's lives. Max 3 for a description or explanation of the processes with no reference to the impacts on people. Max Level 2 if no use is made of information.	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 development of at least two impacts. These should be linked clearly to the impact on people's lives.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Expect possible references to issues such as public safety and the loss of land / property. Home / land owners having problems getting home insurance / compensation. Accept homelessness; impact on farmland/businesses. Reduced tourism with footpath erosion, unsightly cliff protection; less visitors and people move away. May lead to fewer local services and people moving away; cost of defences, danger to people.

(c)

			K	A	S
			5	3	
Level	Explanation	Communication			
Level 1 1-2 marks	Basic description or generalised list of strategic with little reference to advantages or disadvantages.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Description of one or more strategy with some development of at least one. Basic explanation of advantages and disadvantages. Max 4 if answer addresses only advantages or disadvantages.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Minimum of two strategies. Advantages and disadvantages discussed but not necessarily balanced. Example(s) mentioned but may not be developed.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Good development of at least two strategies with advantages and disadvantages evident in either case. Example(s) applied successfully with clear knowledge of place.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
			9	6	5

Background information

Expect references to a variety of management strategies: hard engineering (sea wall, rock armour, rip-rap, groynes) or soft engineering (beach nourishment / replenishment, off-shore barriers that encourage deposition on the beach).

Candidates may discuss one or more of the four options available to Shoreline Management Plans (SMP): Hold the Line, Advance the Line, Retreat the Line, Do nothing.
NB Retreat the line is a pro-active decision to dismantle existing defences (such as an embankment) so that a wider inter-tidal zone is created. It is not the same as Do Nothing.

Discussion of the advantages and disadvantages of one or more management strategies may include things such as:

- construction cost,
- maintenance costs,
- aesthetic considerations,
- environmental impacts (e.g. of dredging for sand),
- negative impacts on other parts of the sediment cell (e.g. sediment starvation of adjacent coastlines after the erection of groynes),
- sustainability of the strategy.

THEME 8 – WEATHER AND CLIMATE

Q.2

- (a) (i) Mostly to the west / lowland to the east (1), mostly to the north / less to the south (1) northwest (1) named area (1 max)
- (ii) Moist air from the west (1) Warm air rising (1) air cooling (1) condensing / forming clouds (1) rainfall over high land (1) relief rainfall (1). Max. 3 marks for this explanation.
Must refer to air descending / rain shadow in east (1) for final mark. Max (1) for giving rainfall amounts in west and east.

	K	A	S
			2
	1	1	2
(b)	2	2	2

Level	Explanation	Communication
Level 1 1-2 marks	Basic description of weather characteristics with little or no explanation. Max 2 if resources only are used.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description with explanation of one cause. For 4 marks one statement must have elaboration. Max 3 if no explanation but a range of characteristics 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	Detailed description which includes explanation of one or more causes which includes more than one example of elaboration.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Descriptions may include: cold conditions, cloudless skies, sunshine, frost, fog and calm conditions.

(c)

			K	A	S
			5	3	
Level	Explanation	Communication			
Level 1 1-2 marks	A basic list or simple, generic description of hazards or their impacts.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Description of one or more hazards with limited explanation of at least one of their impacts on people and / or 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	Detailed description of more than one hazard with explanation of their impacts on people and / or the environment. Reference made to specific example(s).	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Detailed description of more than one hazard with accurate explanation of their impacts on people and the environment. Reference made to specific and detailed example(s).	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
			8	6	6

Background information

Hazards associated with tropical storms might include:
 heavy rain, with consequent river flooding and landslides,
 strong winds causing damage to property and trees
 tidal surges, wind damage and large waves in coastal areas,

Impacts on people might include:

Loss of property, failure of electricity supply, clean water and telephone lines
 Flooding of property and roads making evacuation / rescue difficult
 Spread of diseases such as cholera
 Increased lawlessness such as looting.

Impacts on environment might include:

Felling of rainforest trees during high winds > loss of habitat for endangered species
 Erosion of sand from tropical beaches > increased vulnerability to coastal erosion.

Weather hazards may include:

Heavy rainfall, periods without rainfall/drought, strong winds/gales and very cold conditions.

A weather hazard can be linked to one or more types of weather condition.

THEME 9 – LIVING THINGS

Q.3

- (a) (i) Visitor centre (1), picnic area (1) golf course (1) sand dunes / beach (1) camp / caravan sites (1) nature reserve (1) information centre (1)
- (ii) *Negative* : trampling vegetation (1) marsh (1) litter (1) dune and / or footpath erosion (1) groynes (1) air/visual/noise (1) each if detailed. +2 for development
- Positive*: nature reserve (1) conservation (1) +1 for development groynes (1) (1+3, 2+2, 3+1)

K	A	S
		2
1	1	2
2	2	2

(b)

Level	Explanation	Communication
Level 1 1-2 marks	Simple description of links or defines the terms rather than explaining the links.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	At least one link explained. Reference to examples is generic or specific ecosystems are named but detail is lacking. Description and explanation based on the resource without reference to an example max 4 marks.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Accurate explanation of one or more links with at least one example of elaboration. Reference is made to a specific named ecosystem.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

There are at least three links in the diagram that may be explained in detail:

1. Solar energy is absorbed by plants via photosynthesis.
2. Primary consumers feed on producers which in turn are consumed by secondary consumers
3. Plants and animals die and decompose providing nutrients for soil.
4. Producers absorb and omit different gases

In addition, candidates may explain:

- Weathering of rocks providing nutrients for soil and promoting plant growth
- Climatic factors that influence vegetation such amount of solar energy (due to latitude), amount of rainfall, length of rainy season, length of growing season

(c)

			K	A	S
			5	3	
Level	Explanation	Communication			
Level 1 1-2 marks	Basic description. Problems / strategies may be named / listed but not developed.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Description of at least one strategy. Appropriate example is used but it may be generic / non-specific and lack 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	Accurate description of at least one strategy. Explanation begins to show understanding of sustainability through the link between the issue and the need for management. Example(s) are appropriate and specific.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Accurate description of at least one strategy which is linked to specific problem(s). Explanation of sustainability. Example(s) are appropriate, specific and include accurate detail.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
			8	6	6

Background information

Examples of strategies will vary according to the ecosystem that has been chosen:

For tropical rainforest candidates may explain some of the following:

- Selective logging
- Replanting
- Development of ecotourism
- Creation / management of National Parks / Conservation Areas
- Education of local people
- Control of poaching / bush meat trade
- Support for trade in sustainable products such as nuts / nut oil

For savanna candidates may explain some of the following:

- Controlled grazing
- Contour ploughing and other soil management techniques such as 'magic stones'
- Development of ecotourism
- Creation / management of National Parks / Conservation Areas
- Education of local people
- Control of poaching / bush meat trade

For tropical coastlines / coral reefs candidates may explain some of the following:

- Development of ecotourism
- Creation / management of National Parks / Conservation Areas
- Education of local people
- Fishing bans
- Control of sewage from hotels / resorts

THEME 10 - TOURISM

Q.4

- (a) (i) General decrease (1) decrease larger in late 2008 (1) fluctuating (1) quantification (1)
 (ii) Reference to season/months and weather (1) ref. to number of visitors (1) +1 for development
 Must refer to different times of the year for all 4 marks.

(b)

			K	A	S
					2
			2	1	1
			2	2	2
Level	Explanation	Communication			
Level 1 1-2 marks	Simple use of source to state that more people are taking holidays in the UK.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Some evidence of an opinion with one or more points made on one or both sides of the argument.	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 opinion expressed. supported by one or more detailed and elaborated points made on one or both sides of the argument.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			

Background information

Allow for candidates arguing either for and/or against the statement.

Reasoning to support more holidays in the UK may include:

- Lower costs and public safety.
- Environmental factors such as avoiding flights to reduce personal carbon emissions i.e. changing lifestyles to become more sustainable
- Improved weather in the UK (due to climate change)
- Better advertising and high quality tourist parks

Reasoning that contradicts the statement:

- Better or more predictable weather abroad
- Trend for cheaper flights / easier accessibility of more distant places
- Trend for more frequent short breaks to European or US cities.

(c)

			K	A	S
			5	3	
Level	Explanation	Communication			
Level 1 1-2 marks	List or simple description of advantages/disadvantages.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	One or more advantages/disadvantages are described with some elaboration. May not be balanced between people and/or environment. Reference to MEDC region is generalised and lacks detail. Max 4 marks for an LEDC	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	Description / explanation of advantages and / or disadvantages of tourism on both people and the environment. Reference to an MEDC region is specific.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Advantages and disadvantages of tourism on both people and the environment are explained with more than one example of elaboration. Reference to an MEDC region is specific and detailed.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
			9	6	5

Background information

Candidates may refer to disadvantages such as:

- Traffic congestion (**p**eople)
- Noise nuisance (**p** & **e**nvironment)
- Litter (**p** & **e**)
- Increased demand for water (**p** & **e**)
- Increased risk of sewage pollution of marine environment (**e**)
- Rising costs for local people eg of housing (**p**)
- Badly paid / seasonal jobs (**p**)
- Exploitation of workforce (**p**)

Candidates may refer to advantages such as:

- Positive multipliers (**p**)
- Increased employment both direct and indirect (**p**)
- Tourism income used for conservation work (**e**)

THEME 11 – RETAIL AND URBAN CHANGE

Q.5

- (a) (i) Connect motorways/improve links (1) avoid / reduce traffic in London (1) faster travel time (1) provide a ring road (1) improve access to London (1)
- (ii) More accessible from other urban centres (1) close to junction (1) passing trade (1) less traffic/congestion (1) cheaper land (1) large catchment (1) plenty of land (1) e.g. car parks /room for expansion + 2 development (1+3, 2+2, 3+1)
- (b)

	K	A	S
			2
	1		3
	2	3	1

Level	Explanation	Communication
Level 1 1-2 marks	Generalised description or simple list of changes with little or no attempt to explain how they make city centres more attractive.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.
Level 2 3-4 marks	Description of changes with simple explanation for at least one. At least one reason is elaborated for 4 marks.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.
Level 3 5-6 marks	Description of changes with specific explanation. Two or more reasons are elaborated.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.

Background information

Candidates may refer to one or more of the following changes and their advantages:

- Pedestrianisation: traffic free so safer for shoppers. Allows space for greening of city centres and space for street furniture (e.g. places to sit) and street entertainment.
- City centre malls: provide pleasant shopping environment whatever the weather. Easy for shoppers to compare goods / prices in different stores.
- Improved public transport / park and ride / trams: make the city centre more accessible and cheaper than city centre parking.

Allow credit for candidates who recognise that these changes regenerate town centres in the face of competition from out of town shopping centres.

(c)

			K	A	S
			5	3	0
Level	Explanation	Communication			
Level 1 1-2 marks	List or simple description of opportunities and problems probably lifted from the source.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Describes some of the opportunities and/or problems and offers some explanation for one.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.			
Level 3 5-6 marks	The answer describes at least one opportunity and one problem. Explanations are offered and at least one is elaborated.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	The answer describes at least one opportunity and one problem. The description includes specific detail. Explanations are offered and are elaborated.	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
			8	6	6

Background information

Candidates may describe opportunities for people in cities in night time that include visits to theatres, cinema, night clubs, bars and leisure activities such as bowling or ice rinks. Credit candidates who provide detailed and specific examples such as named theatres or cinemas in West End of London.

Candidates may describe problems associated with anti-social behaviour such as late-night drinking, crime and problems of personal safety.

THEME 12 – ECONOMY OF WALES

Q.6

- (a) (i) Production of goods (1) from raw materials (1) in factories (1) secondary industry (1) named example (1)
 (ii) Increase in employment in all industries (1) decline in manufacturing (1) very small increase / almost no change in primary (1) qualification max (1)

(b)

			K	A	S
			2		
					4
			1	3	2
Level	Explanation	Communication			
Level 1 1-2 marks	A basic description using the text and/ or photographs. May include reference to the environment and/or local economy.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	The description makes use of the text and the graphical resources. At least one environmental effect and one local economy effect are suggested.	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 making use of the resources and own knowledge. Explanation of at least one environmental effect and one local economy effect.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			

Background information

Candidates may refer to some of the following **environmental** effects:

- Reduced air pollution (from industry), less visual pollution, less ground contamination from spills and dumping.
- Cleaner environment, with more vegetation and a wider variety of habitats
- Increased traffic (with exhaust emissions) from car owners who now live on the site

Candidates may refer to some of the following **economic** effects:

- Decline in skilled jobs in heavy industry and resulting unemployment
- Regeneration / multiplier affects with associated job creation in service sector, i.e. indirect jobs
- Rebranding which may attract investment to the region perhaps from MNCs

(c)

			K	A	S
			5	3	
Level	Explanation	Communication			
Level 1 1-2 marks	Names traditional activities and generic description / list of challenges.	Communication is fairly clear. Some geographical terms are used correctly. There is accuracy of spelling, punctuation and grammar.			
Level 2 3-4 marks	Describes at least one challenge and links it to a traditional economic activity.	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 how at least one challenge has affected traditional economic activity(ies). Max 5 if no example.	Communication is logical and has structure. Geographical terms are used regularly with proficiency. Spelling, punctuation and grammar have considerable accuracy.			
Level 4 7-8 marks	Detailed explanation of challenge(s) faced by specific traditional economic activity(ies).	Communication is sophisticated and includes regular and proficient use of specialist terms. Spelling, punctuation and grammar have almost faultless accuracy.			
			8	6	6

Background information

The candidate may focus on the challenges faced by tourism, forestry, energy supplies or Welsh farmers

For farmers the challenges include things such as falling prices, less demand, competition from abroad and less government subsidy.

The candidates may describe solutions including:

- Diversification into leisure activities and tourism (eg camping, trout fishing)
- Organic farming / specialised local markets
- Agri-government schemes such as Tir Gofal



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