

F762 Managing Change in Human Environments

| Question | | Expected Answers | Mks | Rationale |
|------------------|------|--|----------|--|
| Section A | | | | |
| 1 | (a) | Study Fig. 1, a photograph of an inner urban area in Liverpool. | | |
| | (i) | Describe the evidence for urban decay shown in Fig. 1. | 4 | Explanation gains no credit. Accept list if appropriate. |
| | (ii) | Suggest <u>two</u> reasons for such urban decay. | 6 | Could relate to items identified in a (i) or be more generic. The two reasons can be uneven in development – with better answer lifting overall mark into level 2 |

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| | (b) | <p>Show how political factors influence land use in urban areas.</p> | <p>Indicative content: Planning controls – land use zoning Economic investment decisions Grants and loans Environmental management decisions/conservation Traffic management</p> <p>Urban areas may vary in scale.</p> <p>Level 2: Clearly identified observations about how political decisions/factors influence land use. Detailed observations about planning decisions. One idea very well expressed/developed can achieve level 2. (5-6 marks)</p> <p>Level 1: General or limited ideas about political decisions/planning decisions with some links to how they might affect land use. (0-4 marks)</p> | 6 | <ul style="list-style-type: none"> • Political factors can include economic and social observations if made in a political context. • General or specific observations about planning decisions (local or national). Land use can be considered in specific terms or in relation to general points (road building schemes etc). |
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| | (c) | <p>With reference to one or more located urban areas, explain methods used to manage traffic congestion.</p> | <p>Indicative content: An individual method or range of methods is acceptable.</p> <ul style="list-style-type: none"> • Candidates may express the answer through a transport policy, indicating a number of methods within one area. • Individual schemes to reduce traffic congestion might include: <ul style="list-style-type: none"> • Park and Ride • Traffic management systems • Road building • Parking controls • Congestion charging • Car sharing initiatives • Metro (trams/trains) • Integrated bus systems • Guided busway <p>Level 3: Uses a well chosen example(s) to explain in detail how traffic management can help reduce congestion. Links explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some explanation of how traffic management method(s) is helping to reduce traffic congestion. Response has some structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of locational example(s). Basic generic ideas which offer simple description with limited explanation. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 max.</p> | 9 | <p>Urban areas may vary in scale – city, estate, single road etc.</p> <p>Key at this level is the tight linkage to how the method manages traffic congestion.</p> <p>Probably quite descriptive but accurate in methods.</p> |
| Total | | | | 25 | |

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| 2 | (a) | Study Fig. 2, a photograph of a rural area in Wales. | | | |
| | (i) | <p>Describe the evidence for rural dereliction shown in Fig. 2.</p> | <p>Indicative content dereliction/disrepair of buildings rubbish everywhere/overgrown stuff dumped everywhere overgrown path/road unmanaged woodland</p> <p>Level 2: Clearly identified 3 or more points of evidence or two developed ideas which show evidence of rural dereliction. Range of ideas which consider buildings and general area. (3-4 marks)</p> <p>Level 1: Basic description of the photograph with either two or less points or one developed ideas limited links to rural dereliction. Limited range of ideas. (0-2 marks)</p> | 4 | <p>Explanation gains no credit.</p> <p>Accept list if appropriate.</p> |
| | (ii) | <p>Suggest <u>two</u> reasons for such rural dereliction.</p> | <p>Indicative content: Could include ideas about:</p> <ul style="list-style-type: none"> • Economic or social change • Loss of population – rural decline • Political decisions • Land use change • Limited opportunities due to factors such as remoteness. <p>Level 2: Identifies two reason(s) for the rural decay. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: Identifies at least one reason for the rural decay. Links may be stated rather than explained. Gaps in technical language. One done well may reach the top of this level. (0-4 marks)</p> | 6 | <p>Could relate to items identified in a (i) or be more generic.</p> <p>The two reasons can be uneven in development – with better answer lifting overall mark into level 2</p> |

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| | (b) | <p>Show how political factors influence the development of rural areas.</p> | <p>Indicative content: Planning controls – land use zoning e.g. set aside Economic investment decisions Grants and loans - EU Development of settlements Environmental management decisions/conservation Leisure and recreational development. Traffic management</p> <p>General observations about regeneration/ infrastructure developments.</p> <p>Rural areas may vary in scale.</p> <p>Level 2: Clearly identified observations about how political decisions/factors influence the development of rural areas. One idea very well expressed/developed can achieve level 2. (5-6 marks)</p> <p>Level 1: General ideas about political decisions/factors/ planning decisions with some links to how they might influence the development of rural areas. (0-4 marks)</p> | 6 | <ul style="list-style-type: none"> • Political factors can include economic and social observations if made in a political context. • General or specific observations about planning decisions (local or national). • Agricultural decisions (subsidies/land use decisions (EU etc)). |
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| | (c) | <p>With reference to one or more located rural areas, explain methods used to manage the environmental impacts of recreation and leisure activities.</p> | <p>Indicative content:</p> <ul style="list-style-type: none"> • Accept a broad appreciation of recreation and leisure. • Can include observations about National Parks and protected areas – land use and planning controls • Can include links to specific environmental issues such as traffic impacts/ footpath erosion etc. <p>Level 3: Uses a well chosen example(s) to explain in detail how environmental impacts can be managed. Links explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some explanation of how environmental impacts can be managed. Response has a basic structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of locational example(s). Basic generic ideas which offer simple description with limited explanation. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 Max.</p> | 9 | <p>Accept tourism. Environment can be physical and/or human.</p> <p>Rural areas may vary in scale – general, region, single valley or farm etc.</p> <p>Key at this level is the tight linkage to how the method manages environmental impacts.</p> <p>Probably quite descriptive but accurate in methods.</p> |
| Total | | | | 25 | |

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|----------|------|---|----------|---|
| 3 | (a) | Study Fig. 3, which shows Gross National Product (GNP) and energy use for selected countries (2006). | | |
| | (i) | Describe the relationship between Gross National Product and energy use shown in Fig. 3. | 4 | Explanation gains no credit. For L2 needs some reference to data i.e. figures quoted + clear stress on pattern e.g. LEDC v MEDC or some comparative observations. Need some reference to anomalies for max. |
| | (ii) | Suggest <u>two</u> reasons for this relationship. | 6 | <ul style="list-style-type: none"> Any two reasonable points can be used. These might be supply based or linked to wealth (demand). Be aware of double crediting; i.e. 'rich countries have more cars and more domestic appliances which use more energy.' Don't double penalise if incorrect relationship identified in a(i). <p>Key at this level is explanation of relationship.</p> <p>Probably focuses just on volume rather than relationship.</p> |

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| | <p>(b) Show how physical factors influence energy supply.</p> | <p>Indicative content: Physical factors can include:</p> <ul style="list-style-type: none"> • Geological factors • Topographical factors – including rivers • Isolation/remoteness • Climate e.g. solar, wave or more general points e.g. rivers freeze • Vegetation – wood as a fuel <p>Level 2: Clearly identifies and explains how physical factors influence energy supply. One factor very well expressed/developed and one weak reason can achieve level 2. (5-6 marks)</p> <p>Level 1: General ideas about how physical factors influence energy supply. Limited detail/ exemplification. (0-4 marks)</p> | 6 | <p>Energy supply can include production and/or its transport. Some exemplification may be offered to explain points made.</p> <p>Clear cause and effect linkage to the energy supply.</p> <p>Probably a list of general points.</p> |
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| | (c) | <p>With reference to one or more located examples, examine how the exploitation of energy resources creates problems for the environment.</p> | <p>Indicative content: ‘Problems for the environment’ can be expressed in a number of ways, including;</p> <ul style="list-style-type: none"> • Damage caused by physical exploitation (mining etc.) • Changes to landscapes/impacts of water courses • Impact on flora/fauna and patterns of migration • Damage as a result of secondary development (roads, settlements) • Wider impacts such as acid rain & global warming • Damage as a result of accidents <p>Level 3: Uses a well chosen example(s) to explain in detail how energy exploitation can harm environments. Links explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some clear explanation of how energy exploitation can harm environments. Links stated. Response has some structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of locational example(s). Basic generic ideas which offer simple description of how energy exploitation might affect environments. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 max.</p> | <p>9</p> | <p>Can include human environment as well as physical.</p> <p>Exploitation can include extraction and transport of energy resources.</p> <p>Scale of examples may vary.</p> <p>Clear focus on exploitation for max.</p> <p>Clear sense of place.</p> |
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|----------|------|--|-----|---|
| 4 | (a) | Study Fig. 4 which shows changes in global tourism by destination. | | |
| | (i) | <p>Describe the pattern of change in tourist destinations shown in Fig. 4.</p> <p>Indicative content: All areas have gone up but at different rates Middle east increased the most by % Biggest growth in total is Europe Those with the lowest starting figure have grown the most</p> <p>Level 2: Uses data to describe clear changes both in terms of individual areas and overall pattern. Some observations about differing rates of change. (3-4 marks)</p> <p>Level 1: Uses data to express basic changes, 'they have gone up' or goes through each area to suggest that each has increased. Max 1 mark for basic comments about 'all have increased' with no use of data. (0-2 marks)</p> | 4 | <p>Explanation gains no credit.</p> <p>For L2 needs some reference to data i.e. figures quoted + clear stress on pattern e.g. LEDC v MEDC or some comparative observations.</p> |
| | (ii) | <p>Suggest <u>two</u> reasons for this pattern.</p> <p>Indicative content: Improved transport – e.g. air travel Increased awareness of places – advertising Increased political security Increased disposal wealth Rise of ecosystem & types of tourism</p> <p>Level 2: Suggests two reasons for this pattern and shows clearly how they link to the changes expressed in Fig. 4. (5-6 marks)</p> <p>Level 1: Two reasons not fully developed or suggests one reason with clear understanding and another with vague understanding. One done well might reach the top of this level. (0-4 marks)</p> | 6 | <ul style="list-style-type: none"> Any two reasonable points can be used. These might be generic ideas about tourism growth or specific points linked to particular areas. Be aware of double crediting; i.e. 'as countries become richer more people go on holiday'; increase in income create a growth in the demand for tourism or double penalising if pattern incorrect in a (i) <p>Key at this level is explanation of pattern.</p> <p>Probably focuses just on growth rather than pattern.</p> |

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| | (b) | <p>Show how physical factors influence the development of tourism.</p> | <p>Indicative content:</p> <p>Beaches and clean seas Climate – hot & sunny v snow Mountains Exotic vegetation and wildlife Location – distance/remoteness</p> <p>Level 2: Clearly identifies the importance of the physical environment in relation to the development of tourism. One factor very well expressed/developed and one weak factor can achieve level 2. (5-6 marks)</p> <p>Level 1: General points about how the physical environment influences the development/demand of tourism. Limited detail/exemplification. (0-4 marks)</p> | 6 | <ul style="list-style-type: none"> • Can be expressed in terms of the physical environment attracting visitors or supply led observations about developments, in particular physical environments. • Can be based around existing areas of tourism or areas currently being developed/extended. • Can be linked to relevant activities e.g. water sports <p>Some exemplification may be offered to explain points made.</p> <p>Clear cause and effect linkage to the development of tourism.</p> <p>Probably a list of general points.</p> |
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| | (c) | <p>With reference to one or more located examples, examine how the growth of tourism creates problems for people.</p> | <p>Indicative content: 'Problems for people' can be expressed in a number of ways, including;</p> <ul style="list-style-type: none"> • Conflict with visitors, clash of cultures. • Planning and resource problems e.g. water. • Land use conflicts • Environmental damage. • Economic problems, seasonality etc. <p>Level 3: Uses a well chosen example(s) to explain in detail how the growth of tourism creates problems for people. Links are explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some clear explanation of how the growth of tourism can create problems for people. Some links stated. Response has some structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of example(s). Basic generic ideas which offer simple description of how tourism can create problems for people. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 max.</p> | <p>9</p> | <p>Scale of examples may vary.</p> <p>Clear focus on growth of tourism for max.</p> <p>Clear sense of place.</p> |
| | | | <p>Total</p> | <p>25</p> | |

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| Section B | | | | |
| 5 | <p>With reference to one or more located examples, explain how urban change can put increasing pressure on the environment.</p> | <p>Indicative content:</p> <ul style="list-style-type: none"> • 'Change' can be related to growth or decline. • 'Change' can be considered at a range of scales. • 'Pressures on the environment' might include; <ul style="list-style-type: none"> • land use change • dereliction and decay • pollution (water/air/noise) • links to specific points (traffic) • general observations about developing cities • links to waste (human/industrial/sewage etc.) <p>Pressures on the environment might include</p> <ul style="list-style-type: none"> • habitat loss • loss of open land • drainage changes • air & water pollution • micro-climate, acid rain <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how urban change can create environmental pressures. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how urban change can create environmental pressures. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how urban change can create environmental pressures. Cause and effect are not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 max.</p> | 25 | <p>Accept one located urban area or one or more named and located type of urban change e.g. the development of shanty towns in LEDCs such as Brazil.</p> <p>Environment can include human as well as physical.</p> <p>Allow some historical perspective.</p> <p>Clear knowledge and understanding of the impact of change and increasing pressure.</p> |

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| | | <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of urban change and application of knowledge about how change can create environmental pressures. (5 marks)</p> <p>Level 2: Some analysis of the issues of urban change and application of knowledge about how change can create environmental pressures. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of urban change and application of knowledge about how change can create environmental pressures. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p> | | <p>If no reference to change but focus on existing environmental pressures then Max Level 1.</p> <p>Concluding statements within the body of the text should be credited at level 2</p> <p>Maximum level 1 if no conclusion.</p> |
| | | Total | 25 | |

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| <p>6</p> <p>With reference to one or more located examples, explain how rural change can put increasing pressure on the environment.</p> | <p>Indicative content:</p> <ul style="list-style-type: none"> • 'Change' can be linked to growth or decline. • 'Change' can vary in scale and rate. • 'Pressures on the environment' might be linked to; <ul style="list-style-type: none"> • agricultural change/land use change • rural decline • resource development • rural development • increasing use of rural areas for recreation/ tourism. <p>Pressures on the environment might include</p> <ul style="list-style-type: none"> • habitat loss • deforestation etc. • drainage changes • air & water pollution • soil degradation • micro-climate, acid rain <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how change can create environmental pressures. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how change can create environmental pressures. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how change can create environmental pressures. Cause and effect are not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 max.</p> | <p>25</p> | <p>Environment can include human as well as physical.</p> <p>Allow some historical perspective.</p> <p>Clear knowledge and understanding of the impact of change and increasing pressure.</p> |

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| | | <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of rural change and application of knowledge about how change can create environmental pressures. (5 marks)</p> <p>Level 2: Some analysis of the issues of rural change and application of knowledge about how change can create environmental pressures. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of rural change and application of knowledge about how change can create environmental pressures. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p> | | <p>If no reference to change but focus on existing environmental pressures then Max Level 1.</p> <p>Concluding statements within the body of the text should be credited at level 2</p> <p>Maximum level 1 if no conclusion.</p> |
| | | Total | 25 | |

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| 7 | <p>With reference to one or more located examples, examine the social and economic opportunities created by the exploitation of energy resources.</p> | 25 | Exploitation can include extraction and transportation issues. |
| | <p>Indicative content:</p> <ul style="list-style-type: none"> • Opportunities can be based on individuals, communities and national governments. • Social may be quite broad ranging and might include small scale social opportunities (development of social clubs and social facilities in particular areas) or broader ideas about governments being able to use revenue to improve welfare • Infrastructure developments can be seen as economic and social. • Environmental factors if linked to social and economic opportunities. • Economic may be focused on jobs and incomes, but ideas about the multiplier might be expected. • Broader economic factors linked to increases in taxation, balance of payments etc. might be considered. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of the social and economic opportunities created by the exploitation of energy resources. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the social and economic opportunities created by the exploitation of energy resources. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of the social and economic opportunities created by the exploitation of energy resources. Cause and effect are</p> | | |

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| | | <p>not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 max.</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge of how energy exploitation creates social and economic opportunities. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about how energy exploitation creates social and economic opportunities. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about how energy exploitation creates social and economic opportunities. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p> | | <p>Concluding statements within the body of the text should be credited at level 2.</p> <p>Maximum level 1 if no conclusion.</p> |
| | | Total | 25 | |

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| Question | Expected Answers | Mks | Rationale |
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| 8 | <p>With reference to one or more located examples, examine the social and economic opportunities created by the growth of tourism.</p> | 25 | <p>Examples may be at a variety of scales e.g. local v regional v national</p> <p>Should be clear reference to growth of tourism</p> |
| <p>Indicative content:</p> <ul style="list-style-type: none"> • Opportunities can be based on individuals, communities and national governments. • Social communities may be expressed at a number of levels, including meeting people from different cultures, opportunity to experience different language or broader ideas about governments being able to use revenue to improve welfare. • Infrastructure developments can be seen as economic and social. • Environmental factors if linked to social & economic opportunities. • Economic may be focused on jobs and income, but ideas about the multiplier might be expected. • Broader economic factors linked to increases in taxation, balance of payments etc. might be considered. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of the social and economic opportunities created by the growth of tourism. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the social and economic opportunities created by the growth of tourism. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of the social and economic opportunities created by the growth of tourism. Cause and effect are not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 Max.</p> | | | |

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| | | <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge about how the growth of tourism can create social and economic opportunities. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about how the growth of tourism can create social and economic opportunities. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about how the growth of tourism can create social and economic opportunities. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p> | | <p>Concluding statements within the body of the text should be credited at level 2</p> <p>Maximum level 1 if no conclusion.</p> |
| | | Total | 25 | |