GCSE MARKING SCHEME

SUMMER 2024

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

© WJEC CBAC Ltd.

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

© WJEC CBAC Ltd.

WJEC GCSE GEOGRAPHY
UNIT 2 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 **two** valid 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 Thesaloniki (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.

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

SECTION A

CORE THEMES

Core Theme 5, Question 1

(a) (i) Complete the diagram above using two labels from the box below.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Accept these answers only	Left hand box – photosynthesis (1) Central box – respiration (1)

(a) (ii) Describe how one natural process transfers carbon from the land to the atmosphere.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Credit the description of **one** process.	Carbon is stored in plants and animals (1) which is released when they decompose (1) Respiration (1) releases this carbon as a gas into the atmosphere (1) When plants or animals die in the ocean, the carbon they contain is stored on the ocean floor (1) when tectonic plates move they can release this carbon as bubbles of gas which surface and go into the atmosphere (1) Forests/vegetation are natural stores of carbon (1) which is released into the atmosphere when there are forest/grassland fires (1)

(a) (iii) Explain why human activity can increase the amount of carbon in the atmosphere.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		2				**2**

Credit a carbon releasing human activity with the second mark for elaboration	Burning fossil fuels e.g. coal (1) releases the CO2 stored from the decayed plant/animal life (1) Increasing levels of deforestation (1) less trees to absorb CO2 and therefore the amount in the atmosphere increases (1) Travelling by car/plane/ship uses fossil fuels (1) when burnt they release CO2 into the atmosphere (1) Cattle ranching (1) which increases the amount of methane/CH4 (1) (which contains carbon)

© WJEC CBAC Ltd.

b) (i) Tick (✓) the mode of the VEI for the volcanic eruptions shown on the map	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				1		**1**

Accept this answer only	6 (1)

(b) (ii) Describe the distribution of the volcanic eruptions shown on the map.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				3		**3**

Credit 3 valid points	The majority of eruptions shown are in the northern hemisphere (1) All the eruptions with VEI of 7 & 8 are in the northern hemisphere/no VEI of 7 & 8 in the southern hemisphere (1) Located on all continents except Africa (1) There are more VEI 6 than there are VEI 7 & 8 (1)

(b) (iii) Suggest why the eruption of Krakatoa may have caused climate change.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			3			**3**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
2	**2-3**	Detailed analysis of how some volcanoes cause climate change which demonstrates ability to apply knowledge and understanding. Map evidence is used to support good explanation.
1	**1**	Simple analysis of how volcanoes can cause climate change.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the reasons why large volcanic eruptions like Krakatoa could cause climate change. For Band 2 the link should be clear.

Examples include:
Volcanic eruptions with a high VEI (such as Krakatoa) throw more dust and ash into the atmosphere. The explosions are large enough to push the material so high that it gets into the earth's atmospheric circulatory system, which moves it away from the source area. The ash and dust cause sunlight to be reflected back into space. As such the amount of solar energy that reaches the Earth's surface is reduced. If this remained for a long time, this would cause climate change due to cooling.

Candidates may also refer to:
- Sulphur dioxide is released as a volcanic gas which can cause rapid cooling
- Carbon dioxide is released as a volcanic gas which could increase global warming

© WJEC CBAC Ltd.

(c) (i) Complete the graph by adding the 2022 temperature for Buxton.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				1		**1**

Accept this answer only	Plot (X) correctly located (1).

(c) (ii) Name the location with the largest increase in recorded temperature.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				1		**1**

Accept this answer only	Bramham (1)

(c) (iii) Calculate the range of temperature increase for Goudhurst	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				2		**2**

Credit this response only	38.1°C – 34.7°C (1) Range = 3.4°C (1) Tolerance of +/- 0.2°C

© WJEC CBAC Ltd.

(d) High pressure hazards have more severe consequences on the economy than the environment. To what extent do you agree with this statement?	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			6			**6**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
3	**5-6**	Detailed application of knowledge and understanding of the impacts of high pressure hazards on the economy and environment. Discussion should be clear as to the severity of the impacts & 'to what extent' is clearly addressed. A range of detailed elaborated points are made through chains of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
2	**3-4**	Demonstrates understanding of the impacts of high pressure hazards on the economy and environment. Some attempt to answer 'To what extent'. A range of points are made through chains of reasoning. Meaning is clear. The response has purpose, is organised and well structured.
1	**1-2**	Simple statements of the impacts of high pressure hazards. 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.

Candidates should apply their knowledge and understanding of the consequences of high pressure hazards to justify their decision.
For B3 candidates must consider impacts on both the economy and the environment and consider which is more severe. Candidates may use the resource given or draw on their own case study material

Examples:
The Australian drought had severe consequences for both the environment and the economy. The environment will take a long time to recover. The bushfires caused by the extreme dry weather destroyed 18 million hectares of land, therefore destroying countless habitats and an estimated billion animals. Some of the wildlife deaths were directly from the fire, but others the result of the impact on their ecosystem and the lack of food afterwards.

Another impact of the lack of rain on the environment was the lack of water in rivers which caused countless fish deaths. Both of these issues would have a long term impact on the ecosystems and take many years to recover from.

However, as severe as these impacts are, I think the economy of Australia was impacted to a greater extent. Apart from the direct cost of rebuilding the 5,900 buildings that were destroyed and repairing the damage to infrastructure, the effects on the environment would have a knock on impact on the economy. Income from tourism would be reduced as tourists would not want to visit bush fire ravaged areas.

Farmers would have lost crops to the fire or would not be able to plant their crops on time for the following year, therefore decreasing their income. Therefore I think that the economy would have more severe consequences from high pressure hazards than the environment.

© WJEC CBAC Ltd.

(e) (i) Define the term National Parks. Tick (✓) one box below	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	1					**1**

Accept this answer only	An area of important landscape protected for people to enjoy (1)

(e) (ii) Explain why creating National Parks is used as a strategy to manage habitats.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		4				**4**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
2	**3-4**	Detailed statements which show good understanding of relationship between National Parks and the management of habitats
1	**1-2**	Simple explanation showing some linkage between National Parks and the management of habitats
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

For B2 candidates must link the creation of National Parks with the successful management of habitats.

Examples include:
National Parks are set up to manage and protect important landscapes. They encourage access from visitors but in a managed way so that delicate areas are not damaged and are given time to recover. For example, a National Park will attract visitors and therefore money being spent in the local area can then be invested back into the local area to support conservation projects.

National Parks also have stricter planning laws to ensure that key features of the local areas e.g. ancient stone circles cannot be removed and are protected. The combination of extra money being brought to the local community and greater restrictions on building and development help to ensure that the beauty of the natural habitat is protected for future generations to enjoy.

End of Question 1

© WJEC CBAC Ltd.

Core Theme 6, Question 2

(a) (i) Identify the mapping technique shown above.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				1		**1**

Accept this answer only but accept close spellings if choropleth map answer is obvious.	Choropleth map (1)

(a) (ii) Describe the pattern of areas predicted to have very high levels of water stress in 2040.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				2		**2**

Accept two valid points	Concentrated in Middle Eastern Countries/SW Asia/North Africa (1) Many countries that border the Mediterranean Sea/Caspian Sea (1) Mostly found between 23°N and 45°N/North of Tropic of Cancer (1) Anomaly in SW South America/Chile (1)

(a) (iii) Give the predicted water stress level for the USA.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				1		**1**

Accept this answer only	40-80% (1)

© WJEC CBAC Ltd.

(a) (iv) Give one reason why agricultural change leads to increased demand for water.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		2				**2**

Credit one valid reason and a further mark for elaboration	Increase in the use of crops such as cotton/rice/soybeans (1) which require more water to grow (1) Increase in quantity of crops/cattle farmed (1) increases the need for water (1) Growing crops in more water stressed areas (1) increases the need for irrigation (1) Increased use of mechanised irrigation (1) uses more water/increases the overuse of water (1)

(a) (v) Give two strategies used to manage water resources.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Credit two valid methods	Water transfer schemes (1) Construction of reservoirs/dams (1) Irrigation systems (1) Ground water abstraction (1) Desalination plants (1) Hosepipe bans at times of drought/water restrictions (1) Agricultural change – growing crops that need less water (1) Use grey water (1) Fog nets (1) Bunds/magic stones (1)

© WJEC CBAC Ltd.

(a) (vi) Explain why the management of water resources at an international scale can have economic and environmental consequences.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		6				**6**

Band	**Marks**	**Descriptor**
3	**5-6**	Detailed understanding of why international water resource management has economic and environmental consequences. This should have balance. Explanation uses clear chains of reasoning. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Some understanding of why international water resource management has economic and/or environmental consequences. A few points are elaborated but lacking in sophistication. Meaning is generally clear. The response is structured. B2 Max if management at an international scale is not considered.
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.

Candidates must consider water resource management at an international scale and link this to the economic and environmental consequences that result due to that management. The answer at B3 must be balanced.

Examples:
As water is a vital resource that all communities need, the management of water resources is vital for every country. Many countries rely on rivers that cross international boundaries for their water supply, which can have many consequences.

E.g. the Mekong River flows through China, Thailand, Cambodia and Vietnam. China has built more than 10 dams on the river which controls the flow through the other countries. This will be an economic expense to China and benefit the countries lower down due to flood control. However, China will also benefit from these dams as they will generate hydroelectric power which China can use to power its industrial base.

Environmental consequences could include lack of flow downstream of dams in the dry season. If there is a lack of water in the river then this will affect ecosystems which may cause changes to biodiversity. It will also result in a lack of water for irrigation and therefore crop failure.

(b) (i) Use the map to complete the table giving the height above sea-level for the two regions in China.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				2		**2**

Accept these answers only	Tianjin 0-500m (1) Qinghai 5001m+(1)

© WJEC CBAC Ltd.

(b) (ii) Evaluate these factors that result in inequalities between regions.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8		3	**11**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
4	**7-8**	Thorough and sophisticated evaluation of factors with reasoned conclusion which explains which are most important. Chains of reasoning enable objective analysis based on evidence in resource. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	**5-6**	Good evaluation of factors showing clear ability to evaluate and present evidence from the resource to justify points made. Answer is balanced between the range of factors considered. There may also be some attempt to conclude the answer with a judgement. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Some attempt to evaluate two or more factors in relation to each other but may lack evidence and/or objectivity. Imbalanced between factors if more than one is considered. Max Band 2 if no reference to the resource Meaning is generally clear. The response is structured.
1	**1-2**	Valid statements lack depth/breadth and with only limited evaluation. 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.

Candidates must refer to the map and table in their answer. Breadth and depth can be credited. Candidates can bring in their own knowledge but will not be penalised if they only discuss the resource.
The candidates need to evaluate the contribution of the 3 factors to get into B4.

Examples:
It is clear that there are different levels of economic development in China. Environmental factors are important, firstly due to the difference in elevation. In the Qinghai province the elevation is mountainous and therefore this makes building factories and communication routes in and out of the factories more difficult. Whereas the Tianjin Province is on low level, relatively flat land which is far more suited to development of industrial hubs. Tianjin is also close to the sea so exporting/importing goods is far easier.

Economic factors also play a vital role. If you have higher wages from working in a factory or an office, then you are able to afford to buy more things and so the economy of that area is stronger (as in Tianjin). Whereas in a location such as Qinghai the main industry is iron and steel production which are raw materials that go into other products and so the profit margin is not as high. Therefore, wages tend to be lower which doesn't stimulate the local economy as much.

Social factors also contribute to the varying levels of development. There is a difference in literacy rates for example which will have an influence over the types of jobs people are able to do and therefore the industries attracted to an area.

© WJEC CBAC Ltd.

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.

Band	Marks	Performance descriptions
High	**3**	• 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
Intermediate	**2**	• 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
Threshold	**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

© WJEC CBAC Ltd.

(c) Describe one economic and one social impact of uneven development within Wales	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	4					**4**

Credit two statements with up to two marks for elaboration for each consequence (1+1) (1+1) (1+1+1) + 1	**Economic:** Higher wages in some areas (1) which leads to a higher standard of living / disposal income (1) money spent on services (1) More job opportunities in some areas (1) leads to more money in local economy/positive multiplier effect (1) House prices may be higher in more economically developed areas (1) due to more people wanting to live in those areas for work (1) More investment in some areas (1) leads to greater wealth creation (1) **Social:** Longer life expectancy/fewer health problems (1) due to being able to afford better quality food (1) and exercise classes (1) Higher level of out migration of young adults in less economically developed areas (1)

End of Question 2

© WJEC CBAC Ltd.

SECTION B – OPTIONS

Theme 7, Question 3

(a) (i) Circle the correct response in the sentences below.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				2		**2**

Accept these answers only.	10.2% (1) Halved (1)

(a) (ii) Describe how the development gap is changing between Egypt and the UK. Use evidence from the table.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				4		**4**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
2	**3-4**	Detailed comparison of how the development gap is changing. Candidates recognise the data is conflicting across indicators. Use of data supports description.
1	**1-2**	Simple comparative statements communicated in a basic way with little linkage between points. No or basic use of data used to support points made.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Response should focus on the changing relationships between the development indicators for UK & Egypt.

Example:
As far as literacy rate and access to electricity it looks as though the development gap has got smaller between 2000 and 2019. The percentage rates have remained the same for the UK but for Egypt the literacy rate has improved by 10.2% & the electricity access by 3.3%.

In contrast the net migration rate shows that the development gap is getting bigger. Egypt's net migration has increased by an extra loss of 116,000 whereas the UK gained 311,000 more people than they did in the year 2000.This therefore shows the development gap is increasing as more people want to leave Egypt than in 2000 and more people want to move to the UK than in 2000.

© WJEC CBAC Ltd.

(a) (iii) Give one health and one gender indicator used to measure social development.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award **one** mark for a gender indicator and **one** mark for a health indicator.	**Examples may include:** **Health:** Number of doctors per person (1) Life expectancy (1) Infant mortality (1) **Gender:** Female/Male literacy rate (1) Average Female/Male income (1) Female/Male access to higher education (1)

(b) (i) Explain why some children in sub-Saharan Africa have to work.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		6				**6**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
3	**5-6**	Good understanding of why some children in SSA work rather than go to school. Explanation uses chains of reasoning. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Some understanding of why some children in SSA work rather than go to school. A few points are elaborated but lacking in sophistication. 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.

The answer should focus on the explanation of why some children work in SSA. For B3 candidates must clearly show the link between the cause and the child working rather than being educated in school.

Examples:
Poverty is one of the main reasons why some children work rather than go to school. In SSA many families are poor and need their children to work on farms or in factories to earn money to help increase the family income. Many families rely on this income and therefore the child works rather than goes to school.

Another reason maybe that there is a lack of access to education, or the family simply cannot afford to send the child to school. If this is the case, then the child will often work to learn skills rather than in an educational setting and so they miss out on school due to its inaccessibility.

© WJEC CBAC Ltd.

(b) (ii) Describe one consequence of child labour.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Accept **one** valid answer with a further mark for elaboration.	Examples may include: Increase in child deaths/reduction of life expectancy (1) due to dangerous working conditions (1) Many children's physical development is affected due to working conditions (1) which may have long term consequences (1) Lack of formal educational (1) which may restrict their long-term employment prospects (1) Loss of childhood experiences (1) and therefore exposed to adult pressures too early (1)

© WJEC CBAC Ltd.

(c) Evaluate the effectiveness of local and global scale strategies designed to reduce child labour. You may refer to 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	Marks	Descriptor
4	**7-8**	Detailed evaluation of the strategies used to tackle child labour at the global and local scale. Answer is balanced between positives and negatives at each scale. Developed chain(s) of reasoning. Conclusion is justified. Meaning is clear. Response has purpose, is organised and well structured.
3	**5-6**	Good evaluation of the strategies used to tackle child labour at the global and local scale. Answer may not be balanced between positives and negatives or one maybe missing. Good chain(s) of reasoning. Conclusion attempted. Meaning is clear. Response has purpose, is organised and well structured.
2	**3-4**	Some evaluation of the strategies used to tackle child labour but only at one scale, or one scale is very brief. May contain simple chain(s) of reasoning. Conclusion brief or missing Meaning is generally clear. The response is structured.
1	**1-2**	Valid statements lack depth/breadth and with only limited evaluation. 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.

This question requires candidates to evaluate the strategies used to tackle child labour at both the global and local level.
The candidates need to consider positives and negatives of strategies at both scales to get into B4.

Examples:

Child labour can be tackled at a local scale in a number of ways. This could be through encouraging school attendance and access to schools, placing more schools closer to the communities they serve and by improving social security systems so that the financial need by families for children to work is removed. These can be very effective as they are in tune with the local needs of the area and if children are able to go to school then they are not out working.

However, the disadvantage with the improving access to schools' strategy is that it does not take away the financial driver that makes many families send their children to work in the first place. The social security improvements would do this but the downside to this system is its implementation in remote areas in LICs.

Global strategies such as child labour conferences would highlight the issue on the global stage and attract investment to help deal with it. Also heads of government where child labour is an issue could discuss support from other nations. However, the disadvantage with this is that there is a danger that it will be just talk and no action. Getting the ideas filtered through to make a difference to people's lives is much more difficult.

End of Question 3

© WJEC CBAC Ltd.

Theme 8, Question 4

(a) (i) Circle the correct response in the sentences below.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				2		**2**

Accept these answers only.	1.7m (1) A third (1)

(a) (ii) Compare the changing approach to e-waste in China and the UK. Use evidence from the table.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				4		**4**

Use the descriptors below, working upwards from the lowest band.

Band	**Marks**	**Descriptor**
2	**3-4**	Detailed comparison of how approaches to e-waste are changing. Use of data supports description.
1	**1-2**	Simple comparative statements communicated in a basic way with little linkage between points. No or basic use of data used to support points made.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Response should focus on the changing attitudes of China and the UK towards e-waste

Example:
The information in the table shows us that both countries have increased the amount of e-waste that they generate, although China is increasing at a much faster rate (25-26% to 7-8%). When we look at e-waste collection rate then China collects less of the e-waste and has not improved this rate between 2015 and 2019. Whereas the UK has a much higher e-waste collection rate to begin with, plus they have improved this rate by 13% over the 4 years.

Therefore, it appears that the UK is far more pro-active in limiting the amount of pollution that results from e-waste.

© WJEC CBAC Ltd.

(a) (iii) Give one impact e-waste has on people and one impact it has on the environment.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award **one** mark for impact on people and **one** mark for impact on the environment.	Examples may include: People: Opportunity to earn an income from recycling materials (1) Impact of respiratory systems from burning e-waste (1) Foetal abnormalities if exposed to toxic chemicals while pregnant (1) Environment: Toxic Chemicals released into the soil (1) Large volume of waste to landfill/exported to other countries (1) Chemicals released into atmosphere through burning of waste (1)

(b) (i) Describe one short term effect of climate change experienced in the UK.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Accept **one** valid answer with a further mark for elaboration.	Examples may include: Increase severity of storms (1) which will cause more damage to property (1) Higher level of rainfall/increase in frequency of storms (1) will lead to more frequent flooding (1) Increased drought in the SE England (1) leading to water shortage/crop failure (1).

© WJEC CBAC Ltd.

(b) (ii) Explain why some people will need to consider living differently as a result of climate change.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		6				**6**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
3	**5-6**	Good understanding of why some people need to live differently. Explanation uses chain(s) of reasoning. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Some understanding of why some people need to live differently. A few points are elaborated but lacking in detail. 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.

This question requires candidates to explain why climate change is threatening some communities who need to consider living differently in the future.

Examples:
Climate change is threatening many communities who will need to reconsider how they live their lives due to how the climate of their area is forecast to change. In the UK there are many areas that are at an increased risk of coastal flooding and/or erosion. As such people will need to consider moving away from vulnerable coastal areas either as individuals or whole communities to ensure that their homes and families remain safe.

The predicated increase in severity and frequency of heatwaves will also cause people to consider living differently. E.g., few homes in the UK have air conditioning, but with record summer temperatures in recent years, people need to consider ways to keep their homes/workplaces cooler in such temperatures. This may involve retro-fitting air conditioners to existing houses, or purchasing houses built specifically to limit extremes of temperature.

© WJEC CBAC Ltd.

(c) Evaluate the importance of individuals and governments in tackling climate change.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8			**8**

Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
4	**7-8**	Detailed evaluation of the strategies used to tackle climate change by individuals and governments. Answer is balanced between positives and negatives at each scale. Developed chain(s) of reasoning. Conclusion is justified. Meaning is clear. Response has purpose, is organised and well structured. Meaning is clear. Response has purpose, is organised and well structured.
3	**5-6**	Good evaluation of the strategies used to tackle climate change by individuals and governments. Answer may not be balanced between positives and negatives or one maybe missing. Good chain(s) of reasoning. Conclusion attempted. Meaning is clear. Response has purpose, is organised and well structured.
2	**3-4**	Some evaluation of the strategies used to tackle climate change but only for individuals or governments, or one is very brief. May contain chain(s) or reasoning. Conclusion is brief or missing. Meaning is generally clear. The response is structured.
1	**1-2**	Valid statements lack depth/breadth and with only limited evaluation. 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.

This question requires candidates to evaluate the importance of individuals and governments in tackling climate change.
The candidates need to consider the positives and negatives of both approaches to get into B4.

Examples:
Individuals can help tackle climate change by making lots of small changes to their lives e.g., walk rather than drive, insulate their homes, turn the heating down etc. The benefit of individuals taking action is that if everyone does their bit then large amount of fossil fuels can be saved and less carbon dioxide be added to the atmosphere. However, it is very difficult to get everyone to do their bit and this strategy has the most impact if everyone takes part.

Governments are able to take the decisions over the overall energy mix for the country and can approve or not approve the building of new power stations. They can support other LIC countries in fighting climate change and so can carry out the strategic plan for climate change. However, plans and commitments are no good unless all citizens in the country play their part.

End of Question 4

© WJEC CBAC Ltd.