



# **GCSE MARKING SCHEME**

**SUMMER 2023**

**GCSE (NEW)  
GEOGRAPHY - UNIT 2  
3110U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## WJEC GCSE GEOGRAPHY – UNIT 2

### SUMMER 2023 MARK SCHEME

#### Instructions for examiners of GCSE Geography when applying the marking scheme

#### 1. Positive marking

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

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

|   |   |  |       |     |     |          |          |
|---|---|--|-------|-----|-----|----------|----------|
| This box contains the sub-question.   |   | The columns to the right indicate the assessment objective(s) targeted by the question and mark tariff.  |       |     |     |          |          |
| 3 (a) (i) Describe the location of the island of Lefkada.   |   | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total    |
| Credit up to <b>two</b> valid statements based on map evidence.<br>Credit accurate use of compass points max 1.<br>Credit accurate use of scale line max 1.   | In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1) |  |       |     | 2   |          | <b>2</b> |
| This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response. |   | This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open-ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. <b>For banded mark schemes this box contains indicative content.</b> For further details see below under Banded mark schemes Stage 2. |       |     |     |          |          |

#### 2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks **must** equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should enter a dash (-) or use the not attempted icon on E-marker.

### 3. Banded mark schemes

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

#### Stage 1 – Deciding on the band

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

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

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

#### Stage 2 – Deciding on the mark

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

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

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

#### 4. Assessing Writing

The quality of writing is assessed through two separate strands:

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

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

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

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

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

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

#### 5. Marking Core and Options questions

**Core Themes**                      Mark **both** questions

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

## SECTION A

## CORE THEMES

## Core Theme 5, Question 1

|  |  |       |       |     |     |          |              |
|--|--|-------|-------|-----|-----|----------|--------------|
| 1. (a) (i) Choose words from the word box to complete the following paragraph. |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  |  | 3     |       |     |     |          | <b>3</b>     |
| Accept these answers only.   | Glacial (1)<br>Inter-glacial (1)<br>Climate change (1) |       |       |     |     |          |              |

|  |  |       |       |     |     |          |              |
|--|--|-------|-------|-----|-----|----------|--------------|
| 1. (a) (ii) Describe the trend in mean temperature shown on the graph. Use data from the graph to support your answer. |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  |  |       |       |     | 3   |          | <b>3</b>     |
| Award one mark for each valid point. One mark reserved for accurate use of data to support written observations.       | Fluctuates (1) between inter-glacial (warmer) and glacial (colder periods) (1)<br>The increase in temperature happens over a shorter period of time (accept converse) (1)<br>Quantification for glacial and inter-glacial periods (1)<br>Anomaly (1) |       |       |     |     |          |              |

|  |              |  |  |       |     |     |          |       |
|--|--------------|--|--|-------|-----|-----|----------|-------|
| 1. (b) Compare the value of using ice cores as evidence of climate change with another source of evidence. |              |  | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |              |  |  |       | 6   |     |          | 6     |
| Use the descriptors below, working upwards from the lowest band.   |              |  | <p>For band 3 candidates must give a comparison of how two pieces of evidence are used to indicate climate change. Each one needs to clearly show how it is evidence and comparative language must be evident.</p> <p>Examples:</p> <p>Scientists often use ice cores to detect changes in temperatures. When snow falls it traps air into the ice. When scientists drill down deep into the ice to take a core of it reveals the atmospheric gas concentrations at the time the snow fell. This is used to calculate temperature at that time and so can inform if the climate was warmer or colder. This evidence is reliable as it is a way to see back into past climates. In comparison, monitoring glaciers can inform us as to colder and warmer periods of time as it is reasonable to assume that if the temperature is colder then more snow will form and the glacier will advance. However this evidence does not give as detailed information about the atmospheric conditions at the time as ice cores do. Also ice cores can provide information from 1000s of years ago whereas glacier monitoring is only as far back as there are records.</p> |       |     |     |          |       |
| <b>Band</b>  | <b>Marks</b> | <b>Descriptor</b>  |  |       |     |     |          |       |
| <b>3</b>   | 5-6          | Comparison of the value of ice cores and one other piece of evidence used to indicate climate change. Comparison uses chain of reasoning. Comparative language is evident. Meaning is clear. The response has purpose, is organised and well structured. |  |       |     |     |          |       |
| <b>2</b>   | 3-4          | Some comparison of how ice cores and one other piece of evidence can be used to indicate climate change, but one piece of evidence is mainly descriptive. May lack detail or imbalanced. Meaning is generally clear. The response is structured.         |  |       |     |     |          |       |
| <b>1</b>   | 1-2          | Simple statements show limited or basic understanding. Mainly descriptive. Meaning may lack clarity in parts. Statements are linked by a basic structure.  |  |       |     |     |          |       |
|  | 0            | Award 0 marks if the answer is incorrect or wholly irrelevant.   |  |       |     |     |          |       |

|  |  |  |                                 |       |     |     |          |       |
|--|--|--|---------------------------------|-------|-----|-----|----------|-------|
| 1. (c) (i) Define the term microclimate. |  |  | AO1.1                           | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |  |  | 1                               |       |     |     |          | 1     |
| Credit this response only.               |  |  | The climate of a small area (1) |       |     |     |          |       |

|  |  |       |       |     |     |          |              |
|--|--|-------|-------|-----|-----|----------|--------------|
| 1. (c) (ii) Draw the 6°C isoline onto the map. |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  |  |       |       |     | 2   |          | <b>2</b>     |
| Credit these responses only.                   | Complete line drawn between the 5°C and 7°C lines<br>(1) Label the new isoline 6°C (1) |       |       |     |     |          |              |

|  |  |       |       |     |     |          |              |
|--|--|-------|-------|-----|-----|----------|--------------|
| 1. (c) (iii) Identify <b>one</b> weakness of using this type of map for representing data about microclimates. |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  |  |       |       |     | 1   |          | <b>1</b>     |
| Credit one valid weakness.   | Isoline maps show a simplified pattern (1)<br>It doesn't represent every change in temperature (1)<br>Does not show change over time (1) |       |       |     |     |          |              |

|   |              |  |       |     |     |          |              |
|---|--------------|--|-------|-----|-----|----------|--------------|
| 1. (c) (iv) Suggest <b>one</b> factor that may influence microclimates across Greater London. Use evidence from the resources to support your answer. |              | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|   |              |  |       | 3   |     |          | <b>3</b>     |
| Only credit one elaborated factor.<br><br>Credit any factor that influences microclimates   |              | Band 1 is for responses that name a relevant factor but provide little explanation as how they influence microclimate. For band 2 the candidate offers explanation and the detail of which determines where in band 2 the mark is given. (Relevant factor is one that can be applied to Greater London)<br><br>Example:<br><br>Water can have an affect on microclimates in that it can cool the air temperature around it. The river Thames is a large body of water and so will have the greatest cooling effect at its widest to the east of the map. The water will not emit the same amount of heat as the buildings do and so the immediate area will be cooler. |       |     |     |          |              |
| <b>Band</b>   | <b>Marks</b> | <b>Descriptor</b>  |       |     |     |          |              |
| <b>2</b>  | 2-3          | One relevant factor given with good explanation that shows clear understanding of how it influences microclimate in Greater London.  |       |     |     |          |              |
| <b>1</b>  | 1            | One relevant factor given but with very little explanation. Limited understanding.   |       |     |     |          |              |
|   | 0            | Award 0 marks if the answer is incorrect or wholly irrelevant.   |       |     |     |          |              |



|  |  |       |     |     |          |              |
|--|--|-------|-----|-----|----------|--------------|
| 1. (d) (i) Define the term wildlife corridor. Tick (✓) the correct answer below. | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  | 1  |       |     |     |          | <b>1</b>     |
| Credit this response only.   | A strip of land that links habitats allowing wildlife to move safely from one area to another. (1) |       |     |     |          |              |

|  |                           |       |     |     |      |              |
|--|---------------------------|-------|-----|-----|------|--------------|
| 1. (d) (ii) Calculate the percentage of wildlife corridors that are found in Asia. Show your workings. | AO1.1                     | AO1.2 | AO2 | AO3 | SPaG | <b>Total</b> |
|  |                           |       |     | 2   |      | <b>2</b>     |
| Credit these responses only.   | 8/20 x 100 (1)<br>40% (1) |       |     |     |      |              |

| 1. (d) (iii) Explain why wildlife corridors are successful in managing habitats. Use an example you have studied in your answer.   | AO1.1 | AO1.2  | AO2        | AO3 | Accuracy | <b>Total</b>  |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |
|--|-------|--|------------|-----|----------|---|---|-----|--|---|-----|---|--|---|--|--|--|--|--|--|--|
|  |       | 6  |            |     |          | <b>6</b>  |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |
| <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Good understanding of why wildlife corridors are successful in managing habitats. Good reference is made to an example. Explanation uses detailed chain of reasoning. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Some understanding of why wildlife corridors are successful in managing habitats. Might make reference to an example but lacks detail. Response contains some elaboration through chains of reasoning but lacking detail or is partial/imbalanced. Meaning is generally clear. The response is structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple statements show limited or basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> | Band  | Marks  | Descriptor | 3   | 5-6      | Good understanding of why wildlife corridors are successful in managing habitats. Good reference is made to an example. Explanation uses detailed chain of reasoning. Meaning is clear. The response has purpose, is organised and well structured. | 2 | 3-4 | Some understanding of why wildlife corridors are successful in managing habitats. Might make reference to an example but lacks detail. Response contains some elaboration through chains of reasoning but lacking detail or is partial/imbalanced. Meaning is generally clear. The response is structured. | 1 | 1-2 | Simple statements show limited or basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure. |  | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | <p>For band 3 candidates are expected to show a clear link between the creation of a wildlife corridor and the successful management of a habitat. Candidates should use an example of a wildlife corridor to support their explanation.</p> <p>Examples:</p> <p>Wildlife corridors link up areas of habitat which have often become fragmented due to human activity. If wildlife are unable to travel safely between these habitat areas then there is a risk population numbers may reduce. By linking these areas via wildlife corridors then animals can find food, water and a mate more easily which will in turn reduce the risk of extinction from the area. In addition to benefiting the wildlife, wildlife corridors also benefit local people in the area. For example, a road could still be built to provide social and economic benefits but without affecting the wildlife population. E.g., the Banff Wildlife Bridges in Canada involves a series of bridges 10-160m wide which provides animals such as bears, moose and deer to cross the Trans-Canada Highway without harm or interruption to this vital route of communication and trade.</p> |  |  |  |  |  |
| Band   | Marks | Descriptor   |            |     |          |   |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |
| 3  | 5-6   | Good understanding of why wildlife corridors are successful in managing habitats. Good reference is made to an example. Explanation uses detailed chain of reasoning. Meaning is clear. The response has purpose, is organised and well structured.  |            |     |          |   |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |
| 2  | 3-4   | Some understanding of why wildlife corridors are successful in managing habitats. Might make reference to an example but lacks detail. Response contains some elaboration through chains of reasoning but lacking detail or is partial/imbalanced. Meaning is generally clear. The response is structured. |            |     |          |   |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |
| 1  | 1-2   | Simple statements show limited or basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure.  |            |     |          |   |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |
|  | 0     | Award 0 marks if the answer is incorrect or wholly irrelevant.   |            |     |          |   |   |     |  |   |     |   |  |   |  |  |  |  |  |  |  |

### End of Question 1

## Core Theme 6, Question 2

|  |       |       |       |     |     |          |       |
|--|-------|-------|-------|-----|-----|----------|-------|
| 2. (a) (i) Give the population in the year 2000. |       | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |       |       |       |     | 1   |          | 1     |
| Accept this answer only.                         | 6 (1) |       |       |     |     |          |       |

|  |              |  |       |     |     |          |       |
|--|--------------|--|-------|-----|-----|----------|-------|
| 2. (a) (ii) Describe the relationship between water consumption and population. Use data in your answer. |              | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |              |  |       |     | 3   |          | 3     |
| <b>Band</b>  | <b>Marks</b> | <b>Descriptor</b>  |       |     |     |          |       |
| 2  | 2-3          | Description of the relationship between water consumption and population. Data from the graph must be used for full marks  |       |     |     |          |       |
| 1  | 1            | Overall relationship given but with very little detail. No reference to data.  |       |     |     |          |       |
|  | 0            | Award 0 marks if the answer is incorrect or wholly irrelevant.   |       |     |     |          |       |
|  |              | As population increases, so does water consumption. As the rate of population increase gets steeper so does the rate of water consumption. For example, in 1950 the population was 2.4bn and the water consumption was about 1,400bnm <sup>3</sup> whereas in 2010 the population had risen to 6.8bn and the water consumption was 4,400 bn m <sup>3</sup> . |       |     |     |          |       |

| 2. (a) (iii) Choose the factor which, in your opinion, has had the greatest impact. Justify your choice. |       |   | AO1.1   | AO1.2 | AO2 | AO3 | Accuracy | Total |
|--|-------|---|---|-------|-----|-----|----------|-------|
|  |       |   |   |       | 8   |     | 3        | 11    |
| Band   | Marks | Descriptor  | <p>Band 4 responses will show a clear choice of factor with the greatest impact and detailed justification why this was their choice. Candidates will also analyse the other factors and indicate why these were not their choice.</p> <p>Example:<br/>Agriculture by far uses a lot more water than any other industry or for domestic use which is why I think this is the factor which has the greatest demand on increasing the demand for water. As agricultural techniques change to more intensive farming (leading to more crops being grown on small land areas) the one component that is needed in vast quantities is water. Hydroponics for example rely on large quantities of water being continually supplied to the plants. It is true that as population grows then so does the demand for domestic water use but this is still a small fraction of the water that is used for agriculture. It may well cause pressures at a local level, but globally it is less of a demand than for agricultural use.</p> <p>The more products we use will also increase water use during the manufacturing process or in obtaining the raw materials. However again this is far less in quantity than the amount used in farming.</p> <p>I therefore choose the changes in agricultural processes that could be more irrigation and intensive farming will have the biggest impact on increasing the demand for water.</p> |       |     |     |          |       |
| 4  | 7-8   | Balanced analysis and sophisticated justification of choice using chains of reasoning.<br>A range of detailed and elaborated points are made. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured. |   |       |     |     |          |       |
| 3  | 5-6   | Elaborated analysis and reasoned justification using chains of reasoning.<br>Some imbalance in the discussion. Meaning is clear. The response has purpose, is organised and well structured.  |   |       |     |     |          |       |
| 2  | 3-4   | Valid but limited analysis and simple justification.<br>Valid points are made for or against the priorities. Some are elaborated. Meaning is generally clear. The response is structured.   |   |       |     |     |          |       |
| 1  | 1-2   | Basic analysis and judgment<br>Valid but basic points are made with no elaboration.<br><br>Meaning may lack clarity in parts. Statements are linked by a basic structure.   |   |       |     |     |          |       |
|  | 0     | Award 0 marks if the answer is incorrect or wholly irrelevant.  |   |       |     |     |          |       |

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

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

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

|   |                            |       |       |     |     |          |              |
|---|----------------------------|-------|-------|-----|-----|----------|--------------|
| 2. (b) (i) Circle the correct answers in the passage below. |                            | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|   |                            |       |       |     | 2   |          | <b>2</b>     |
| Accept these answers only.                                  | More than (1)<br>China (1) |       |       |     |     |          |              |

|                                      |   |       |       |     |     |          |              |
|--------------------------------------|---|-------|-------|-----|-----|----------|--------------|
| 2. (b) (ii) What is a trade bloc?    |   | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|                                      |   | 2     |       |     |     |          | <b>2</b>     |
| Award one mark for each valid point. | A trading partnership between countries (1) goods can be bought and sold without restrictions (1)<br>Example e.g. the EU /NAFTA / ASEAN or any other bloc (1) |       |       |     |     |          |              |

|  |                                  |       |       |     |     |          |              |
|--|----------------------------------|-------|-------|-----|-----|----------|--------------|
| 2. (b) (iii) Add the letter of the correct definition to each of the terms below. One of the definitions will not be used. |                                  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  |                                  | 4     |       |     |     |          | <b>4</b>     |
| Accept these answers only.<br>(if a letter is written more than once then zero marks for that letter)                      | D (1)<br>E (1)<br>A (1)<br>C (1) |       |       |     |     |          |              |

| 2. (b) (iv) Explain why global trade has contributed to uneven patterns of development.  |       |  |  |  |  | AO1.1   | AO1.2 | AO2        | AO3 | Accuracy | Total  |   |     |   |  |   |  |  |  |  |  |  |  |
|--|-------|--|--|--|--|---|-------|------------|-----|----------|--|---|-----|---|--|---|--|--|--|--|--|--|--|
|  |       |  |  |  |  |   | 4     |            |     |          | 4  |   |     |   |  |   |  |  |  |  |  |  |  |
| Use the descriptors below, working upwards from the lowest band.   |       |  |  |  |  | For band 2 candidates need to show a clear link between global trade and its impact on development contributing to uneven patterns. |       |            |     |          |  |   |     |   |  |   |  |  |  |  |  |  |  |
| <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Good explanation that shows clear understanding of the link between global trade and uneven patterns of development.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple statements with some merit. Limited understanding.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> |       |  |  |  |  | Band  | Marks | Descriptor | 2   | 3-4      | Good explanation that shows clear understanding of the link between global trade and uneven patterns of development. | 1 | 1-2 | Simple statements with some merit. Limited understanding. |  | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | <p>Examples:</p> <p>Global trade is not equal between countries and can lead to uneven development both between countries and within a country. Generally, HICs export more manufactured goods than raw materials whereas many LICs export more raw materials than manufactured goods. As there is usually more profit in manufactured goods then HICs tend to benefit and develop at a faster rate due to a greater income. This therefore leads to a difference in rates of development between the two countries.</p> <p>It can also have an impact within a country. For many LICs there are regions in the country where the majority of its exports for global trade occur. E.g. the south of Ghana is richer than the north which is partly due to it being the main area of the country for exporting goods.</p> |  |  |  |  |  |
| Band   | Marks | Descriptor   |  |  |  |   |       |            |     |          |  |   |     |   |  |   |  |  |  |  |  |  |  |
| 2  | 3-4   | Good explanation that shows clear understanding of the link between global trade and uneven patterns of development. |  |  |  |   |       |            |     |          |  |   |     |   |  |   |  |  |  |  |  |  |  |
| 1  | 1-2   | Simple statements with some merit. Limited understanding.  |  |  |  |   |       |            |     |          |  |   |     |   |  |   |  |  |  |  |  |  |  |
|  | 0     | Award 0 marks if the answer is incorrect or wholly irrelevant.   |  |  |  |   |       |            |     |          |  |   |     |   |  |   |  |  |  |  |  |  |  |

|   |  |  |  |  |  |   |       |     |     |      |       |
|---|--|--|--|--|--|---|-------|-----|-----|------|-------|
| 2. (c) Give <b>one</b> economic and <b>one</b> social reason why there are differences in economic development between areas within the UK. |  |  |  |  |  | AO1.1   | AO1.2 | AO2 | AO3 | SPaG | Total |
|   |  |  |  |  |  |   | 4     |     |     |      | 4     |
| Award one mark for each valid reason and a further mark for the elaboration. 2+2 only   |  |  |  |  |  | <p><b>Economic reasons may include:</b></p> <p>London is a global centre for finance (1) therefore attracts head offices of large businesses (1)<br/> Many of the manufacturing hubs in the North have declined (1) therefore leading to closures of supporting businesses and loss of jobs (1)</p> <p><b>Social reasons may include:</b></p> <p>The M4 corridor has many top universities located along it (1) therefore providing a highly educated workforce which attracts businesses. (1)<br/> The SE of England is more attractive to an educated workforce (1) due to perceived better quality of life in terms of healthcare &amp; leisure facilities etc (1)</p> |       |     |     |      |       |

## End of Question 2

## SECTION B – OPTIONS

## Theme 7, Question 3

|   |                       |       |     |     |          |              |
|---|-----------------------|-------|-----|-----|----------|--------------|
| 3. (a) (i) Calculate the total percentage of males and females aged 5-9 years in 1950. Show your working. | AO1.1                 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|   |                       |       |     | 2   |          | <b>2</b>     |
| Award one mark for the calculation and one mark for the correct answer.                                   | 7 + 6 (1)<br>= 13 (1) |       |     |     |          |              |

|   |   |       |     |     |          |              |
|---|---|-------|-----|-----|----------|--------------|
| 3. (a) (ii) Describe how the population structure of Bangladesh changed between 1950 and 2019. Use figures from the population pyramids to support your answer. | AO1.1   | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|   |   |       |     | 4   |          | <b>4</b>     |
| Credit up to 4 valid points for one mark each. Reserve one mark for the use of data   | <p>Examples may include:</p> <p>The base of the pyramid has narrowed (1)<br/> The largest age group has changed from 0-4 years to 15-19 years (1)<br/> The age of the oldest residents has increased (1)<br/> Comparative quantification (0.5% tolerance) (1)</p> |       |     |     |          |              |

|  |  |       |     |     |          |              |
|--|--|-------|-----|-----|----------|--------------|
| 3. (a) (iii) Describe how <b>one</b> economic factor affects death rates.                        | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  | 2  |       |     |     |          | <b>2</b>     |
| Credit one valid economic factor with elaboration.<br><br>Accept the converse of examples given. | <p>Low wages/poverty/less money (1) people cannot afford suitable housing/healthcare (1) (1) so live in unhealthy conditions/cannot access medical help when needed (1)</p> <p>Lower GDP (1) government cannot provide suitable accessibility to health care (1)</p> <p>High level of child labour due to low family income (1) children carry out dangerous work increases deaths/decreases life expectancy (1)</p> |       |     |     |          |              |

|  |              |   |  |  |  |  |       |     |     |          |       |
|--|--------------|---|--|--|--|--|-------|-----|-----|----------|-------|
| 3. (a) (iv) Explain why changing social factors affect population structure in South Asia. |              |   |  |  |  | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |              |   |  |  |  |  | 4     |     |     |          | 4     |
| Use the descriptors below, working upwards from the lowest band.                           |              |   |  |  |  | <p>Band 2 candidates must give clear explanation as to why changing social factors affect population structure in S Asia. .</p> <p>To gain full marks, more than one social factor should be considered.</p> <p>Examples:<br/>The change in population structure for S Asian countries can be explained by a number of factors. As the education of girls is given a higher priority and girls receive a better education, then women are more likely to enter employment before starting a family. As such this reduces the number of child-bearing years and so overall each woman has less children. This has an impact of reducing the percentage of children in the overall population structure. The greater accessibility and acceptance of birth control will also lead to a lower birth rate and again a reduction in the number of children in the structure of the population. Improved health care provision in many S Asian countries reduces the death rate and as such the structure of the population sees an increase in the proportion of elderly people. The improved healthcare helps to limit the number of people who die from diseases etc.</p> |       |     |     |          |       |
| <b>Band</b>  | <b>Marks</b> | <b>Descriptor</b>   |  |  |  |  |       |     |     |          |       |
| <b>2</b>   | 3-4          | Good explanation of why changing social factors affect population structure applicable to South Asia. The link between a change in social factor and population structure is clear. |  |  |  |  |       |     |     |          |       |
| <b>1</b>   | 1-2          | Simple statements provide weak explanation of at least one social factor that affects population structure. Link is unclear or absent.  |  |  |  |  |       |     |     |          |       |
|  | 0            | Award 0 marks if the answer is incorrect or wholly irrelevant.  |  |  |  |  |       |     |     |          |       |

|  |  |  |  |  |  |   |       |     |     |          |       |
|--|--|--|--|--|--|---|-------|-----|-----|----------|-------|
| 3. (b) (i) State <b>two</b> factors that lead to people becoming refugees. |  |  |  |  |  | AO1.1   | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |  |  |  |  |  | 2   |       |     |     |          | 2     |
| Award one mark for each valid factor                                       |  |  |  |  |  | War/political unrest (1)<br>Climatic Natural hazards (1)<br>Tectonic Natural hazards (1)<br>Religious/political persecution (1) |       |     |     |          |       |



| 3. (b) (ii) Give <b>one</b> reason why asylum seekers may want to leave some South Asian countries. | AO1.1   | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|---|---|-------|-----|-----|----------|--------------|
|   |   | 2     |     |     |          | <b>2</b>     |
| Award one mark for a valid reason and a further mark for development of that reason.                | <p>Examples may include:</p> <p>Political persecution (1) e.g. Tamil Tigers in Sri Lanka. (1)</p> <p>Religious persecution (1) people are forced out of their homes due to their religious beliefs e.g. Rohingya in Myanmar (1)</p> <p>Social persecution (1) women have few rights and are not treated equally (1)</p> |       |     |     |          |              |

| 3. (c) International agreements have been successful in reducing the movement of refugees. How far do you agree with this statement?<br>You may refer to other examples you have studied. |       |   | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total |
|---|-------|---|--|-------|-----|-----|----------|-------|
|   |       |   |  |       | 8   |     |          | 8     |
| Use the descriptors below, working upwards from the lowest band.  |       |   | <p>Band 4 answers should show detailed consideration of both sides of the arguments with sophisticated chains of reasoning. How far do you agree must be addressed.</p> <p>Example:<br/>I think that international agreements aimed at reducing the movement of refugees have limited impact. E.g., agreements like the EU-Turkey agreement in 2016 has tried to limit the number of refugees entering Europe by limiting the number that leave Turkey. However, this has created issues itself as this has led to a greater number of refugees in Turkey and has fuelled the illegal activities of people smugglers into Europe. The international agreements tend to be amongst the receiving countries rather than involving the country of origin. Therefore, as the 'push' factors are still causing people to leave the source country the international agreements do little to reduce the number of people leaving. Whereas if countries such as Greece put policies in place to prevent refugees entering their country, it would ease the situation in Greece but exacerbate the issue elsewhere. I believe the only way to reduce the number of refugees is to deal with initial cause of the movement.</p> |       |     |     |          |       |
| Band  | Marks | Descriptor  |  |       |     |     |          |       |
| 4   | 7-8   | Balanced analysis and sophisticated judgement using chains of reasoning. A range of detailed and elaborated points are made both for and against the statement. Information in the resources and any implications are interpreted and analysed thoroughly and perceptively. Conclusion is justified.<br>Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.   |  |       |     |     |          |       |
| 3   | 5-6   | Elaborated analysis and reasoned judgement using chains of reasoning. Some imbalance in the discussion. Information in the resources is interpreted carefully and used to good effect to support the argument. A reasoned and valid conclusion.<br>Meaning is clear. The response has purpose, is organised and well structured.  |  |       |     |     |          |       |
| 2   | 3-4   | Valid but limited analysis and simple judgement. Valid points are made on one or both sides of the argument but are superficial. A few points are elaborated but lacking in sophistication. There is valid but limited interpretation of information in the resource. Conclusion is made but is simplistic and with limited justification.<br>Meaning is generally clear. The response is structured. |  |       |     |     |          |       |
| 1   | 1-2   | Basic analysis. Valid but basic and simplistic points made with little or no elaboration. Basic conclusion is made but no justification.<br>Meaning may lack clarity in parts. Statements are linked by a basic structure.  |  |       |     |     |          |       |
|   | 0     | Award 0 marks if the answer is incorrect or wholly irrelevant.  |  |       |     |     |          |       |

### End of Question 3

### Theme 8, Question 4

|   |                           |       |       |     |     |          |              |
|---|---------------------------|-------|-------|-----|-----|----------|--------------|
| 4. (a) (i) Calculate the projected change in waste production in North America between 2016 and 2050. Show your workings. |                           | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|   |                           |       |       |     | 2   |          | <b>2</b>     |
| Accept answers within the variance +/- 10   | 395 – 300 (1)<br>= 95 (1) |       |       |     |     |          |              |

|  |   |       |       |     |     |          |              |
|--|---|-------|-------|-----|-----|----------|--------------|
| 4. (a) (ii) Describe how the pattern of predicted global waste changes from 2016 to 2050.      |   | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|  |   |       |       |     | 4   |          | <b>4</b>     |
| Credit up to 4 valid points for one mark each. Reserve one mark for overall trend of increase. | <p>Examples may include:</p> <p>Increase in every region (1)<br/> The largest increase is Sub-Saharan Africa (1)<br/> The region producing the most waste is predicted to stay the same – East Asia and Pacific (1)<br/> Comparative quantification (1)</p> |       |       |     |     |          |              |

|   |  |       |       |     |     |          |              |
|---|--|-------|-------|-----|-----|----------|--------------|
| 4. (a) (iii) Describe <b>one</b> way that waste can be disposed of.     |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | <b>Total</b> |
|   |  | 2     |       |     |     |          | <b>2</b>     |
| Award one mark for a correct method and a further mark for elaboration. | <p>Examples may include:</p> <p>Landfill (1) the burying of waste to decompose over time (1)<br/> Incineration (1) the burning of waste so that it is reduced to ash (1)<br/> Recycling (1) the processing of waste so that it can be used again (1)<br/> Upcycling (1) the repair or repurpose of an item of waste so that it can be used again (1)</p> |       |       |     |     |          |              |

|  |              |   |  |  |  |  |       |     |     |          |       |
|--|--------------|---|--|--|--|--|-------|-----|-----|----------|-------|
| 4. (a) (iv) Explain why consumerism has led to a change in the amount of waste produced. |              |   |  |  |  | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |              |   |  |  |  |  | 4     |     |     |          | 4     |
| Use the descriptors below, working upwards from the lowest band.                         |              |   |  |  |  | <p>Band 2 answers need to show the candidate understands that an increase in consumerism will lead to an increase in domestic waste and clearly shows why this happens.</p> <p>Example:<br/>Waste is created as part of the manufacturing process, in product packaging and from the product itself once new models are released, and the item is outdated. Therefore, the more products that we purchase, the more waste that is created, not all of which can be recycled.</p> |       |     |     |          |       |
| <b>Band</b>  | <b>Marks</b> | <b>Descriptor</b>   |  |  |  |  |       |     |     |          |       |
| <b>2</b>   | 3-4          | Good explanation that shows clear understanding of the link between consumerism and the amount of waste produced. |  |  |  |  |       |     |     |          |       |
| <b>1</b>   | 1-2          | Simple statements provide weak explanation.<br>Limited understanding.   |  |  |  |  |       |     |     |          |       |
|  | 0            | Award 0 marks if the answer is incorrect or wholly irrelevant.  |  |  |  |  |       |     |     |          |       |

|  |  |  |  |  |  |       |       |     |     |          |       |
|--|--|--|--|--|--|-------|-------|-----|-----|----------|-------|
| 4. (b) (i) Name <b>two</b> other sources of e-waste. |  |  |  |  |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |  |  |  |  |  | 2     |       |     |     |          | 2     |
| Award one mark for each valid response.              |  |  | Mobile phones (1) Tablets (1) Electronic toys (1)<br>Electric toothbrushes (1) Vapes (1) TVs (1) |  |  |       |       |     |     |          |       |

|  |  |  |   |  |  |       |       |     |     |          |       |
|--|--|--|---|--|--|-------|-------|-----|-----|----------|-------|
| 4. (b) (ii) Give <b>one</b> reason why the growth e-waste affects people.            |  |  |   |  |  | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | Total |
|  |  |  |   |  |  |       | 2     |     |     |          | 2     |
| Award one mark for a correct reason and another mark for development of that reason. |  |  | <p>E-waste contains metals that can leach into the soil (1)<br/>water supplies could poison children (1)</p> <p>E-waste needs to be broken down by hand (1)<br/>creating jobs and income for people (1)</p> |  |  |       |       |     |     |          |       |

| 4. (c) Management schemes aimed at preserving habitats are always successful. How far do you agree with this statement? You may refer to other examples you have studied. |       |  | AO1.1  | AO1.2 | AO2 | AO3 | Accuracy | Total |
|---|-------|--|--|-------|-----|-----|----------|-------|
|   |       |  |  |       | 8   |     |          | 8     |
| Use the descriptors below, working upwards from the lowest band.  |       |  | Band 4 answers should show detailed consideration of both sides of the arguments with sophisticated chains of reasoning. To what extent must be addressed.<br><br>Example:<br>If the right environmental strategy is used appropriately for the habitat, then I do agree with the statement. E.g. tropical rainforest in Borneo had previously been destroyed to make way for palm oil plantations. The rainforest clearance was motivated by the income that was generated by the palm oil plantations. As such wildlife corridors would only have limited use in this environment as the areas being destroyed are too large, being motivated by income. A wildlife corridor would not replace the lost palm oil income. However, in using a debt for nature swap the USA has provided an income for Indonesia on the agreement that certain areas of the rainforest are not destroyed. This protects the delicate habitat and also reduces the need for it to be destroyed. As such this type of environmental strategy, used in the right environment is extremely successful. |       |     |     |          |       |
| Band  | Marks | Descriptor   |  |       |     |     |          |       |
| 4   | 7-8   | Balanced analysis and sophisticated judgement using chains of reasoning. A range of detailed and elaborated points are made both for and against the statement. Information in the resources and any implications are interpreted and analysed thoroughly and perceptively. Conclusion is justified. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.   |  |       |     |     |          |       |
| 3   | 5-6   | Elaborated analysis and reasoned judgement using chains of reasoning. Some imbalance in the discussion. Information in the resources is interpreted carefully and used to good effect to support the argument. A reasoned and valid conclusion. Meaning is clear. The response has purpose, is organised and well structured.  |  |       |     |     |          |       |
| 2   | 3-4   | Valid but limited analysis and simple judgement. Valid points are made on one or both sides of the argument but are superficial. A few points are elaborated but lacking in sophistication. There is valid but limited interpretation of information in the resource. Conclusion is made but is simplistic and with limited justification. Meaning is generally clear. The response is structured. |  |       |     |     |          |       |
| 1   | 1-2   | Basic analysis. Valid but basic and simplistic points made with little or no elaboration. Basic conclusion is made but no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.  |  |       |     |     |          |       |
|   | 0     | Award 0 marks if the answer is incorrect or wholly irrelevant.   |  |       |     |     |          |       |

### End of Question 4