



GCSE MARKING SCHEME

AUTUMN 2021

**GEOGRAPHY SPECIFICATION B
COMPONENT 1
C112U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

GCSE GEOGRAPHY B – COMPONENT 1

AUTUMN 2021 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 its mark tariff.					
3 (a) (i) Describe the location of the island of Lefkada.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 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	2
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. For banded mark schemes this box contains indicative content. 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 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.

Theme 1, Question 1

Q1 (a) (i) Study Fig 1.1. Age structure for two UK urban areas. (i) Complete the graph for Blackpool by drawing the bar to show 0-17 yr olds = 20%		AO1	AO2.1	AO2.2	AO3	AO4	Total
						1	1
Award one mark for correctly drawn bar. It does not have to be shaded.	20%						

Q1 (a) (ii) Compare the age structure of London and Blackpool. Use figures in your answer.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						3	3
Answers should contain some comparative phrases such as 'more than', 'less than'. Max 1 mark if comparison is not clear. Do not double count opposites. Max 2 if no correct use of figures.	Blackpool more elderly people 65+ (1) nearly twice as many / 10% more (1) London more working age people 18-44 (1) 13% more (1) London slightly more 0-17 yr olds (1) by 3% (1) Blackpool greater number of 45-65 yr olds (1) about 5% more (1)						

Q1 (a) (iii) There are a number of processes that contribute to urban change in the UK. Add the letter of the correct definition to each of the terms in the table.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		4					4
Credit these responses only. One mark for each correct letter.	TERM		LETTER				
	Suburbanisation		A				
	Re-urbanisation		D				
	Counterurbanisation		B				
	Infill		C				

Q1 (a) (iv) Over 33% of London's population are international migrants. Explain why international migration can have social and economic consequences for urban areas in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	Total
		4				4
Credit four simple statements or statements with some elaboration. 1+1+1+1 (1+1+1+1) (1+1+1) +1 (1+1) (1+1) Answers must offer some explanation. Could be either positive or negative points.	<u>Positive</u> Bring skills that are needed. (1) Cultural contribution to music/media. (1) Opportunities to experience more varied food styles (1) so more specialist restaurants open. (1) results in greater employment opportunities. (1) Diversity may bring better understanding of cultures and religions. (1) Bring money in taxes (1) which can help improve facilities at a local level. (1) <u>Negative</u> Language issues. (1) Cultural identity can be lost. (1) Additional costs to local community who may need to provide specialist services (1) such as translators/places of worship. (1) Claims they take jobs from local people. (1) Put additional strain on health/schools/housing. (1)					

Q1 (b) (i) Study Fig 1.2 Estimated changes in world population 2020-2100		AO1	AO2.1	AO2.2	AO3	AO4	Total
(i) Complete the sentences by adding the correct information from the box.						2	2
Credit one mark for each correct response.	3.1 billion (1) Europe (1)						

Q1 (b) (ii) Calculate the percentage change in population of Australasia between 2020 and 2100. Show your working below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	2
Credit working for one mark. One mark for correct response.	75 - 43 =32 32/43 (1) x 100 74% (1) Credit 74.4% (1)						

Q1 (c) (i) Rapid urbanisation is taking place in some parts of the world. Give two reasons why.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			4
Credit two valid statements each with an elaboration or one with further elaboration. (1+1)(1+1) (1+1+1) +1 Credit push or pull factors Do not credit opposites.	Migration from rural to urban areas (1) to look for work (1) Natural increase in population (1) with more births than deaths as health care improves (1) Economic development (1) more jobs available in cities (1) More skilled work available (1) earning higher wages (1) Better health/education facilities in cities (1) leads to improved opportunities. Earlier migrants have positive perception (1) so friends/family join them (1)						

Q1 (c) (ii) One challenge of urban growth is waste disposal. Describe how one global city you have studied is dealing with the problem of waste disposal.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		4					4
Allow simple or elaborated statements. Could be (1+1)(1+1) or (1+1+1)+1 Max 2 if not clearly linked to global city. Response should relate to <u>solutions</u>, not just a description of what the problem is.	Possible responses could relate to recycling schemes or industrial waste. e.g. Rag pickers in Delhi or Mumbai who collect, sort and sell waste products such as paper and plastic bottles as 90% of India does not have waste collection. Clean India campaign 2014-19 which aimed to clean up streets on cities such as Delhi and Mumbai by constructing communal toilets to eliminate human waste on streets. Beijing has compulsory sorting of waste from public institutions and restaurants. Shanghai has system of reward credits which can be used to buy necessities if residents recycle. Treatment plants in New York turn waste into industrial oil and bio-diesel. Sewage gas produced in the process is used to generate electricity.						

Q1 (d) Both slum clearance and self-help schemes are possible solutions to housing problems in LIC's/NIC's. Do you consider slum clearance schemes or self-help schemes to be the better option? Justify your choice. Refer to both types of scheme in your answer.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8		4	8
Use a banded mark scheme. Work upwards from the lowest band.		This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information that requires judgement. All elements of AO3 are targeted. Band 4 answers may show appreciation of scale and contexts in weighing up and comparing factors. They use given resources and/or their own knowledge and understanding to give a well evidenced argument. <u>Slum clearance schemes</u> <u>Positive</u> - long term solution to a major problem in cities such as Mumbai. - blocks of flats can house large numbers in a small space. - would have better facilities such as sanitation which would reduce health issues. - schemes could include shops, businesses and schools. <u>Negative</u> - where do residents go while construction takes place. - expensive and needs guaranteed financial backing. - Slums like Dharavi provide workshops and businesses, not just homes. - destroys community spirit. <u>Self-help schemes</u> <u>Positive</u> - suitable for small scale projects or villages. - schemes like micro-credit make it affordable to buy materials to build own homes. - people can build room by room as finances allow. - improves living conditions. - schemes may include essential services such as water and sanitation. - bottom-up solution which is relatively low cost. <u>Negative</u> - will not solve large scale slum problems. - can only help small numbers of people. - Micro-credit not available everywhere. - loans have to be repaid. - building materials need to be available.						
Band	Mark	Band descriptor						
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding of both types of scheme in some detail. • Clear justification of choice.						
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated response. • Appraisal draws together wider geographical understanding of issues. • Reference to both slum clearance and self-help schemes but may not be balanced. • Evidence of choice with some justification.						
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Limited appraisal from wider geographical understanding to analyse issues. • May not refer to both types of scheme. • Choice indicated.						
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal of issues. • May not indicate clear choice.						
	0	Award zero marks if answer is incorrect or wholly irrelevant.						

After awarding a level and mark for the geographical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

Band	Marks	Performance descriptions
<i>High</i>	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2 - 3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

End of Question 1

Component 1 Theme 2: Changing Environments

Q2 (a) Study Fig 2.1 Average global temperature change 1880-2018		AO1	AO2.1	AO2.2	AO3	AO4	Total
(i) Describe the pattern of temperature change shown on Fig 2.1 Use figures in your answer.							
						4	4
Credit up to four simple statements or statements with elaborations. 1+1+1+1 (1+1)(1+1) Max 3 if no correct use of figures.	Overall trend is an increase in temperature (1) from 13.8 in 1880 to 14.7°C in 2020 (1) There are fluctuations (1) Sharp increase in 1940s (1) Steeper rise between 1980s and 2018 (1) Overall temperature changes from 13.4 to 15.1°C (1) Largest increases have been since 2000 (1)						

Q2 (a) (ii) Describe one human cause of global warming.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		2					2
Credit one mark for a suitable response and one mark for elaboration. (1+1) Do not credit two different causes.	More cars on the road (1) so more burning of fossil fuels (1) Deforestation (1) reduces amount of carbon absorption (1). Changing agricultural practices (1) results in more methane (1)						

Q2 (a) (iii) Give two reasons why it is difficult to get agreement on ways to reduce the impact of climate change.		AO1	AO2.1	AO2.2	AO3	AO4	Total
			4				4
Credit two valid simple statements with elaboration. (1+1)(1+1) (1+1+1)+1	Responses should relate points to difficulties and not just describe international agreements. May include: - Climate agreements commit countries to meet targets (1) which may be difficult to achieve within the time limits set. (1) - Agreements are not legally binding (1) so some may agree and then not deliver results (1) - NICs such as China and India will only reduce emissions once they have achieved greater industrial growth and economic status (1) which will take time (1) - NICs/LI's may not be able to afford expensive emission controls (1) so will not carry out changes (1) - Many countries still have reserves of fossil fuels (1) so are reluctant to invest in renewable energy (1)						

Q2 (a) (iv) Give four ways individuals in the UK can reduce the risk of climate change.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		4					4
One mark for each correct way.	Strategies may include: Simple small-scale changes in homes such as turning off lights. (1) Use cars less. (1) Take public transport. (1) Walk instead of using vehicles. (1) Consider use of electric/hybrid cars. (1) Buy locally produced food to reduce food miles. (1) Recycle glass, plastic and glass. (1)						

Q2 (a) (v) The UK Government can also reduce the risk of climate change. Tick the two correct statements from the list below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		2					2
One mark for each correct tick.	The government can:		Tick				
	Encourage the use of fossil fuels						
	Increase the cost of public transport						
	Increase the tax on air travel		✓				
	Build more roads						
	Invest in renewable sources of energy		✓				

Q2 (b) Study Fig 2.2 which shows information about how severe tropical storms (hurricanes and cyclones) are measured.		AO1	AO2.1	AO2.2	AO3	AO4	Total
(i) Describe the relationship between the category of storm and the frequency with which they have occurred.						2	2
Credit up to two simple points or one point with an elaboration. (1+1) Do not allow opposites.	Inverse relationship (1) As category increase, so frequency decreases (1) Disproportionate (1) with a lot more category 1 than category 5 (1)						

Q2 (b) (ii) Study Fig 2.3 which shows the number of Category 5 storms that have occurred globally between 2010 and 2018. Calculate the mean number of Category 5 storms that have occurred between 2010 and 2018. Show your working.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	2
One mark for correct answer. One mark for working out. Working should show the total and the correct number of years.	54÷9 (1) Mean = 6 (1)						

Q2 (b) (iii) Increased frequency of storms leads to management challenges in coastal areas. Explain why.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			4
Credit up to four valid simple statements. (1+1+1+1) or Statements with elaborations. (1+1)(1+1) or (1+1+1) +1	More frequent strong winds produce more powerful waves (1) which can result in more storm surges which will damage coastal areas (1) Existing coastal defences may not be designed for repeated storms (1) so will break more easily and lead to flooding (1) Rate of coastal erosion may increase (1) so properties near the coast will be at greater risk (1) Millions of people live on low-lying delta areas (1) so will be more vulnerable to increased risk of coastal floods (1)						

Q2 (c) Study the information in Figure 2.4 The effects of Cyclone Idai which affected the African countries of Mozambique, Zimbabwe and Malawi in March 2019. 'The impacts of tropical storms like Cyclone Idai affect all groups of people equally.' How far do you agree with this statement?		AO1	AO2.1	AO2.2	AO3	AO4	Total
					8		8
Use a banded mark scheme. Work upwards from the lowest band.		This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information that requires judgement. All elements of AO3 are targeted. Responses should apply their knowledge and understanding of the impacts and assess the relative importance to different groups of people. Responses should make use of the resources, using them to support their argument. Although the resources relate to LICs, responses may refer to example of hurricanes in HICs. There may also be references to short- and long-term impacts. Possible groups <u>Local People</u> - Need for emergency supplies of food, water and shelter. - Loss of homes and family members - Water contamination so risk of disease - Lack of money/materials to rebuild homes - People living away from affected areas may resent taxes spent on aid. <u>Farmers</u> - Crops destroyed so loss of income and unable to provide for family. - Long term impact if soil washed away. <u>Medical staff</u> - Hospitals/clinic destroyed - Unable to provide enough emergency medical care. - Increase in cholera and malaria puts pressure on staff and resources. - Mental health issues for victims and/or families <u>Local/National Governments</u> - LICs may need to request international aid - May need to borrow funds which increase national debt and slows down development. - Immediate need to replace infrastructure - Political views in both HICs and LICs <u>Aid agencies</u> - Problems accessing areas due to floods - Need supplies to deal with immediate needs of people. <u>Tourists</u> - If affected may need assistance to return home - May stop going to area/country which has impact on local/national economy. Candidates may refer to named examples to illustrate key points. There should be a clear discussion of a level of agreement or disagreement with the statement to reach Band 3 and 4. Simply stating I agree or disagree is not adequate.					
Band	Mark	Band descriptor					
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding of impacts on different groups of people in some detail. • Clear indication of a detailed level of agreement/ disagreement with the statement.					
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated response. • Appraisal draws together wider geographical understanding of issues. • Reference to two or more groups of people but may not be balanced. • There is discussion of a level of agreement/ disagreement with the statement.					
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Limited appraisal from wider geographical understanding to analyse issues. • May only refer to one group. • May be little evidence of agreement/disagreement.					
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal of issues.					
	0	Award zero marks if answer is incorrect or wholly irrelevant.					

End of Question 2

Component 1 Theme 3: Environmental Challenges

Q3 (a) (i) Use the information in Fig 3.1 to tick the TWO correct facts about the location of the Sahel in the table.		AO1	AO2.1	AO2.2	AO3	AO4	Total														
						2	2														
Credit these responses only.	<table><tr><th>Statement</th><th>Tick</th></tr><tr><td>North of the Tropic of Cancer</td><td></td></tr><tr><td>South of the Sahara Desert</td><td>✓</td></tr><tr><td>Extends from the Atlantic Ocean to the Mediterranean Sea</td><td></td></tr><tr><td>Includes parts of Mali, Chad and Egypt</td><td></td></tr><tr><td>North of Burkino Faso</td><td>✓</td></tr><tr><td>South of Nigeria</td><td></td></tr></table>							Statement	Tick	North of the Tropic of Cancer		South of the Sahara Desert	✓	Extends from the Atlantic Ocean to the Mediterranean Sea		Includes parts of Mali, Chad and Egypt		North of Burkino Faso	✓	South of Nigeria	
	Statement	Tick																			
	North of the Tropic of Cancer																				
	South of the Sahara Desert	✓																			
	Extends from the Atlantic Ocean to the Mediterranean Sea																				
	Includes parts of Mali, Chad and Egypt																				
	North of Burkino Faso	✓																			
	South of Nigeria																				

Q3 (a) (ii) Fig.3.2 Graph showing variations in rainfall in the Sahel 1950-2015. Use Fig 3.2 to decide if each of the statements is true or false.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						4	4
Credit one mark for each correct answer.	Statement		True (Tick ✓)		False (Tick ✓)		
	1950-1960 was the wettest 10 yr period		✓				
	1970-1980 was the driest 10 yr period				✓		
	In 2013, rainfall was higher than average.		✓				
	Between 2000 and 2010 rainfall was mostly lower than average,		✓				

Q3 (b) (i) Desertification is caused by both physical and human actions. Complete the sentences by adding the correct words from the box.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		4					4
Credit one mark for each correct answer.	Evaporated (1) Moisture (1) Nutrient (1) Erosion (1)						

Q3 (b) (ii) Explain why overgrazing can lead to desertification.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			4
Credit statements with additional mark(s) for elaboration. (1+1)(1+1) (1+1+1+1) (1+1+1) + 1	- farmers allow goats and cattle to eat shrubs (1) so vegetation dies (1) so no roots to hold the soil together (1) - there are fewer plants to shade the soil (1) so moisture is drawn up and evaporates. (1) - removal of vegetation leaves soil exposed (1) so soils becomes baked in the heat (1) - hooves of animals compact the soil (1) preventing infiltration (1) and increasing surface runoff (1) causing soil and gully erosion (1) - lack of vegetation reduces evapotranspiration (1) so leads to reduced rainfall. (1)						

Q3 (b) (iii) Describe how drip irrigation works.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		4					4
Credit up to four simple statements.	- pipes laid across the soil. (1) - pipes have pin-sized holes in them. (1) - water sprays from holes on to plants. (1) - waters plants at a constant rate. (1) - can be worked by a solar pump. (1) - less water is lost through evaporation (1) - more efficient use of water. (1) - uses simple technology (1) - uses less water than other irrigation methods. (1)						

Q3 (c) (i) Fig 3.3 shows predicted changes in the global use of water between 2020 and 2030. Use the information in the table to complete the graph for 2030.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	2
Credit one mark for line drawn correctly and one mark for correct shading. (1+1) Can be in either order providing correct shading is used.	Horizontal line drawn at 46% (1) Below this line shading should be vertical, above the line shading should be diagonal (1) Alternative line would be at 67% and the shading would be reversed.						

Q3 (c)(ii) Give two reasons why economic growth leads to increased demand for water.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			4
Credit two statements each with an elaboration. (1+1)(1+1) (1+1+1) + 1	Water needed for new manufacturing processes (1) such as cooling (1) Improved sanitation in homes (1) leads to greater demand for water for washing/cleaning (1) Increased affluence (1) increases demand for appliances such as dishwashers (1) New technology in agriculture (1) increased demand for irrigation water (1) Increase in tourism (1) Changes in farming practice (1)						

Q3 (d) Study the resources in Fig 3.4 Evaluate the impacts of water management across national boundaries.		AO1	AO2.1	AO2.2	AO3	AO4	Total
You may use the resources above and/or examples you have studied to support your answer.					8		8
Use a banded mark scheme. Work upwards from the lowest band.		This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to evaluate impacts. They may make reference to other water management schemes that impact across national boundaries. Details will depend on references to schemes studied. Possible points could be: <u>Advantages/Benefits</u> - Provides water for HEP for multiple countries and cheap electricity. - Electricity is vital for further economic development. - Electricity can be exported. - Supplies water for industry and domestic use. - Provides water for crop irrigation - Rivers may contain large fish stocks which are a major source of food. - May supply water all year round to areas suffering from seasonal drought. - Flood management. <u>Disadvantages/Costs</u> - Dams control the amount of water downstream, so some areas do not receive enough water/nutrients. - Dams may disrupt river transport. - Controls can reduce supplies of drinking water and fish stocks. - Reductions in fish stocks affects food supplies and livelihood of fishermen. - Controls need international co-operation which can lead to political disputes.					
Band	Mark	Band descriptor					
4	7-8	Exceptional application of knowledge and understanding. Comprehensive chain(s) of reasoning provide sophisticated evaluation. Balanced and coherent appraisal of both advantages and disadvantages. Draws together wider geographical understanding of impacts across national boundaries.					
3	5-6	Thorough application of knowledge and understanding. Relevant chain(s) of reasoning provide elaborated evaluation. An appraisal draws together advantages and disadvantages but may not be balanced. Wider geographical understanding of some impact across national boundaries.					
2	3-4	Sound application of knowledge and understanding. Some connections provide valid but limited evaluation. Limited appraisal uses wider geographical understanding to support evaluative points.					
1	1-2	Some basic application of knowledge and understanding. Basic level of meaning ascribed to the information/issue. Limited and weak appraisal uses some wider geographical understanding to support ideas. May be generic points. Little evidence of evaluation.					
	0	Award zero marks if answer is incorrect or wholly irrelevant.					
There should be a clear attempt to evaluate , either in the form of a conclusion, or as statements made throughout the response. Both advantages and disadvantages must be discussed in order to reach Levels 3 and 4							

End of Question 3