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# **GCSE MARKING SCHEME**

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**AUTUMN 2020**

**GEOGRAPHY SPECIFICATION B  
COMPONENT 2  
C112U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 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.

**EDUQAS GCSE GEOGRAPHY SPEC B  
COMPONENT 2**

**AUTUMN 2020 – 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:

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 sub-question

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

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. 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.

## 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 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.

### Part A

(a) Study Figure 1 on page 2 of the Resource Folder. Identify <b>two</b> features that all four locations have in common. Use map evidence only.		A01	A02.1	A02.2	A03	A04	Total
						2	2
<p>This question addresses AO4 only so candidates <b>MUST</b> base their answer on information taken from Map 1 only. One mark for each valid statement. Do not allow negatives (none are in....)</p>	<p>All are on the coast (1) All are outside of the tropics (1) They are similar distance from the equator/tropics (1) Allow: they are all in the south-west of their respective continent/land mass (1)</p>						

(b) Study Figures 2 and 3 on page 3 of the Resource Folder. (i) San Diego (Figure 2) records its lowest rainfall figure and its highest temperature in August. Identify the month that this pattern occurs in Perth (Figure 3).		A01	A02.1	A02.2	A03	A04	Total
						1	1
Only accept this answer	January (Jan) (1)						

(ii) Explain why latitude has an impact on temperature.		A01	A02.1	A02.2	A03	A04	Total
			2				2
<p>This question targets an understanding of the concept of latitude  One mark for the starting point one mark for the development. (1+1)</p>	<p><b>Starting point:</b> Temperatures decrease with distance from the equator (1) which is where the sun's rays are most concentrated (1)  The temperatures depend on the tilt of the earth towards the sun (1)</p>						

(iii) Calculate <b>the range</b> of maximum temperatures for San Diego.	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
					2	2
One mark for correct process of working out.	Working 32-19					
One mark for correct answers	Answer 13°C					

(c) (i) The Mediterranean climate in San Diego creates a number of challenges for people and the environment.	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
Suggest one challenge for people.				3		3
This question targets AO3 - the ability of candidates to apply an understanding of the impact of climate patterns.  An initial statement should be followed by an elaboration then a further elaboration (1+1+1)	These are only illustrative: Farming: low rainfall provides little rainfall for animals / crops (1). Farmers need to overcome these problems (1). This may cost money / lower profits (1). Tourism: Tourists want to come when the weather is at its best (1). This is when rainfall is low / temps are high (1). So hotels can't cope / are empty depending on the season (1) Reward any of the many other possible worthy responses.					

(ii) Suggest one challenge for the environment.	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
				3		3
This question targets AO3 - the ability of candidates to apply an understanding of the impact of climate patterns.  An initial statement should be followed by an elaboration then a further elaboration (1+1+1)	These are only illustrative: Increased risk of fire (1) Causes loss of habitat (1) reduces biodiversity (1)  Reduced water (1) water table falls (1) kills many species (1) Reward any of the many other possible worthy responses.					

<p>(d) (i) The table below shows information about the population of three of the cities shown on Map 1. All three cities have experienced rapid growth in the last 40 years.</p> <p>Calculate the percentage (%) increase for Valencia from 1979 to 2019. Show your working.</p>		A01	A02.1	A02.2	A03	A04	Total
						2	2
<p>Reserve one mark for the working.</p> <p>Reserve one mark for the answer.</p>	<p>Percent increase = <b><math>[(\text{new value} - \text{original value}) \div \text{original value}] \times 100</math></b></p> <p>The working should reflect this:</p> <p><math>1.7 - 1.4 = 0.3</math></p> <p><b><math>(0.3 \div 1.4) \times 100</math> (1)</b></p> <p><b>21.4%.(1)</b></p>						

<p>(ii) A geography student decides to represent the 1979 and 2019 population data for each city as proportional circles.</p> <p>Suggest one advantage and one disadvantage of using this graphical technique.</p>		A01	A02.1	A02.2	A03	A04	Total
						2	2
<p>Reserve one mark for the advantage and one mark for the disadvantage.</p>	<p>These are only illustrative, reward other worthy responses.</p> <p><b>Exemplar advantages:</b>  Visually appealing (1)  Easy to compare each city (1)</p> <p><b>Exemplar disadvantages:</b>  Time consuming to construct (1)  Difficult to calculate actual value (if not shown) (1)</p>						

<p>(e) Much of the growth of the three cities can be explained by migration into the city.          (i) For a city in a High-Income Country (HIC) that <b>you</b> have studied, describe what effects migration has had on the city.</p>	AO1	AO2.1	AO2.2	AO3	AO4	Total
	4					4
<p>This question assesses knowledge. No mark for the named city (this provides the examiner with the context).</p> <p>Four simple, separate impacts might be listed 1+1+1+1, or marks could be awarded for a simple starting point with further development.          (1+1) + (1+1) or (1+1+1) +1</p> <p>Allow responses where migration has caused a decline in population.</p> <p>Max 2 marks if the named city is NOT in an HIC.</p>	<p>Answers will be related to a wide range of impacts.</p> <p>Examples:  <b>Fully developed on one idea:</b>          There was pressure on the infrastructure (1), such as waste disposal (1) which has resulted in the growth of landfill sites (1) which has caused pollution to aquifers (1)</p> <p><b>A list of 4 simple statements:</b>          Pressure on schools (1)          Pressure on transport systems (1)          Increased traffic at airports (1)          Pressure on housing (1)</p> <p><b>Two partly developed statements:</b>          Growth in shops specifically to support new ethnic communities (1), e.g. selling Asian foods (1)</p> <p>Wider cultural mix (1) e.g. music (1)</p>					

<p>(ii) Explain one <b>push</b> factor that causes people to migrate to cities in HICs</p>	AO1	AO2.1	AO2.2	AO3	AO4	Total
		2				2
<p>Only <b>one</b> push factor is required. It needs to have some development beyond an initial statement (to show understanding).</p> <p>Credit responses where the push factor has originated within the HIC or where it has originated from a LIC / NIC.</p> <p>Do not award marks for pull factors from HIC cities.</p> <p>Do not award two marks for two separate simple statements.</p>	<p>Exemplars each with development:</p> <p><b>Pushed from LICs:</b>          Drought in rural areas (1) has caused crops to fail (1).          Lack of schools (1) means that children remain illiterate (1).          War (1) forces people to leave their homeland (1).</p> <p><b>Pushed from rural areas in HICs:</b>          Closure of rural bus services (1) means that a commute is more difficult (1).          Second home ownership in villages (1) puts house prices beyond the reach of first-time buyers (1).          Lack of work on farms (1) due to increased mechanisation (1).</p>					



(f) With increasing populations, growing cities face a number of issues related to water shortages.		<b>A01</b>	<b>A02.1</b>	<b>A02.2</b>	<b>A03</b>	<b>A04</b>	<b>Total</b>
In the table below, identify if the issue is environmental, economic or social by writing EN, EC or SO in the second column.				6			6
Only accept the following.	If we abstract..... EN						
Where candidates enter two of the abbreviations in the space available award no marks.	The cost of..... EC						
	Neighbourhood arguments. SO						
	Some farmers have..... EC						
	The look of the city..... EN						
	Producing fresh water..... EN						

(g) In recent years the water authorities in cities like San Diego and Perth have warned people that the situation is serious. The comment refers to <b>sustainability</b> and <b>drought</b> . Tick the two boxes that best gives an accurate meaning for each term.		<b>A01</b>	<b>A02.1</b>	<b>A02.2</b>	<b>A03</b>	<b>A04</b>	<b>Total</b>
		2					2
Only accept these responses.	<b>Sustainable:</b> ...wisely, so that it is not depleted or permanently damaged ✓						
Award no marks where candidates enter ticks in two of the available definitions, even if one is correct.	<b>Drought:</b> ...a prolonged period when expected rains do not all. ✓						

(h) Transferring water between countries can be used to solve water shortages. Describe two challenges of managing water in this way.	AO1	AO2.1	AO2.2	AO3	AO4	Total
	4					4
<p>A knowledge question relating to the challenges of managing water supplies across national boundaries. Marks could be awarded in two different ways. Two different starting points, each with a further development. (1+1) + (1+1).</p> <p>Alternatively allow, one starting point to be offered which is elaborated, then further elaborated (1+1+1). A second, different starting point is offered (1).</p>	<p>There are a wide range of responses possible. These are illustrative. Allow other worthy responses.</p> <p>Transporting water is expensive (1)... especially if the landscape is challenging / hilly (1)... it may involve major infrastructure works / pipes / canalisation (1).</p> <p>Large areas of land may be needed for reservoirs (1)... this may displace people (1).</p> <p>Countries become reliant on the supplier (1)... which may be a problem in future years if they fall out (1).</p>					

**Part B**

(a) Study the information on page 4 of the Resource Folder. <b>Strategy 1</b> - using underground water stores (aquifers). (i) Explain why climate influences stores and flows of water		A01	A02.1	A02.2	A03	A04	Total											
				4			4											
<p>The question assesses the candidates understanding of how flows and stores of water are influenced by climate. Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td align="center">2</td> <td align="center">3-4</td> <td>Elaborated statements supported by effective use of geographical terms shows a clear understanding of why climate influences both stores <u>and</u> flows of water. Top of level only if both flows and stores are articulated through elaboration.</td> </tr> <tr> <td align="center">1</td> <td align="center">1-2</td> <td>Simple valid statements show some understanding of why climate influences stores and flows of water. Top of level only if both stores and flows are addressed albeit in a simple way.</td> </tr> <tr> <td></td> <td align="center">0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>		Band	Mark	Descriptor	2	3-4	Elaborated statements supported by effective use of geographical terms shows a clear understanding of why climate influences both stores <u>and</u> flows of water. Top of level only if both flows and stores are articulated through elaboration.	1	1-2	Simple valid statements show some understanding of why climate influences stores and flows of water. Top of level only if both stores and flows are addressed albeit in a simple way.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Candidates may use the stimulus labels included in the diagram as impacted by this specific climate.</p> <p>Alternatively, they may shape their response based on generic flows and stores in any climatic region. Illustrative responses at each level are provided. Other worthy responses are expected given the multitude of ways of showing understanding of this concept.</p> <p><b>Band 1:</b> In dry places little rain will fall. In hot periods there will be lots of evaporation. There is not much water in rivers.</p> <p><b>Band 2:</b> In seasons when rainfall input is higher there is likely to be greater flows within the system, especially in surface run-off due to soil saturation. In hot, dry seasons, little water will be available to recharge underground stores due interception by vegetation and increased transpiration through the plants.</p>				
Band	Mark	Descriptor																
2	3-4	Elaborated statements supported by effective use of geographical terms shows a clear understanding of why climate influences both stores <u>and</u> flows of water. Top of level only if both flows and stores are articulated through elaboration.																
1	1-2	Simple valid statements show some understanding of why climate influences stores and flows of water. Top of level only if both stores and flows are addressed albeit in a simple way.																
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																

(ii) If the wells used by farmers dry up, their profits will fall. Suggest one reason why.	A01	A02.1	A02.2	A03	A04	Total
				2		2
This question requires candidates to apply their understanding of the impact of water shortages on profit margins for farmers. Credit a starting point and the development of that point. Credit responses beyond the exemplars provided.	<p>With less water for irrigation (1) crop yields will go down (1)</p> <p>They might need to bring in water by tankers (1) this will cost money (1)</p> <p>Vegetation suffers (1) which means less grazing land for animals (1)</p>					

(b) (i) Explain why environmentalists are against the use of fossil fuels.	A01	A02.1	A02.2	A03	A04	Total
		3				3
<p>Candidates must show an understanding of how human activity (the use of fossil fuels) causes alarm for environmentalists.</p> <p>To show understanding candidates need to make a basic observation (for the first mark) and then develop the point for a 2<sup>nd</sup> mark and (possibly) a 3<sup>rd</sup> mark. (1+1+1).</p> <p>Alternatively candidates may show understanding through a basic statement which is elaborated and then one other additional statement. (1+1) + 1.</p>	<p>Candidates may use the stimulus materials provided to focus their response. Alternatively, they may shape their response based on more generic reasons why this activity alarms environmentalists. The responses below are illustrative. Allow other worthy observations.</p> <p>Burning fossil fuels increases greenhouse gases / carbon dioxide (1) .....the result is atmospheric warming (1) .... this accelerates climate change / causes more wild weather events (1).</p> <p>Extracting fossil fuels damages the environment (1) ...mines look ugly / oil spills damage oceans (1) .... harms wildlife (1)</p> <p>Burning fossil fuels pollutes the air (1) .... this causes breathing problems (1) ...particularly affecting young / old / ill (1).</p>					

<p>(ii) Desalination plants are rarely found in LICs or NICs (newly industrialised countries). They may seek help from MNCs (multi-national companies) to develop such infrastructure.</p> <p>Give <b>one</b> reason to explain why NICs might need investment from MNCs.</p>	AO1	AO2.1	AO2.2	AO3	AO4	Total
		3				3
<p>This question requires candidates to show their understanding of why LICs/NICs may need inward investment when large infrastructure projects such as desalination plants are needed.</p> <p>To show understanding the candidates need to make a basic observation (for the first mark) and then develop this for the 2<sup>nd</sup> and 3<sup>rd</sup> mark. (1+1+1)</p> <p>Alternatively, candidates may show understanding through a basic statement which is elaborated and then one other additional statement. (1+1) + 1.</p>	<p>Candidates may use the stimulus materials provided to focus their response. Alternatively, they may shape their response based on more generic reasons why LICs/NICs need investment from MNCs.</p> <p>The responses below are illustrative. Allow other worthy observations.</p> <p>The cost of building the plants is high (1). MNCs might finance it (1) The LIC/NIC avoids the need to borrow money (1).</p> <p>NICs may not have the skills to design / build them (1) MNCs can provide the skills / experts (1) the designs are tried and tested in HICs (1).</p>					

(c) Study the information on page 6 of the Resource Folder. <b>Strategy 3</b> - Persuading people to use less water. (i) Complete the table.	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
					1	1
Only accept the following (no tolerance).	40% (1)					

(ii) What conclusions can you reach from the data.	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
					2	2
One mark reserved for each conclusion.	<p>Illustrative responses.</p> <ul style="list-style-type: none"> <li>• Passing strict new laws is the least popular (1)</li> <li>• Cape Town residents have a much stronger preference for groundwater than the other two cities (1).</li> </ul> <p>Credit other worthy points.</p>					

(iii) Suggest one reason why the introduction of strict new laws is an unpopular way to reduce water use.	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
				2		2
Candidates are asked to apply their understanding of why selected water saving techniques are unpopular. An entry statement needs to be developed to secure the 2 <sup>nd</sup> mark.	<p>Two exemplar responses:</p> <p>The new laws are likely to be used at a time when water shortages are particularly bad (1) which means gardens will be ruined (1)</p> <p>Home owners may need to pay for compulsory water meters, (1) that's unfair if the home owner is already doing other things to cut down on water use (1)</p>					

(d) Study the information on page 7 of the Resource Folder. <b>Strategy 4</b> – Stopping the future growth of thirsty industries. (i) What is a <b>water footprint</b> ?		<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
		2					2
A knowledge question relating to the concept of water footprint.	A measure of our individual water use (1) and our impact on water as a resource (1) or A measure of our individual water use (1) and the water used to produce the food / clothes we buy (1)						

(ii) When MNCs are prevented from expanding in an area, they are likely to move to other locations. Explain why social problems can occur in areas that lose major employers.		<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>											
				4			4											
<p>This question requires candidates to show their understanding of the negative social impact of MNCs when they move away from their chosen location.</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Elaborated statements supported by effective use of geographical terms shows a clear understanding of the social impacts of unemployment.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple valid statements show some understanding of the social impacts of unemployment.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>		Band	Mark	Descriptor	2	3-4	Elaborated statements supported by effective use of geographical terms shows a clear understanding of the social impacts of unemployment.	1	1-2	Simple valid statements show some understanding of the social impacts of unemployment.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p><b>Band 1:</b> responses will focus on simple statements without elaboration. Money in families will be tight. Schools (hospitals) might need to close.</p> <p><b>Band 2:</b> Clear and elaborated explanation of the direct and / or indirect social consequences of unemployment. Responses are likely to include reference to low income, so few luxuries such as cars and holidays. Some recognition of the impacts of lower authority spending e.g. on health care will be articulated.... poorer access to health clinics / higher class sizes in schools.</p>				
Band	Mark	Descriptor																
2	3-4	Elaborated statements supported by effective use of geographical terms shows a clear understanding of the social impacts of unemployment.																
1	1-2	Simple valid statements show some understanding of the social impacts of unemployment.																
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																

(e) The city of Valencia in Spain is facing a difficult decision. Suggest why the tourist industry has a large water footprint.	AO1	AO2.1	AO2.2	AO3	AO4	Total
				2		2
<p>The candidates are required to apply their understanding of water footprints to the tourist industry.</p> <p>The reason given must be a valid starting point for the first mark. The 2<sup>nd</sup> mark must be a development of this starting point.</p> <p>Do not award two marks for two separate simple statements.</p>	<p>Exemplar responses. Credit other worthy ideas.</p> <p>As visitors, the tourists add to the water use of local people (1) in flushing their loos / showering (1).</p> <p>To create the facilities needed by tourists more water is used (1) and example is the need to have swimming pools (1).</p>					



### Part C

<p>Which <b>two</b> strategies would work well together to help the city of Valencia reduce the threat of water shortages in the future?</p> <ul style="list-style-type: none"> <li>• Persuade people to use less water;</li> <li>• Build desalination plants;</li> <li>• Increase the use of aquifer supplies;</li> <li>• Stop the future growth of thirsty industries such as tourism.</li> </ul> <p>Use the information in this examination paper and the Resource Folder. Justify why you think these two strategies would work well together <b>and</b> why you rejected other combinations.</p> <p>Your ability to spell, punctuate and use grammar and specialist terminology accurately will be assessed in your answer.</p> <p>You may use the space above to help organise your ideas. Your report should start on the next page.</p>	<b>AO1</b>	<b>AO2.1</b>	<b>AO2.2</b>	<b>AO3</b>	<b>AO4</b>	<b>SPaG</b>	<b>Total</b>
<p>Use the descriptors in the banded mark scheme below. Work upwards from the lowest to the highest band. Award max band 1 if the planning page is complete but no report has been written.</p>				12		4	16

Band	Mark	Descriptor
4	10-12	<p>The candidate writes a comprehensive response that:</p> <ul style="list-style-type: none"> <li>• reaches a substantiated decision that includes a clear justification for combining the two chosen strategies;</li> <li>• provides consistently detailed elaboration throughout that is substantiated by a range of evidence in the Resource Folder;</li> <li>• provides effective commentary as to why other combinations would be less effective;</li> <li>• applies wider geographical knowledge and understanding to effectively substantiate the chain of reasoning.</li> </ul>
3	7-9	<p>The candidate writes a detailed response that:</p> <ul style="list-style-type: none"> <li>• reaches a decision that justifies the two chosen strategies;</li> <li>• provides detailed elaboration that is supported by evidence in the Resource Folder;</li> <li>• provides some rationale as to why other strategies would be less effective;</li> <li>• applies wider geographical knowledge and understanding to support reasoning.</li> </ul>
2	4-6	<p>The candidate writes a response that:</p> <ul style="list-style-type: none"> <li>• provides a decision that simply justifies why two strategies would help Valencia to reduce the threat of water shortages;</li> <li>• provides some elaboration that is supported by evidence in the Resource Folder;</li> <li>• applies some limited geographical knowledge/understanding.</li> </ul>
1	1-3	<p>The candidate writes a basic response that:</p> <ul style="list-style-type: none"> <li>• provides a simple but unsubstantiated decision for two chosen strategies;</li> <li>• selects some valid evidence from the Resource Folder.</li> </ul>
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Once a mark (out of 12) has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

<b>Band</b>	<b>Mark</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>