

**GCSE**

**Geography B**

Unit **B563/01**: Key Geographical Themes (Foundation Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations:** These annotations are on RM Assessor and must be used to clarify marking decisions

Annotation	Meaning
	Correct point. Place tick where credit given or point awarded within the answer.
	Unclear
	Use within case study response to indicate incorrect content, highlight with red shading
	Omission mark. Use to indicate something missing from response
	Annotate at end of case study answer for overall Level 1
	Annotate at end of case study answer for overall Level 2
	Annotate at end of case study answer for overall Level 3
	Use within case study answer to show basic point(s) for a Level 1 response only. Place the annotation near the last creditable idea within the case study answer.
	Use DEV with case study answer to show creditable detail/development of response
	Use DEV within a 4 mark response to show development of an idea or explanation
	Use PLC within case study answer to show creditable place specific detail for Level 3
	Use to show that all additional pages have been checked for content
	Use red highlighter within case study answer to show content that is incorrect (add red cross)
	Use green highlighter within case study answer to show creditable detail located in the wrong section of the case study page

**Awarding Spelling, Punctuation and Grammar to scripts with a cover sheet**

If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions below:

- a) Assess the work for SPaG in accordance with the normal marking criteria.  
The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- b) Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- c) Convert the SPaG mark to reflect the correct proportion using the conversion table below.

<b>SPaG mark awarded</b>	<b>Mark if candidate eligible for one third (eg grammar only)</b>	<b>Mark if candidate eligible for two thirds (eg grammar and punctuation only)</b>
0	0	0
1	0	1
2	1	1
3	1	2

1. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks, unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
2. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
3. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Qu:	Answer	Marks	Guidance
1a)i)	1 mark for 1950	1	1 x 1
1a)ii)	1 mark for 2050	1	1 x 1
1a)iii)	1 mark for 3 million	1	1 x 1
1b)i)	1 mark for decrease	1	1 x 1
1b)ii)	1 mark for decrease	1	1 x 1
1c)	<p>Reasons for decrease in birth rate could include:</p> <p>Reliable access to family planning/contraception ✓ = women can control their fertility rate (dev)</p> <p>Later age of marriage ✓ = women likely to have fewer children (dev)</p> <p>Women pursue careers ✓ = likely to have fewer or no children (dev)</p> <p>High cost of bringing up children ✓ = puts people off having children (dev)</p> <p>Reasons for decrease in death rate could include:</p> <p>Improved health care/medication ✓ = people live longer (dev)</p> <p>Improved care/services for elderly ✓ = people live longer (dev)</p> <p>Improved diet/lifestyle/health ✓ = people live longer (dev)</p>	4	<p>2 x 2 or 1 x 3 + 1</p> <p>Up to 3 marks for valid ideas about birth rate or death rate</p> <p>Marks can be two basic valid ideas for BR and DR or a valid idea with DEV</p> <p>Must include valid ideas for birth rate and death rate for full marks</p>

Qu:	Answer	Marks	Guidance
1d)	<p>Problems faced by people living in squatter settlements could include:</p> <p>Poor quality building materials ✓ unstable housing (dev)  residents vulnerable to heat/cold/rain/storms/natural hazards (dev)</p> <p>Cramped living conditions ✓ lack of sanitation ✓  No refuse collection ✓ No access to clean water ✓ = poor health (dev)</p> <p>Insecurity of tenure could be evicted by city authorities ✓  Housing destroyed/cleared ✓ = homelessness  Unemployment/irregular employment ✓ = lack of income (dev)  No access to social security/welfare ✓ = poverty (dev)  High crime levels, lack of law and order, limited police presence ✓  = unsafe to live there (dev)  Limited access to education ✓ = lack of opportunities for self improvement (dev)  Limited access to health care ✓</p>	4	<p>4 x 1 or 2 x 2 or 1 x 3 + 1</p> <p>up to 3 marks for one detailed description of a problem</p> <p>credit valid ideas which are not shown in Fig. 4</p> <p>must include two valid problems for full marks</p>
1e)	<p>Valid ideas to improve quality of life could include:</p> <p>Better quality building materials ✓ stable housing (dev)  secure, comfortable living conditions (dev)</p> <p>Residents given legal access to their land ✓ = security to invest in improving their own home (dev)  Loans given to residents ✓ = can improve own dwellings (dev)  Services improved such as clean water/sanitation ✓ improved health (dev)  Electricity supply ✓ = for lighting and heating (dev)  New, basic homes provided for residents to improve/development ✓ = better living conditions (dev)  Police operations to tackle high crime ✓ = safer place to live (dev)</p>	4	<p>2 x 2 Must be ✓ + (dev) x 2</p> <p>1 mark for valid idea, second mark for detail or explanation of how idea improves quality of life</p> <p>Explanation must be coherently linked to stated idea</p>

Qu:	Answer	Marks	Guidance
1f)i)	Valid MEDC / LEDC land use zones differences could include: In MEDC no squatter settlement zone ✓ In MEDC poorer quality housing located closer to CBD ✓ In MEDC more high quality housing on edge of city ✓ MEDCs may have other zones such as: zone of transition; commuter zone/belt; rural-urban fringe; industrial/business park; secondary shopping centres.	2	2 x 1  One mark per valid idea  No credit for differences in buildings or quality of buildings
1f)ii)	Valid MEDC / LEDC land use zones location similarities could include: CBD located in middle ✓ some high cost housing on/near edge of city ✓ high cost housing away from industry ✓ Poor quality housing near centre and/or industry ✓ credit for industry in linear zone or wedge ✓	2	2 x 1 One mark per valid idea  Ideas must refer to location. No credit for basic references to similar zones, such as there will be a housing zone

Question	Answer	Marks	Guidance
1(g)	<p><b>Case Study: an example of international migration.</b></p> <p><b>Indicative content</b></p> <p><i>Must include two valid named countries with a credible migration link, ideas must be coherently linked to the example given</i></p> <p><i>Causes of migration could include push factors from country of origin such as:</i>  <i>poverty, lack of opportunity, lack of jobs,</i>  <i>poor services, human rights violations, war, famine, natural hazard</i>  <i>and/or pull factors for destination country such as:</i>  <i>better jobs, standard of living, better services such as education</i>  <i>and health care, safer place to live, asylum granted</i></p> <p><i>No credit for repetition of similar ideas such as no jobs / more jobs</i></p> <p><i>Management ideas must be coherently linked to examples given and could include strategies to limit migration such as:</i>  <i>strict border controls; physical barriers such as walls, border patrols; use of work permits/visas to gain entry; qualifications needed by migrants to gain entry; limits/quotas for numbers of immigrants; repatriation of unwanted immigrants</i>  <i>could include strategies to encourage migration such as:</i>  <i>recruitment of skilled workers in country of origin; support for travel/housing/living costs</i></p> <p><i>Place specific detail could include additional named places within given countries, credible data about migration, or organisations linked to the example given such as the National Health Service.</i></p> <p><i>No credit for ideas about impact of migration</i></p>	9	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level  Use <b>J</b> within answer if only one basic valid idea for Level 1  Use <b>DEV</b> within answer to show creditable detail/development  Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b>  <b>Valid named countries needed for top of Level 3</b></p> <p>Top of level will have detail about the causes of the example of international migration detail and how the migration has been managed, with place specific details. (such as credible data or other named places linked to the example given)</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b>  <b>Valid named countries needed for top of Level 2</b></p> <p>Top of level will have a valid cause of the migration and a valid idea about how the migration has been managed. With additional detail for either the causes or management.</p> <p>Bottom of level will have a basic cause of the migration and a basic idea about how the migration has been managed or ...</p> <p>Some detail about causes without valid management ideas or ...</p> <p>Some detail about management without any valid causes ideas</p>



Question	Answer	Marks	Guidance
	<p><i>No credit for speculative management ideas</i></p> <p><i>NB: UK cannot restrict the entry of EU citizens, EU citizens do not need work permits/visas to enter UK</i></p> <p><i>EU migrants need to be resident in UK for three months before they can access benefits(Jobseekers, Child Benefit, Tax Credits)</i></p> <p><b>Level 3 (7-9 marks)</b> Demonstrates good knowledge and understanding of causes of an example of international migration and management methods.</p> <p><b>Level 2 (4-6 marks)</b> Demonstrates sound knowledge and understanding of causes of an example of international migration and management methods. With valid detail for either the causes or management.</p> <p><b>Level 1 (1-3 marks)</b> Demonstrates limited knowledge of an example of international migration with basic idea about causes or management.</p>		<p><b>Level 1</b> <b>Valid named countries needed for top of Level 1</b></p> <p>Top of level will have two valid named countries with a basic idea about a cause of migration or a basic idea about management</p> <p>Bottom of level will have a named country with no valid migration ideas or ...</p> <p>a basic idea about a cause of migration with no valid countries or ...</p> <p>a basic idea about migration management with no valid countries</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed</p> <p>Using the separate marking grid on page xx</p>	<p><b>SPaG</b> <b>3</b></p>	<p>See additional guidance for scripts with a cover sheet</p>

Qu:	Answer	Marks	Guidance
2a) i)	1 mark for no risk (or similar)	1	1 x 1
2a) ii)	1 mark for Africa	1	1 x 1
2a)iii)	1 mark for Asia	1	1 x 1
2b)	Reasons for more serious impact in LEDCs could include: People die ✓ of dehydration (dev) Less secure/reliable supplies of water in LEDCs ✓ LEDCs less able to afford relief/emergency supplies ✓ Importance of water for growing food crops/rearing livestock ✓ = greater risk of hunger/famine (dev) Greater risk of disease from contaminated supplies ✓	4	4 x 1 or 2 x 2 or 1 x 3 + 1  Up to 3 marks for a well developed explanation of one idea  At least two valid ideas needed for full marks  Credit valid ideas which explain why impact of severe drought is less serious in MEDCs  No double credit for similar idea(s) given in an LEDC and an MEDC context.
2c)	1 mark for descending air 2 <sup>nd</sup> mark for high pressure	2	2 x 1
2d)	Explanations linked to methods shown in Fig. 7 could include: Method 1 People more careful using/saving water at home ✓ less water wasted/used (dev), supplies last longer (dev)  Method 2 Collecting rainwater/rainwater stored ✓ used for domestic supply/grey water (dev) used to water garden (dev) overcome restrictions on water uses (dev) reduce demand for water(dev), Method 3 Reservoir ✓	4	2 x 2 Must be ✓ + (dev) x 2  1 mark for basic description of method 2 <sup>nd</sup> mark for how method reduces impact of drought (dev)  No credit for ideas not shown in Fig 7, such as water meters, unless coherently linked to methods shown in Fig. 7

Qu:	Answer	Marks	Guidance
	large scale storage of water in surplus areas (dev) supplies transferred to drought areas/maintained in drought (dev) Method 4 Drought map ✓ monitoring/mapping of climate conditions (dev) enable planning for drought events/water conservation (dev)		
2e)	Valid weather conditions are: High wind speeds (or similar) ✓ High precipitation (or similar) ✓ Lightning ✓  Hazard ideas could include: Death/injury (dev), destruction of property (dev), flooding of property (dev), homelessness (dev), transport/communications disrupted (dev), crops/food supply destroyed (dev), places cut off from aid (dev), impact on jobs/economic activities (dev)	4	2 x 2    Must be ✓ + (dev) x 2  1 mark for valid weather condition 2 <sup>nd</sup> mark for how this is a hazard to people (dev)  Hazard ideas must be coherently linked to weather conditions  No credit for ideas about climatic conditions  No credit for dev ideas unless linked to valid weather conditions  No credit for ‘hurricanes/cyclones/typhoons’, ‘tornadoes/twisters’ unless clearly linked to stated high wind speeds
2f)	Ideas for how cyclone shelter reduces impact could include: Safe place for local people ✓ = own homes may be destroyed during tropical storm (dev) Concrete structure ✓ = resistant to high winds/storm surge (dev) Raised off ground ✓ = protection from flooding Large structure ✓ = can shelter large numbers of people (dev) Can accommodate farm animals / possessions ✓ = protect people’s livelihoods (dev)  Shelter can be used for food store, water supply, education, health care, communication centre	4	4 x 1 or 2 x 2 or 1 x 3 + 1  Up to 3 marks for a well developed explanation of one idea  At least two ideas needed for full marks  Maximum 2 marks for lists of design features without any explanation (dev).  1 mark only for basic idea about people are safer/less deaths/injuries (or similar) without any reference to the features of the cyclone shelter.

Qu	Answer	Marks	Guidance
2(g)	<p><b>Case Study: A tectonic hazard event in an LEDC place</b></p> <p><b>Indicative content</b>  <i>LEDC place can be a country, region, settlement or named volcano.  Type = earthquake or volcanic eruption or tsunami  Ideas must be coherently linked to the example given</i></p> <p><i>Impact could include loss of life/injury, loss of homes/destruction of other property/infrastructure and/or problems faced by people after the hazard e.g. homelessness, food shortages</i></p> <p><i>Causes ideas will make reference to correct type of tectonic plate movement for hazard example, with an explanation of how plate movement triggers an earthquake or leads to a volcanic eruption</i></p> <p><i>Place specific detail could include accurate number data for impact ideas such as casualties, costs of damage and/or additional place names linked to chosen LEDC place and/or named tectonic plates associated with the cause of the event</i></p> <p><b>Level 3 (7-9 marks)</b>  Demonstrates good knowledge and understanding of the impact of a tectonic hazard event for a valid LEDC place and the causes of the hazard</p> <p><b>Level 2 (4-6 marks)</b>  Demonstrates sound knowledge and understanding of a tectonic hazard event for an LEDC place. With valid detail for either the impact of the hazard or causes of the hazard</p>	9	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level  Use <b>J</b> within answer if only one basic valid idea for Level 1  Use <b>DEV</b> within answer to show creditable detail/development  Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b>  <b>Valid named LEDC place needed for top of Level 3</b>  Top of level will have detail about the impact of the hazard and the causes of the hazard, with some place specific details (such as relevant place names or credible impact data).</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b>  <b>Valid named LEDC place needed for top of Level 2</b>  Top of level will have a valid impact and a valid cause idea. With additional detail for either the impact of the hazard or the causes of the hazard</p> <p>Bottom of level will have a basic impact idea and a basic cause idea ... or  Some detail about the impact with no valid cause ideas...or  Some detail about the causes with no valid impact ideas</p>

Qu	Answer	Marks	Guidance
	<p><b>Level 1 (1-3 marks)</b>            Demonstrates limited knowledge and understanding of a climatic hazard event in an LEDC place with a basic idea about either the impact of the hazard or a cause of the hazard.</p>		<p><b>Level 1</b>  <b>Valid named LEDC place needed for top of Level 1</b>            Top of level will have a valid place with a basic valid impact idea or a valid cause idea</p> <p>Bottom of level will have a valid LEDC place with no further valid information or ...            a basic valid impact idea or a basic cause idea with no valid LEDC place or type of tectonic hazard with no further information</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page xx</p>	<p><b>SPaG</b>  <b>3</b></p>	<p>See additional guidance for scripts with a cover sheet</p>

Qu:	Answer	Marks	Guidance
3a) i)	1 mark for Tanzania	1	1 x 1
3a) ii)	1 mark for Germany	1	1 x 1
3a) iii)	1 mark for 28%	1	1 x 1
3b)	<p>Evidence to show that Tanzania is less economically developed than Germany could include:</p> <p>Higher primary % ✓ = farmers growing own food/subsistence or employed on labour intensive cash crop farms (dev)</p> <p>Lower secondary % ✓ = lack of industry/investment/technology (dev)</p> <p>Lower Tertiary % ✓ = poorer population/lack of demand, limited service provision in LEDC. (dev)</p> <p>credit if valid evidence/explanation ideas are linked to why Germany is more economically developed than Tanzania (no credit for repetition of evidence for Tanzania and Germany)</p>	4	<p>2 x 2    Must be ✓ + (dev) x 2</p> <p>1 mark for evidence from Fig 9, 2<sup>nd</sup> mark for explanation of how evidence shows economic development (dev)</p> <p>Two valid pieces of evidence needed for full marks</p>
3c)	<p>1 mark for primary 2<sup>nd</sup> mark for valid reason such as, picking crops/farming job/plantation/agriculture/reference to raw materials/resources(or similar)</p>	2	2 x 1
3d)	<p>Relevant location factors for secondary industry could include:</p> <p>Near raw materials ✓ = reduce transport costs (dev)</p> <p>Near component supplies ✓ = reduce transport costs (dev)</p> <p>Near transport routes ✓ = for raw materials/components (dev) finished goods to market (dev); access for workers (dev)</p> <p>Near population centres ✓ = for workforce (dev), for markets (dev)</p> <p>Away from population centres ✓ = pollution (dev)</p> <p>Large site/area ✓ = needed for factory, stockyards (dev)</p> <p>Near a river ✓ water supply/cooling/transport (dev)</p> <p>In an LEDC ✓ low labour costs/cheaper land/less regulation (dev)</p>	4	<p>4 x 1 or 2 x 2 or 1 x 3 + 1</p> <p>Maximum of three marks for one well explained idea</p> <p>Maximum 3 marks for a list of valid factors with no valid explanation</p>

Qu:	Answer	Marks	Guidance
3e)	<p>Ideas to explain how the aid could help local people could include:</p> <p>Restored water system/water containers = access to clean, safe water ✓ = for drinking, cooking, hygiene (dev) = reduce spread of disease (dev) = healthier (dev)</p> <p>Shelter materials = rebuild/repair/build new homes ✓ = safe, secure place to live if home has been destroyed/damaged (dev)</p> <p>Food aid = reduce hunger ✓ = food supplies/crops may be affected by disaster (dev) = improve health (dev)</p> <p>Hygiene kits = keep family clean and healthy ✓ limit spread of disease (dev)</p>	4	<p>4 x 1 or 2 x 2 or 1 x 3 + 1</p> <p>Up to 3 marks for a well developed explanation of one idea</p> <p>At least two ideas needed for full marks</p> <p>No credit for simple repetition of ideas shown in Fig. 12</p> <p>1 mark only for basic idea about helping the local people to 'get back to normal' (or similar) without any further detail</p>
3f)	<p>Problems caused by MEDC aid to LEDCs could include:</p> <p>Large scale aid schemes may damage environment ✓ = such as flooding of farm land for HEP scheme (dev)</p> <p>Aid may exploit natural resources used by locals ✓ = such as forests, soil, water (dev)</p> <p>Aid may be tied ✓ = dependency on MEDC products (dev)</p> <p>Aid may be loaned ✓ = may cause future debt (dev)</p> <p>Aid may be linked to MEDC exploitation of LEDC resources ✓</p> <p>May encourage dependency on aid ✓ = instead of stimulating local development (dev)</p> <p>May depend on MEDC donations ✓ = compassion fatigue in MEDCs affects aid supply (dev)</p> <p>May not support/help those most in need ✓ = due to corruption (dev)</p> <p>May not be enough emergency aid ✓ = to save lives (dev)</p> <p>Not enough emergency aid for those in need ✓ = conflict/violence (dev)</p>	4	<p>2 x 2    Must be ✓ + (dev) x 2</p> <p>1 mark for valid problem, second mark for explanation of problem, either cause or consequence (dev)</p>

Qu	Answer	Marks	Guidance
3(g)	<p><b>Case Study: An economic activity that has damaged the physical environment</b></p> <p><b>Indicative content</b>  <i>Must be a clear, valid example of an economic activity</i>  <i>Location can be local, regional or national scale</i>  <i>Ideas must be coherently linked to the example given</i></p> <p><i>Evidence of damage to physical environment must be coherently linked to the example given and could include:</i>  <i>reference to pollution of air, water, soil, habitats</i>  <i>impact upon wildlife/natural vegetation and/or ecosystems</i>  <i>Credit for impact on human health</i>  <i>Credit for impact on people's enjoyment of the natural landscape</i></p> <p><i>Credit for ideas about global climate change if clearly linked to example given</i></p> <p><i>Management ideas must be coherently linked to the example given and could include reference to pollution control/prevention such as quotas/fines/legislation; or measures taken to protect specific habitats or endangered species such as forest reserves; credit for monitoring of pollution/damage to physical environments</i></p> <p><i>Credit for restoration of damaged environments /habitats or creation of new habitats to offset damage caused elsewhere</i>  <i>Credit for ideas about effectiveness of management on the physical environment, success and/or failure</i></p> <p><i>Place specific detail could include accurate data for pollution or damage to physical environment; named companies involved or other organisations such as Greenpeace, named places associated with example given</i></p>	9	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level  Use <b>J</b> within answer if only one basic valid idea for Level 1  Use <b>DEV</b> within answer to show creditable detail/development  Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b>  <b>Valid economic activity and location needed for top of Level 3</b>  Top of level will have detail about how the economic activity has damaged the physical environment and how this damage has been managed, with some place specific details (such as relevant place names or credible data).</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b>  <b>Valid economic activity and location needed for top of Level 2</b>  Top of level will have a valid idea about how the economic activity has damaged the physical environment and how this damage has been managed, with detail about either the damage or the management.</p>



Qu	Answer	Marks	Guidance
	<p><i>No credit for deforestation as an economic activity unless response includes use for timber or similar</i></p> <p><b>Level 3 (7-9 marks)</b> Demonstrates good knowledge and understanding of an economic activity example which has damaged the physical environment and how this damage has been managed. With detail for both sections.</p> <p><b>Level 2 (4-6 marks)</b> Demonstrates sound knowledge and understanding of an economic activity example which has damaged the physical environment and how this damage has been managed. With detail for one of these sections.</p> <p><b>Level 1 (1-3 marks)</b> Demonstrates limited knowledge and understanding of how an economic activity can damage the physical environment or how such damage can be managed.</p> <p>No credit for detail about how the economic activity operates</p>		<p>Bottom of level will have a basic damage idea and a basic management idea ... or Some detail about the damage with no valid management ideas...or Some detail about the management with no valid damage ideas</p> <p><b>Level 1</b> <b>Valid economic activity needed for top of Level 1</b> Top of level will have a valid example with a basic idea about damage to the physical environment or a basic idea about how damage can be managed</p> <p>Bottom of level will have a valid economic activity with no further valid information or ... a basic environmental damage idea or a basic idea about how damage can be managed with no valid economic activity given.</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page xx	SPaG 3	

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use 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.

**The use of 0(zero) marks.**

0 marks should be awarded when

- The candidate writes nothing;
- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Maximum of 1 mark if candidate has only written one sentence

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