

Mark Scheme (Results)

January 2013

GCSE Geography A (5GA2H)
Paper 01 Natural Environment (H)

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January 2013

Publications Code UG034544

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number	Answer	Mark
1(a) (i)	A – Beach Accept spit	1

Question Number	Answer	Mark
1(a) (ii)	<p>Point mark Max 2 without an outline. Max 1 for the general idea of movement of material along the beach/transportation</p> <p>Longshore drift (LSD) is the movement of material along the beach (1). It occurs in the direction of the prevailing waves (1). It is comprised of swash – where breaking waves move material up a beach (in the direction of prevailing wind/waves (1), and backwash – where (due to gravity) material is dragged back towards the sea (1). Swash and backwash is repeated leading to movement in a zig-zag movement along beach (1).</p> <p>Do not give additional credit for direction, e.g. "north" as question is outline process.</p>	<p>3</p> <p>1+(1+1)</p>

Question Number	Answer	Mark
1(b)	<p>Max 3 if only building design or planning Max 3 if no located examples, either country (e.g. Bangladesh), or region / specific place. But no specific credit actual example.</p> <p>Building design – homes on stilts, waterproofing measures</p> <p>Planning – land use zoning; allow reference to defence if linked to planning, evacuation (e.g. monitoring by Environment Agency). Allow forecasting as part of planning.</p> <p>E.g. In LICs coastal homes in areas prone to flooding are designed with stilts (1). Therefore when flooding occurs possessions are not destroyed as the water is able to pass below the home (1).</p>	<p>4</p> <p>1+1+1+1 (1+1)+(1+1) 1+(1+1+1) 1+1+(1+1)</p>

Question Number	Answer	Mark
1(c) (i)	<p>Point mark. Reserve only one mark for use of data (rates or erosion). Max 3 without (erosional) data. Must mention 3 of the 4 sites for max. Max 2 for just a simple list, without reference to changes along the coast.</p> <p>Rates of erosion have fallen at A, C and D (1). But risen at site B (1) Greater rate of decrease at site C (1) Smallest decrease at site D (1) Use of data – data is cm/yr erosion data (1)</p>	<p>4</p> <p>1+1+1+1 (1+1)+(1+1) 1+(1+1+1)</p>

Question Number	Answer	Mark
1(c) (ii)	<p>Point mark. Max 2 if geology is not linked to rate. Reserve one mark for named rock types e.g. chalk (in correct context).</p> <p>Could refer to geological strength of rock, jointing within rock or orientation.</p> <p>e.g. Harder rock is more durable (1) than softer rock. For examples granite is stronger than clay (1). Jointed rock is more susceptible to erosion (1) as it has weaknesses (1). Discordant coastline allows the formation of headlands and bays(1), perpendicular to coast (1).</p> <p>Do not credit opposite comments e.g. hard rock is stronger = less erosion, soft rock is weaker = more erosion.</p>	<p>3</p> <p>1+(1+1) (1+1+1)</p>

Question Number	Answer	Mark
1(c) (iii)	<p>Max 2 for just a description. Max 3 without reference to both advantages and disadvantages. Must explain both advantages and disadvantages for max.</p> <p>Advantages: They do not take up space on the coastline (1) therefore do not directly affect developments (1) They break waves before they reach coast (1) Reduce wave energy before it reaches the coast(1) meaning less need for onshore protection (1) Visually unobtrusive (1) Long lasting / value for money over time (1).</p> <p>Disadvantages: Local residents may be upset during construction (1) The cost of set up is high / maintain (1) They are not always effective in intense storms (1) therefore may need secondary support on the coast (1) There may be environmental concerns / damage habitats / ecosystems (1).</p>	<p>4</p> <p>(1+1)+(1+1) 1+(1+1+1)</p>

Question Number	Indicative content	
1 (d)	<p>Focus can be on methods of hard or soft engineering (or both) at located coastal areas. Candidate should explain how the coast is managed against the threat of flooding, erosion or mass movement.</p> <p>How do management techniques reduce erosion?</p> <ul style="list-style-type: none"> • Groynes build beaches to stop longshore drift – these absorb wave energy to reduce erosion. • Sea walls reflect the wave energy and therefore protect the land behind the wall from erosion. • Revetments absorb the wave’s energy resulting in low energy swash. • Managed retreat is a policy which allows the coast line to erode. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.

Level 1	1-2	A basic answer with one or two simple descriptive statements about coastal management. Not likely to refer to a location in any meaningful way. Very basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	An answer which has some details of location and coastal management, partially explained. Likely to be unbalanced. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy.
Level 3	5-6	An answer with a range (at least two) developed points. Must have location detail which could be from different places in the same geographic area. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a) (i)	Taringa Mount Coot-Tha	1

Question Number	Answer	Mark
2(a) (ii)	<p>Point mark. 'Effect of flooding'</p> <p>1 mark for effect on environment 1 mark for effect on people 1 mark for map evidence: place name and scale</p> <p>Peoples homes flooded (1) Use of map evidence e.g. areas prone to flooding. Scale of flooding (approx from river) (1) Forests / grassland / parkland submerged (1) Roads in Rocklea not in use (1) Farmland is flooded (1) or impact on livestock (1) Death and destruction – people; wildlife or habitat (1)</p>	<p>3</p> <p>1+1+1 1+(1+1)</p>

Question Number	Answer	Reject	Mark
2(a) (iii)	<p>Point mark Max 2 for descriptions</p> <p>Urban areas provide an impermeable surface (1). This leads to increased surface runoff (1). This puts more water in river leading to a flood (1) Drainage systems in urban areas put water into rivers more directly/quickly (1) therefore increasing discharge (1) Reduced interception in urban areas (1) as trees will have been removed during building of urban area (1) Building on flood plains increases flooding potential (1)</p>	<p>Building of dams etc unless urban relevance shown.</p>	<p>3</p> <p>(1+1)+1 (1+1+1)</p>

Question Number	Answer	Mark
2(a) (iv)	<p>Max 3 without reference to both building design and planning. Max 3 without examples Must refer to both building design and planning for 4.</p> <p>Building design – homes on stilts, waterproofing measures, power sockets located higher up walls.</p> <p>Planning – land use zoning; allow reference to defence if linked to planning, evacuation.</p> <p>e.g. homes designed with power sockets higher up the wall (1) so that electricity sockets are not flooded causing power supply failure (1). Land use zoning employed by local council and developers (1). This will reduced the likelihood of homes being located in areas of high flood frequency (1).</p>	<p>4</p> <p>1+1+1+1 (1+1)+(1+1) (1+1+1)+1</p>

Question Number	Answer	Mark
2(b) (i)	<p>Point mark. Max 3 without data. Max 1 mark reserved for use of data.</p> <p>General increase in the velocity (1) Except at site 4-5 where there is a reduction (1) (<i>Accept at site 5</i>) Use of data (1) in this case velocity figures or specific sampling sites. Steepest rate of increase from site 5 to 6 (1) Steadier rise between Site 0 and site 3 (1)</p>	<p>4</p> <p>(1+1)+(1+1) (1+1+1)+1</p>

Question Number	Answer	Mark
2(b) (ii)	<p>Max 2 for description Max 3 for a full explanation of either gradient or discharge.</p> <p>e.g. Discharge increases with distance downstream due to more water from tributaries (1). This gives the river more power to erode a bigger channel and therefore hold more water (1). Gradient reduces with distance downstream due to geology (1). In upper course geology is harder therefore there is greater friction with bed, therefore vertical erosion cuts into rock leading to steeper profile (1)</p> <p>Must be more than discharge increases due to more water in river to get explanation point!</p>	<p>4</p> <p>(1+1+1)+1 (1+1)+(1+1)</p>

Question Number	Indicative content
2 (c) QWC i-ii-iii	<p>Focus can be on methods of hard or soft engineering (or both) at located on rivers. Candidates should explain how the river is managed against the threat of flooding, erosion or mass movement.</p> <p>Methods of river management</p> <ul style="list-style-type: none"> • Channelisation – concreting the channel reduces friction therefore moving discharge faster downstream therefore reducing the likelihood of flooding at that point. • Embankments – increases the height of the banks therefore increasing channel discharge capacity • Washlands – encourage local scale flooding to reducing channel discharge therefore causing a net decrease in flood impact • Floodplain zoning – using flood magnitude frequency to determine suitable locations for land use. • Dams – contain water and allow periodical release to control discharge. • Flood warning – Environment Agency Flood Warning Scheme.

Level 1	1-2	A basic answer with one or two simple descriptive statements about river management. Not likely to refer to a location in any meaningful way. Very basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	An answer which has some details of location and river management, partially explained. Likely to be unbalanced. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy.
Level 3	5-6	An answer with a range (at least two) developed points. Must have location detail which could be from different places in the same geographic area. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a) (i)	Arête	1 ePen:

Question Number	Answer	Mark
3(a) (ii)	<p>Point mark. List of named features = max 1. Main landforms to include corries, glaciers, moraines, crevasses and pyramidal peak. Max 2 without clear reference to Fig 3a – number of features, direction – relationship of one feature to another.</p> <p>Two glaciers run in a southerly direction. They have a pyramidal peak between them. One of the glaciers has medial moraine through it. There is evidence of lateral moraine besides the glaciers. Both glaciers have crevasses Glaciers start in a corrie.</p>	3 1+1+1 (1+1) +1 ePen:

Question Number	Answer	Mark
3(a) (iii)	<p>Point mark. Max 2 for descriptions. Max 1 mark for generic comment on moraine/deposited material</p> <p>Glacier plucking at and pulling away material from the sides and base; ground down – source of ground moraine material Ground moraine formed when material is trapped underneath a glacier. As glacier passes over the sediment the material is pressed into the floor(1), this causes the material to be deposited on the floor of the valley (1).</p>	3 (1+1) + 1 (1+1+1) ePen:

Question Number	Answer	Mark
3(a) (iv)	<p>Max 2 without explanation. Must have more than one use for max. Max 3 without examples – examples include places – can be country, region or specific settlement</p> <p>e.g. People use HEP supply in upland glacial areas due to the suitability of the terrain (1). Hard rock and narrow valleys allow water to be damned (1). Skiing is popular in glacial upland areas due to the formation of snow in these areas (1). Glaciers can erode a variety of slopes which suit different skiing abilities (1), for examples in Galtur where skiing is popular (1). In Iceland people are able to trek on the glaciers (1) including Solheimjokull (1).</p>	<p>4 (1+1) +(1+1) (1+1+1) +1 ePen:</p>

Question Number	Answer	Mark
3(b) (i)	<p>Point mark Describe an increase, decrease and use data for 3. Max 2 without temperature data.</p> <p>Temperatures fluctuate in the day (1) Cooler in the evening/night (1)/warmer in the day (1). Use of data (1) Steep rise between 6am and 12:00pm (1) Gradual fall between 12pm and 6pm (1)</p>	<p>3 1+1+1 ePen:</p>

Question Number	Answer	Mark
3(b) (ii)	Freeze thaw/physical/mechanical weathering	<p>1 ePen:</p>

Question Number	Answer	Mark
3(b) (iii)	<p>Must compare for max. Max 2 for descriptions. Max 3 for a detailed explanation of either ablation or lodgement. e.g. Lodgement is material pressed to the floor (1) due to an advance of the glacier (1), whereas ablation is the melting of the glacier (1) in periods of increased temperature. One refers to glacial advance the other to glacial retreat (1)</p>	<p>4 (1+1) + (1+1) (1+1+1) +1 ePen:</p>

Question Number	Indicative content	
3 (c) QWC i-ii-iii	<p>Candidates must explain both human and physical causes for max marks.</p> <p>Human and physical causes of an avalanche.</p> <p>Human Controlled explosions Accidental movement (walking/hiking/climbing) leading to destabilisation of snow Skiing/snowboarding off-piste Deforestation may trigger an avalanche</p> <p>Physical Heavy snowfall Melt crust formation Strong winds leading to large build up of snow on steeper slopes</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple descriptive statements about effects associated with an avalanche. Very basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Describes and attempts some partial explanation. Likely to be unbalanced in coverage. Possible use of specific points or locations but not necessarily linked to explanation. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	An answer with a range (at least two) developed points, one human and one physical causes. Must have location detail which could be from different places in the same geographic area. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4(a) (i)	One	1 ePen:

Question Number	Answer	Mark
4(a) (ii)	<p>Point mark Max two without map evidence – names of places, numbers of earthquakes, scale or direction Max 2 for a 'Cooks' tour' – generic description without clear distribution identified.</p> <p>Not evenly distributed E-W trend (1) Map evidence (1) – grouped around West Melton(1) Mostly inland though exception are the 3 in the coastal area (1) Largest EQ in west (nr Darfield) (1) Majority of EQ's in region between 4-5 magnitude (1) Trend linear pattern (1) Cluster of below 5 magnitude EQs directly west of Christchurch/near West Melton (1)</p>	3 1+1+1 ePen:

Question Number	Answer	Mark
4(a) (iii)	<p>Point mark Max 2 for descriptions.</p> <p>Movement of two plates past(same or opposite direction) (1) Build up of pressure between the plates (or at fault) (1) Subsequent release of pressure in form of energy/seismic waves (1)</p>	3 (1+1) +1 (1+1+1) ePen:

Question Number	Answer	Mark
4(b)	<p>Max 2 without explanation Max 3 without examples (examples need to be more than country names)</p> <p>People unaware of threat/poorly educated of hazards (1) for example the threat of lahar on Mt Rainier in the USA. No eruption in recent history (1) therefore perceive the volcano to be dormant/extinct (1) People have faith in government action (1) The soil is fertile so they can grow more (1) which will provide higher yields and income (1) The local economy is benefitting from a local tourist industry (1) because they run souvenir shops therefore make more disposable income (1), for example at Pompeii and Vesuvius where tourist numbers are high annually (1).</p>	<p>4 (1+1+1)+1 (1+1) + (1+1) ePen:</p>

Question Number	Answer	Mark
4(c)	<p>Point mark Max 3 without data.</p> <p>The overall trend is an increase in the number of EQs (1) Use of data (1) Steeper rises between 1994-1998 (1) Gradual rise between 2002 -2006 (1) Exception to trend: - 1992-1994, decrease 1998- 2000</p>	

Question Number	Answer	Mark
4(d)	<p>Max 2 without explanation Max 3 if only refer to one landform. May refer to fold mountains, volcanoes, deep sea trench, fault lines, accretionary prisms. e.g. Fold mountains form when the two plates collide (cont/cont or cont/oc or oc/oc) (1) The force of the collision leads to the upthrust of the plates forming mountains with folded geology (1). Volcanoes are formed due to magma rising through the crust (from subduction) (1). Such volcanoes are often steep in profile with slopes made of pyroclastic deposits (1), and they produce explosive eruptions due to high gas content in magma (1). Characteristic features include:</p> <ol style="list-style-type: none"> 1. Movement 2. Landforms 3. Tectonic activity 	<p>4</p> <p>ePen:</p>

Question Number	Indicative content	
4 (e) QWC i-ii-iii	<p>Generic references to effects not related to the named area will be held at Level 1.</p> <p>Volcanic eruption Loss of homes/infrastructure due to lava flows or pyroclastic flows Evacuation of area due to impending hazard Death or injury Loss of business/economical impact</p> <p>Earthquake Ground movement and subsequent damage to buildings or infrastructure Rising groundwater – liquefaction Death or injury Loss of business/economical impact</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple descriptive statements about effects associated with an eruption/EQ. Very basic use of geographical terminology, spelling, punctuation
Level 2	3-4	Describes and attempts some partial explanation of the effects of EQ or eruption. Likely to be unbalanced in

		<p>coverage.</p> <p>Possible use of specific points or locations but not necessarily linked to explanation. Generally clearly communicated, but with limited use of geographical terminology.</p>
Level 3	5-6	<p>An answer with a range (at least two) developed explanations of the effects of EQs/eruptions. Likely to have location detail which could be from different places in the same geographic area.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Answer	Mark
5(a) (i)	1 mark for each correctly completed part of the stacked bar chart. (1+1) Non-recycled = 350 Recycled = 150 (Ignore width of bar within the column)	2 ePen:

Question Number	Answer	Mark
5(a) (ii)	One mark per meaning of term One mark for an appropriate example of either recycling or reusing. Recycling waste – collection of materials so that they are not thrown in landfill (1) but instead used for reprocessing (1) Reusing waste – to use a waste item again for a different use (1) (no evidence of re-processing: not accept incineration as example of re-use) (Do not reward reuse of the words 'reusing' or 'recycling' in describing the meaning without appropriate qualification.) Examples – could be; <i>an item</i> - part of an old tyre is made into a pair of sandals(1) <i>location</i> – Biffa recycling centre, Southampton <i>process</i> – plastic recycled to produce new packaging material or glass crushed made into sand for road metal	3 1+1+1 ePen:

Question Number	Answer	Mark
5(a) (iii)	<p>Max 3 for description only. Do not reward mirror images Credit examples - need to be specific - places, amount or types of waste. Not reward country alone, need more detailed location – e.g. Germany, nuclear waste at Konrad</p> <p>E.g. HICs produce more waste than LICs (1) because we buy more products (1) which come with excess packaging (1). As this is surplus to requirements it is often immediately disposed of (1). Whereas people in LICs are generally less affluent and have less resources (1). Therefore they reuse materials and are more likely to fix things rather than dispose of them (1).</p>	<p>4</p> <p>pen: (1+1) + (1+1) + 1</p>

Question Number	Answer	Mark
5(b) (I)	<p>Australia – Over 11000 tWh India – Between 2-5 Kwh</p>	<p>2</p> <p>ePen:</p>

Question Number	Answer	Mark
5(b) (ii)	<p>Point mark Max 3 without reference to energy consumption data One mark reserved for use of data 'Cook's tour' approach – simple list with data – Max two marks. Mirror image reward once Exception/anomaly - 1 Reward if focus on HIC/LIC</p> <p>e.g. Higher use north of equator/lower use south of equator (1) Except India/North Africa above equator/Australia below equator (1) USA and Australia have highest use (1)/Africa, South America lowest. High use in Asia except in India (1) Use of data (1)</p>	<p>4</p> <p>ePen:</p>

Question Number	Answer	Mark
5(c)	<p>Max 2 for description Can refer to any types of industry Credit specific use of an example(1) – named, located, amount of energy</p> <p>Likely to refer to operations or distribution. Leaving lights in offices/computers on standby Lack of temperature control – lack of temperature zoning Old buildings without insulation Machines left on throughout the day but not producing products Poor maintenance of machinery Old machinery – inefficient Complex distribution network – high fuel costs/wastage</p>	<p>4 (1+1) +(1+1) (1+1+1) + 1 ePen:</p>

Question Number	Indicative content	
*5 (d) QWC i-ii-iii	<p>Can relate to solutions to energy wastage domestically, regionally or nationally. Do not reward solutions to creating more energy</p> <p>Solutions to domestic energy waste Cavity wall insulation Loft insulation Energy efficient light bulbs Double glazing Use of an energy meter</p> <p>Regional / National Housing schemes e.g. Eastcroft/CHP schemes Schemes set up by companies e.g. British Gas Government initiatives</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A list of solutions with one or two attempts to briefly describe. Use of geographical terminology tends to be basic.
Level 2	3–4	An attempt to explain, likely to be partial and unblanaced. Reference to a case study or specific points but not necessarily linked to explanation. Generally clearly communicated but with limited use of geographical terminology.

Level 3	5-6	Two or more approaches to solutions are well explained. Locational detail or specific points are used to illustrate one or more of the explanations. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Mark
6(a) (i)	1 mark for each correctly completed bar.	2 ePen:

Question Number	Answer	Mark
6(a) (ii)	<p>Point mark</p> <p>An answer with a range (at least two) developed points. Must have location detail which could be from different places in the same geographic area.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p> <p>Max 3 without reference to data. (Do not reward mirror comments)</p> <p>Use of data (1) Higher use in south/east (1) Lower figures in the west (1) Lower figures in north (1) Exception of Trent Severn water (1) Comment on overall pattern (1)</p>	<p>4</p> <p>1+1+1+1 (1+1) +(1+1) ePen:</p>

Question Number	Answer	Mark
6(b)	<p>Max 2 for description only</p> <p>Can refer to either rainfall or population, but must have both for max.</p> <p>In west there is a greater amount of rainfall due to higher relief (1). There are however fewer towns therefore there is a surplus (1)</p> <p>In south/east there is lower amount of annual rainfall (1). However, larger demand due to larger cities, places strain on supply therefore an imbalance (1).</p>	<p>4</p> <p>ePen:</p>

Question Number	Answer	Mark
6(c)	<p>Max 3 for description</p> <p>Reward comparative statements between HICs/LICs: comparative statements within sectors within LICs and HICs. (Sectors – industrial; agricultural and domestic)</p> <p>HICs have easy access to water (1) and are conscious about sanitation (1) therefore wash everyday (1) therefore use/have access to high amounts of water (1)</p> <p>Credit specific examples e.g. tourism and leisure - plunge pools, watering of golf courses in coastal resorts in Spain.</p>	<p>4 (1+1+1) +1 (1+1) + (1+1)</p> <p>ePen:</p>

Question Number	Answer	Mark
6(d) (i)	<p>4 months - 1250 11 months - 3750</p>	<p>2</p> <p>ePen:</p>

Question Number	Answer	Mark
6(d) (ii)	<p>Max 2 for description</p> <p>e.g. Earthquake damage water supply (1) This lead to a water shortage (1) Therefore people started to drink dirty/stagnant water (1) this is a breeding ground for bacteria and germs (1). People dumping waste into the rivers therefore contamination of drinking (1). No alternatives to obtaining drinking water therefore forced to drink contaminated water (1). Also unlined wells prone to contamination (1). Lack of awareness/education as to problems of water borne diseases and contamination (1) and plus poor sanitation.</p> <p>Do not accept mosquitoes and their breeding in stagnant water – not water borne disease.</p>	<p>4 1+1+1</p> <p>ePen:</p>

Question Number	Indicative content	
*6 (d) QWC i-ii-iii	<p>Scale can be local or national. Max Level 1 for answers related to LICs. If SPaG is poor then the candidate will drop to the bottom of that level. Allow reference to water management in industry and agriculture</p> <p>Management of water usage in HICs:</p> <p>National Dams Reservoirs Water transfer Water restrictions e.g. hose-pipe bans</p> <p>Local Water meters Domestic appliances designed for efficient water use</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A list of actions with one or two briefly described. Explanation is either not attempted or unclear. Use of geographical terminology tends to be basic.
Level 2	3–4	An attempt to explain one approach to managing water usage, though likely to be partial. Reference to other approaches, though explanation is minimal or unclear. Some attempt to illustrate through specific points and or locations though not necessarily linked to partial explanation. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Two or more explained approaches to managing water usage in HICs. Likely to have location detail which could be from different places in the same geographic area or specific points linked to the explanations. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required,

		they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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Order Code UG034544 January 2013

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