Summer 2024 Geography Easter Past Paper Bundle

Please complete the Easter Past Paper Bundle as part of your ongoing revision for Geography.

There are three sections to focus on:

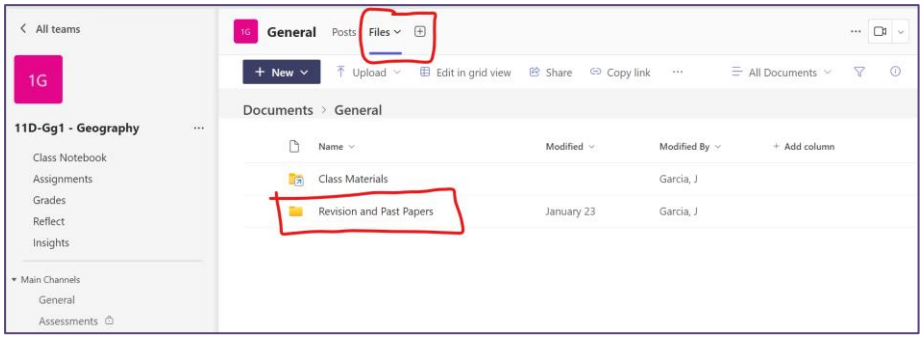
- PLUK
- CEW
- Paper3 Fieldwork

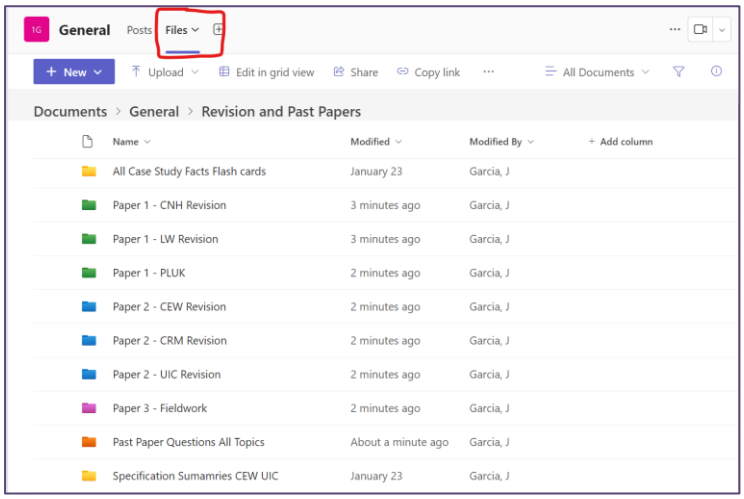
Please use the following **Mark Schemes** provided and as in previous lessons green for growth your answers.

You will have to go back to your old geography books and look at the flash cards for these topics to add specifics if required.

More revision resources are available in the File Section in the Teams Channel (see images below)

Y11 Geography Teams Channel:





Section C

Qu	Pt	Marking guidance	Total marks
03	1	**Which one of the following is a process of erosion in coastal areas?** **A**. Hydraulic power AO1 – 1 mark	1
03	2	**Give one type of weathering that takes place in coastal areas.** Freeze thaw (frost shattering) (1) Carbonation (1) Solution (1) Water continually seeps into cracks, freezes and expands, eventually breaking the rock apart. (1) Dissolved carbon dioxide in rainwater or in moist air forms carbonic acid, and this acid reacts with minerals in rocks. (1) Credit other types of weathering. Mechanical weathering (1) Chemical weathering (1) Biological weathering (1) AO1 – 1 mark	1
03	3	**Using Figure 11, what is the straight-line distance between Hill of Crogodale, marked X, and Duncansby Head, marked Y?** **A**. 2.25 km AO4 – 1 mark	1
03	4	**Using Figures 11 and 12, describe two pieces of evidence that show that this coastline is being eroded.** There are several stacks (1) There are stumps (1) There are (steep) cliffs (1) There are (natural) arches(1) There are caves (1) There is a wave cut platform (1) Rocks left standing out at sea, separated from the coastline (1) Narrow flat areas at the base of the cliff (1) Gaps and holes in the rock at the base (1) There are headlands (1) There are bays (1) Both pieces of evidence can be derived from the map or photograph. Naming a feature is sufficient eg stack	2

		AO4 – 2 marks	

<table>
<tr>
<td>03</td>
<td>5</td>
<td>
Explain how spits and bars form along the coast as a result of deposition.
<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>2
(Clear)</td><td>3–4</td><td>AO1 Demonstrates accurate knowledge about the formation of spits and bars and the process of deposition.

AO2 Shows a clear geographical understanding of how spits and bars form as a result of deposition along the coast. Explanations are developed.</td></tr>
<tr><td>1
(Basic)</td><td>1–2</td><td>AO1 Demonstrates limited knowledge about the formation of spits and bars and the process of deposition.

AO2 Shows a limited geographical understanding of how spits and bars form as a result of deposition along the coast. Explanations are partial.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>

Level 2 (clear) responses are likely to contain linked statements showing understanding of the formation of spits and bars. Appropriate geographical terminology.
Level 1 (basic) responses will comprise simple ideas with limited or partial understanding of the formation of spits and bars. Limited geographical terminology.
Expect both spits and bars to be explained for top of Level 2, but a clear explanation of one of these gains access to low Level 2.
Sequence of formation and some reference to processes involved required to reach top of Level 2
Max level 1 for generic explanation of transport and deposition processes.

<u>Indicative content</u>

The command is ‘explain’, so responses should provide a reasoned account of the formation of spits and bars and the role of deposition
Understanding of transport and deposition processes. Longshore drift- Waves follow the direction of the prevailing wind. They usually hit the coast at an oblique angle. The swash carries material up the beach, in the same direction as the waves. The backwash then carries material down the beach at right angles, back towards the sea. Over time, material zigzags along the coast.

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		• Coastal deposition takes place in areas where the flow of water slows down, for example in sheltered bays and where there is a change in the direction of the coast. • Spits form at sharp bends in the coastline, eg at a river mouth. Longshore drift transports sand and shingle past the bend and deposits it in the sea. Strong winds and waves can curve the end of the spit (forming a recurved end). • Longshore drift may cause a spit to grow right across a bay, trapping a freshwater lake (or lagoon) behind it. This feature is called a bar. An offshore bar forms further out to sea. Waves approaching a gently sloping coast deposit sediment due to friction with the seabed. The build-up of sediment offshore causes waves to break at some distance from the coast. Credit idea of post glacial sea level rises causing material to be gradually pushed towards the coast, forming an offshore bar.(Only one type of bar is needed) Credit the use of labelled diagrams to support answer. AO1 – 2 marks AO2 – 2 marks	

03	6	**Discuss the costs and benefits of hard engineering strategies for coastal management.** **Use Figure 13 and your own understanding.**	6

Level	Marks	Description
3 (Detailed)	5–6	AO2 Shows thorough geographical understanding of the costs and benefits of hard engineering strategies for coastal management. AO3 Demonstrates thorough application of knowledge and understanding in discussing the costs and benefits of hard engineering strategies shown in **Figure 13**.
2 (Clear)	3–4	AO2 Shows some geographical understanding of the costs and/or benefits of hard engineering strategies for coastal management. AO3 Demonstrates reasonable application of knowledge and understanding in discussing the costs and/or benefits of hard engineering strategies shown in **Figure 13**.
1 (Basic)	1–2	AO2 Shows limited geographical understanding of the costs and/or benefits of one or more hard engineering strategies for coastal management. AO3 Demonstrates limited application of knowledge and understanding in discussing the costs and/or benefits of one or more of the hard engineering strategies shown in **Figure 13**.
	0	No relevant content

- **Level 3 (detailed) responses** will be developed responses clearly assessing costs and benefits of named coastal management strategies. Appropriate terminology will be used. Appropriate use of **Figure 13**.

- **Level 2 (clear) responses** are likely to show understanding of coastal management strategy(ies) and their costs and/or benefits. Some assessment and some geographical terminology may be evident. Likely to use **Figure 13**.

- **Level 1 (basic) responses** will be simple statements with limited understanding or development. May consist of listed points or random statements about general coastal management strategies. Answer may be largely reliant on **Figure 13**.

- Max Level 2 for answer that does not refer to **Figure 13**.
- Max Level 2 for answers that refer to a single strategy. Full marks available for assessment of two or more strategies.
- No credit for consideration of soft engineering strategies.
- No credit for river management strategies

		Indicative content • Understanding of hard engineering schemes, which involve using artificial structures to control natural processes. These are designed to reduce wave energy or create a barrier between the land and sea, so storm waves can't reach the cliffs. • Application of understanding to **Figure 13**, showing coastal management in the form of rock groynes, rip rap or rock armour and a sea wall. Expect some assessment of the costs and benefits of these approaches. • **Rip rap / rock armour** consists of massive blocks of natural rock piled up at the base of a cliff. The rocks are dumped on top of each other leaving gaps between them that allow water through. Costs. Access to the beach is difficult as people have to climb over the rock armour. Costs may be high especially when the rock is imported. Rock armour looks unattractive. Benefits. Disperses the energy of the waves and reduces their erosional power. Structure is quick to build and easy to maintain. Much cheaper than a sea wall. If well maintained, rock armour lasts a long time. It is versatile, as it can be placed in front of a sea wall to lengthen its lifespan or used to stabilise slopes on sand dunes. Often used for fishing. • **Groynes** look like wooden 'fences' that are built down the beach at right angles to the coastline. **Figure 13** shows a series of wooden groynes or barriers that are built down the beach at right angles to the coastline. They are designed to stop material being moved along the beach by longshore drift. They work by building up the amount of sand on the updrift side. Costs. Beaches downdrift of the defences are starved of beach material due to their impact on longshore drift. This leads to increased erosion which has an economic impact further along the coast. They need regular maintenance and are ineffective during storm conditions. Benefits. Act as a buffer against wave attack, helping to protect the cliffs. Create a wider beach, which can be popular with tourists and boost local economy. Reduces risk of damage, making residents and local business feel more secure. Not too expensive. If well maintained, can last up to 40 years. Can act as windbreaks. • **Sea walls** aim to protect the coast using concrete, steel and/or stone. Costs. Sea walls are very expensive to construct and maintain (over £5000 per metre). Reflected waves scour the beach and can cause foundations to be undermined. Recurved sea walls can increase the erosion of beach material and may destroy habitats. Benefits. Effective in protecting cliffs from erosion and also act as a barrier to prevent flooding. Deflect wave energy back to sea. Give people a sense of security. Often have a promenade on top, which doubles up as cycle route. Steps at the base of a wall act as seating areas for beach users. If well maintained, sea walls can last for many years. Sea walls do not impede the movement of sediment downdrift, so they do not disadvantage other areas. • Credit reference to other hard engineering strategies, including gabions, revetments, offshore barriers and reefs, tetrapods. • Overall assessment of hard engineering strategies. The groynes, sea wall and rock armour are effective solutions which help reassure the coastal community. However, they are expensive to install and maintain. In addition to this by installing hard engineering solutions in one place this can have a detrimental effect further along the coast. They do little to work	

		with nature and sustainability is a key issue, despite their initial signs of success. AO2 – 3 marks AO3 – 3 marks	

Qu	Pt	Marking guidance	Total marks
04	1	**Which word describes the process of erosion when stones collide with each other as they move downstream?** **B**. Attrition AO1 – 1 mark	1
04	2	**Give one way rivers transport material.** Material is carried as dissolved minerals in the water (1) Solution (1) Lighter sediment is suspended (carried) within the water (1) Suspension (1) Pebbles are bounced along the river bed (1) Saltation (1) Large, heavy pebbles are rolled along the river bed (1) Traction (1) AO1 – 1 mark	1
04	3	**Using Figure 14, what is the approximate area of grid square 0495 covered by salt marsh?** **A**. 0.2 km^2 AO4 – 1 mark	1
04	4	**Using Figure 14 and Figure 15, describe <u>two</u> characteristics of an estuary.** An estuary is where the river meets the sea (map) (1) Wide river mouth (map) (1) General presence of mudflats (1|). Reference to sediment/silt/mud deposits/deposited material (1) There are salt marshes (photo) (1) Mudflats are exposed at low tide (1) in sheltered areas where the river flows more slowly for example at the sides of the river (1) (photo) Within the mudflats, there are smaller streams/creeks (1) (photo) The mudflats may become colonised by (salt-marsh) vegetation (1) (photo) Both features can be derived from the map or photograph. No credit for land features nearby eg flat floodplain. Credit width measurement eg the mouth of the estuary is 2km wide (1) Allow shallow (water) (1) AO4 – 2 marks	2

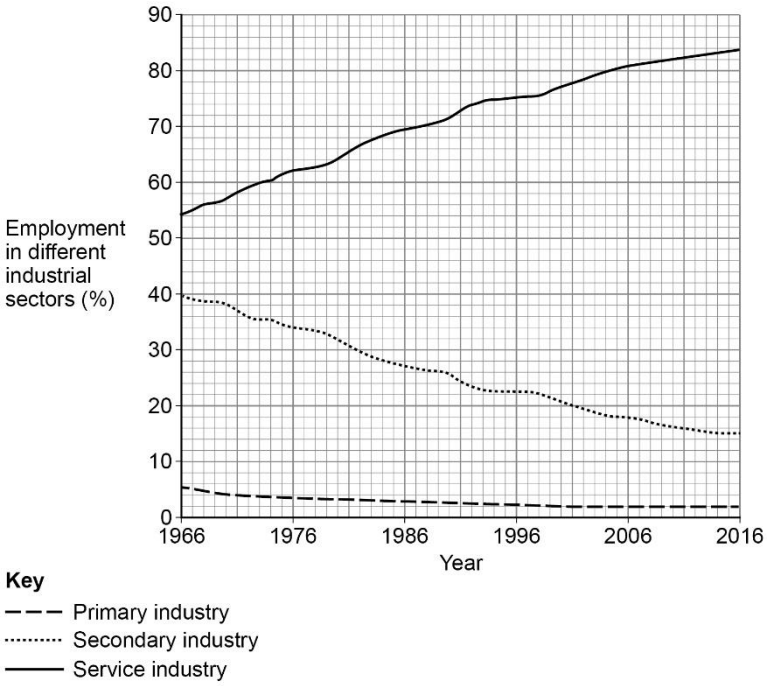
04	5	**Explain how physical factors can affect flood risk.** 2 (Clear) | 3-4 | AO1 Demonstrates accurate knowledge about physical causes of flooding. AO2 Shows a clear geographical understanding of physical factor(s) and how they can increase the risk flooding. Explanations are developed. 1 (Basic) | 1-2 | AO1 Demonstrates some knowledge about physical causes of flooding. AO2 Shows limited geographical understanding of physical factor(s) and how they can increase the risk flooding. Explanations are partial. | 0 | No relevant content • **Level 2 (clear) responses** are likely to contain linked statements showing understanding of the physical factors involved and how they increase flood risk. Appropriate geographical terminology. • **Level 1 (basic) responses** will comprise simple ideas about general factor(s) affecting flooding/flood risk. Geographical terminology will be limited. • No credit for explaining how human factors increase flood risk. • Allow Low level 2 for developed explanation of one physical factor <u>Indicative content</u> • The command is 'explain', so responses should provide a reasoned account of how and why physical factors increase or decrease flood risk. • The risk of flooding is affected by various factors linked to precipitation, geology and relief. • <u>Precipitation</u> flood risk is increased by: • Bands of depressions resulting in continuous heavy rain. This can saturate the soil and surface run off is increased. Rainwater will enter the river channel quicker resulting in a high river discharge and increased flood risk. • Sudden bursts of heavy rain may result in the infiltration rate being too slow to cope. This can occur after periods of drought when the ground has been baked hard. Surface run-off is increased and flash flooding may occur. • Prolonged light rainfall can saturate the soil particularly if there has been previous (antecedent) rainfall which has also saturated the soil. • Snowmelt can release stored water that flows as surface run-off. • <u>Geology</u> flood risk is increased by: • Impermeable rock types which do not allow water to pass through. Areas with impermeable rock often have thin soils and limited vegetation to intercept the rainfall. • <u>Relief</u> is the height and slope of the land. • Steep slopes can encourage greater surface run-off increasing flood risk. • Low-lying, flat, flood plains may have a greater risk of flooding as there is insufficient gradient to remove the water.	4

		• Vegetation • Lack of vegetation means that less rainfall is intercepted and stored by trees etc. Water is more likely to flow overland and reach the river at a quicker rate and therefore increase flood risk. • Basin size and shape: small and round drainage basins are likely to see the faster delivery of water to the river than large, elongated basins. • High drainage density refers to the number of tributaries in a drainage basin. Where there are more tributaries, the water is likely to reach the main river quicker and increase flood risk. AO1 – 2 marks AO2 – 2 marks	

04	6	**Discuss the issues which can arise from flood management schemes. Use Figure 16 and your own understanding.** **Level 3 (Detailed)** – 5–6 marks: AO2 Shows thorough geographical understanding of a range of issues associated with flood management schemes. AO3 Demonstrates thorough application of knowledge and understanding in a reasoned way in discussing the different issues associated with flood management schemes. **Level 2 (Clear)** – 3–4 marks: AO2 Shows some geographical understanding of one or more issues associated with flood management schemes. AO3 Demonstrates reasonable application of knowledge and understanding in discussing the issue(s) associated with flood management schemes. **Level 1 (Basic)** – 1–2 marks: AO2 Shows limited geographical understanding of one or more issues associated with flood management schemes. AO3 Demonstrates limited application of knowledge and understanding in discussing the issue(s) associated with flood management schemes. **0** – No relevant content • **Level 3 (detailed)** will be developed responses about issues associated with flood management schemes. Could be positive or negative or both. Appropriate terminology will be used. • **Level 2 (clear) responses** are likely to show understanding of the positive and/or negative issues associated with flood management schemes. Some geographical terminology evident. • **Level 1 (basic) responses** will be simple statements about flood management schemes with limited understanding or development. May consist of listed points from **Figure 16** or general statements about flood management. • Max Level 2 if there is no (direct or inferred) reference to Figure 16. Indicative content	6

		• The resource focuses on a flood relief channel on the River Thames but credit can also be given to the positive and negative issues associated with other flood management strategies. Hard engineering schemes such as dams and reservoirs, straightening, embankments, flood relief channels and soft engineering schemes such as flood warnings, preparation, flood plain zoning, planting trees and river restoration are listed in the specification. • There are a wide range of social, economic and environmental issues which may be discussed. • For the flood relief channel detailed in **Figure 16**, the positive issues include protection from flooding for 15 000 homes and 2400 businesses, improved biodiversity for wildlife through the creation of 250 hectares of new habitat and opportunities for recreational activities including walking, cycling, boating and angling. • There are negative issues associated with flood relief channels which are not presented in the resource. These include economic cost of building and maintenance, disruption for people living in the area, potential increase in flooding in other areas as a result of the flood relief channel, disturbance to habitats and the negative appearance of some flood relief channels. • Dams and reservoirs can provide HEP, water supply and tourism and recreational opportunities. However, they can also displace people, disrupt habitats and trigger earthquakes or landslides. Reservoirs such as Kielder Water have flooded areas of outstanding natural beauty. • Channel straightening can endanger animals and destroy habitats. The river's ecosystem is changed. A straightened river may have a concrete lining which is visually unattractive and deprives burrowing river bank animals of their habitat. In straightened sections, there is some evidence of increased pollution on the land from agro-chemicals, as run-off cannot drain into the river so easily. However, river straightening does reduce flood risk and can improve navigation. • Embankments can reduce flood risk and provide habitats for riverbank animals as well as walking routes for people. However, they can also reduce access to the river, have higher maintenance costs and look unattractive. • Soft engineering strategies tend to be less intrusive and more economical but their effectiveness in reducing flood risk may be questioned. Flood plain zoning creates green spaces but can restrict house building programmes. Planting trees has numerous environmental benefits and can be relatively inexpensive. River restoration creates new wetland habitats and recreational areas and increases biodiversity but can lead to loss of agricultural or other productive land. Flood warnings and preparation helps people to be prepared and act accordingly but recognise that flooding is a natural event and people need to live with floods. People may not always act appropriately, especially if warnings turn out to be false alarms. • Students might discuss short and long term costs and benefits to different management schemes. • Students may refer to examples of specific flood management schemes they have studied. Examples might include the Jubilee river flood-relief channel, Banbury flood storage, Kielder dam, Quaggy river restoration. AO2 – 3 marks	

Section B

Qu	Pt	Marking Guidance	Total marks
02	1	**Complete Figure 6 using the following data.** 1 mark for each point correctly plotted and then joined with a solid line. Max 1 mark if points plotted without being joined correctly by a solid line.  AO4 = 2 marks	2
02	2	**Calculate the difference between employment (%) in primary industry and secondary industry in 2016.** One mark for the correct answer: **A** – 13% No credit if two or more answers are shaded. AO4 = 1 mark	1
02	3	**Which one of the following describes the change in secondary employment from 1966 to 2016?** One mark for the correct answer. **B** – It more than halves No credit if two or more answers are shaded. AO4 = 1 mark	1

02	4	**Outline one or more reasons for the decline of traditional industries in the UK.** 1+1+1 Or 1+1+1(d) Or 1+1(d)+1(d) Candidates should show that they can apply knowledge and understanding linking the factors to the resultant decline. Expect comments on increased mechanisation / robots, globalisation, outdated locations and practices, and government policy. Also credit reference to more recent trends such as 'green' policies reducing the demand for coal. Credit any reasonable explanation eg: Machines and increasingly robots have reduced the need for labour (1) which leads to loss of jobs (1) and the closure of some plants with increased efficiency (1). Labour costs are lower abroad (1) which means they can produce goods more cheaply (1) so UK manufacturing close as they can't compete (1). Many traditional UK industrial areas are inland e.g. Sheffield (1) which adds to costs of transporting materials / importing raw materials as they are far from large ports (1) and so they are uncompetitive and close (1). Government policies such as privatisation (1) meant that state run industries were sold off (1) and many jobs were lost to make the companies more competitive (1) increasing demand/shift to tertiary/quaternary (1) office based jobs seen as more desirable (1) more educated workforce allows service industries to expand (1) AO2 = 3 marks	3

02	5	**Suggest how changing economic and political links may affect the UK's place in the wider world. Use Figure 7 and your own understanding.**	6

Level	Marks	Description
3 (Detailed)	5–6	AO2 – Shows detailed understanding of the relationship between changing economic and political links and the UK's place in the wider world. AO3 – Demonstrates thorough application of knowledge and understanding to offer effective analysis of the resource and linking to the implications for the UK.
2 (Clear)	3–4	AO2 – Shows clear understanding of the relationship between changing economic and / or political links and the UK's place in the wider world. AO3 – Demonstrates some application of knowledge and understanding to offer analysis of the resource with some effectiveness, linking to the implications for the UK.
1 (Basic)	1–2	AO2 – Shows limited understanding of the relationship between changing economic and / or political links and the UK's place in the wider world. AO3 – Demonstrates limited application of knowledge and understanding to offer basic analysis of the

		resources provided linking to the implications for the UK.
	0	No relevant content.

- **Level 3 responses** will cover the figure and well-developed geographical understanding. There will be specific detail of changing economic and political links and considered analysis of the implications.
- **Level 2 responses** will cover the figure and / or some geographical understanding. There may be some specific detail of changing economic and / or political links, with some more generic statements and clear analysis of the implications.
- **Level 1 responses** will cover the figure and / or limited geographical understanding. Points made will be basic and generic with limited analysis of the implications.
- **Max top L2** if Figure 7 or own understanding only.
- **Max top L2** if economic or political links only.

Indicative content

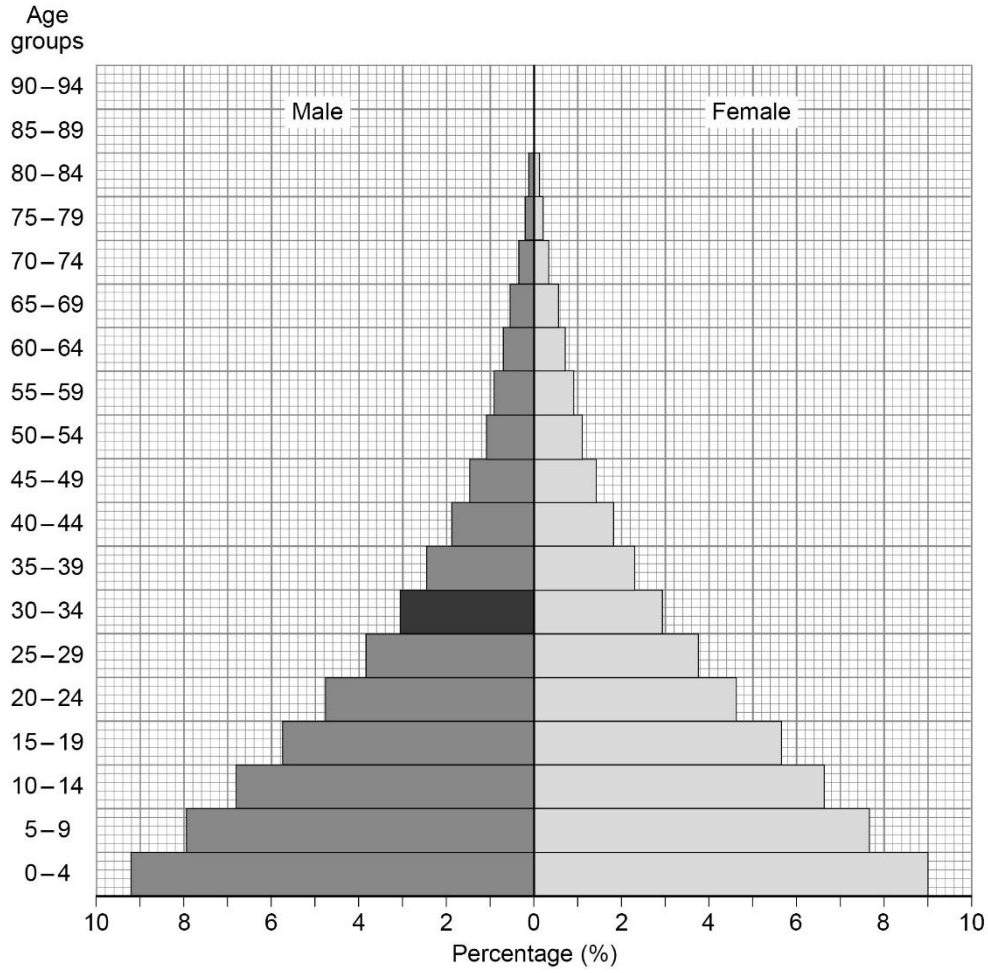
There is no need for balance answers may be entirely positive or negative

- Answers should focus on political and economic links, although this can be interpreted broadly.
- As the question relates to a rapidly changing situation credit appropriate suggestions given.
- The focus should remain on how the changes impact on the UK's place in the wider world, rather than a discussion of the pros and cons of Brexit.
- Credit implicit links to the global status of the UK.
- The specification requires that the European Union and the Commonwealth are studied but credit other appropriate examples if used.
- Colonialism and the British Empire are creditworthy ideas.
- The figure suggests that leaving the EU may lead to greater control over both economic and political decisions. It also poses the question that the UK may look to build stronger trading relationships with other countries.

Economic

- Potential to forge new trading alliances with other countries and to be seen as a global player.
- Opportunity to build on links within the Commonwealth, opening up new markets.
- The UK could be seen as more economically powerful when trading with some LICs/NEEs.
- The UK could be seen as an unfavourable place for business and TNCs may leave the UK to relocate to other EU countries to reduce import taxes after Brexit.
- The UK will save money from no longer paying to be a member of the EU, which it can use to develop links with other countries.
- However the UK will also lose out on economic support given by the EU, which poorer areas of the UK used to support industry so businesses may be less competitive in the global market.

		• If the UK is seen as unwelcoming to migrants it may not attract skilled workers and foreign investment, losing its place at the forefront of international business and innovation. Political • The UK will no longer have a decision-making voice in the EU. • It may be harder for the UK to have international influence as it is seen as less important now it is no longer part of a large group of countries. • After Brexit the UK can make its own rules so it can forge alliances with other countries. • The UK may have a more powerful role in the Commonwealth as there are less members who are powerful HICs. • However it may also have to make alliances with countries like the USA, where the balance of power is in favour of the other country. • The Queen is Head of State of the Commonwealth, which gives the UK some importance • But although the Queen is the figurehead, the Secretary General is elected from different member countries. AO2 = 3 marks AO3 = 3 marks	

02	6	**Complete Figure 8 using the following data.** 1 mark for correct completion of bar. Shading is not necessary.  AO4 = 1 mark	1

02	7	**Using Figure 8, calculate the percentage (%) of children aged 0–4 years old.** One mark for the correct answer. **D** – 18.2% No credit if two or more answers are circled. AO4 = 1 mark	1

02	8	**What is meant by infant mortality rate?** 1+1 1 mark for accuracy in terms of death – 'children/babies who die (under the age of 1)'/ number of children who die 1 mark for the accurate description of rate – 'per 1000 (live) births per year'. AO1 =2 marks	2

02	9	**Using Figure 9, suggest how population change in Stage 3 may have economic benefits.** 1+1+1 Or 1+1+1(d) Or 1+1(d)+1(d) Candidates should make reference to Figure 9 through reference to the birth and death rates and total population change shown in stage 3. They should show that they can apply knowledge and understanding by making the connection between stage 3 of the DTM and economic benefits. Figure 9 shows birth rates falling, which means more money will be available in households (1) which can lead to increased spending in the country (1). Fewer babies being born can reduce the amount of money needed for maternity services and schools (1) which allows more to be spent on developing industry (1). As the total population increases there are more people to work in industry (1) so the country can increase its GNI (1). Max 1 mark if no reference to Figure 9, at least implicitly. No credit for reference to population change in isolation. AO3 = 3 marks	3

02	10	**Describe one or more impacts that international aid has had on a named LIC/NEE country.**	4

Level	Marks	Description
2 (Clear)	3–4	AO1 – Demonstrates clear knowledge of international aid in a named country. AO2 – Shows clear understanding of the impact(s) of international aid.
1 (Basic)	1–2	AO1 – Demonstrates partial or basic knowledge of international aid. AO2 – Shows limited understanding of the impact(s) of international aid.
	0	No relevant content.

- **Level 2 responses** will provide clear knowledge of international aid and a developed understanding of the specific impact(s) on a named country.
- **Level 1 responses** will be simplistic with basic knowledge of international aid and limited understanding of the impact(s), which may be generic.
- **Max L1** if no country named or if HIC country named but points still applicable.

Indicative content

- Full marks are possible for one well developed impact.
- Credit aid only. No credit for comments about debt, fairtrade or microfinance loans.
- There should be a link between the aid and the impact on the receiving country.
- Answers given will depend on the country but may involve funding for education, water supply and sewerage, disease prevention, improvements to infrastructure or farming techniques.
- Negative impacts are also creditworthy – such as tied aid, government corruption or aid being spent unwisely.
- Eg The UK gave £45 million to Tanzania to fund a family planning programme. This will allow women to control the size of their family and improve their quality of life.
- Eg Water Aid has helped provide clean water to over 12 000 people in their villages in Malawi. Their children can now spend more time getting educated, rather than walking to collect water, and villagers can grow more food, some of which can be sold, providing income.
- Eg The UK gave aid to Malaysia to build the Pergau Dam to make electricity to improve the standard of living of people in the cities. However in return Malaysia had to spend more money buying weapons from the UK so their government had less to spend on schools and hospitals.

AO1 = 2 marks
AO2 = 2 marks

02	11	**'Transnational corporations (TNCs) bring more disadvantages than advantages to a host country.'** **Do you agree? Explain your answer.**	6

Level	Marks	Description
3 (Detailed)	5-6	~~AO1 – Demonstrates detailed knowledge of the operations of a TNC in a named LIC/NEE.~~ AO2 – Shows a thorough understanding of how a TNC brings advantages and disadvantages. AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the balance between advantages and disadvantages brought by a TNC.
2 (Clear)	3-4	~~AO1 – Demonstrates clear knowledge of the operations of a TNC in a named LIC/NEE.~~ AO2 – Shows a reasonable understanding of how a TNC brings advantages and/or disadvantages. AO3 – Demonstrates reasonable application of knowledge and understanding in evaluating the balance between advantages and/or disadvantages brought by a TNC.
1 (Basic)	1–2	~~AO1 – Demonstrates basic knowledge of the operations of a TNC in a named LIC/NEE.~~ AO2 – Shows a limited understanding of how a TNC brings advantages and/or disadvantages. AO3 – Demonstrates limited application of knowledge and understanding in evaluating the balance between advantages and/or disadvantages brought by a TNC.
	0	No relevant content.

- **Level 3 responses** will provide well-reasoned connections between the operation of (a) TNC(s) and the resulting advantages and disadvantages.
- **Level 2 responses** will provide clear reasoning of the connections between the operation of (a) TNC(s) and the resulting advantages and disadvantages.
- **Level 1 responses** will give basic link(s) between (a) TNC(s) and the advantage(s) and disadvantage(s) that result or merely assert a connection between them.

- ~~**Max top L2** if no named country.~~
- ~~**Max top L2** if HIC country but comments could still apply.~~
- ~~**Max L2** if no conclusion.~~

		Indicative content • A good grasp of the geographical processes is potentially as creditworthy as exemplar knowledge. • Candidates are likely to have studied a range of TNCs and countries, with likely textbook examples being Unilever in India and Shell in Nigeria. • Using the latter as an example: • Answers should suggest advantages such as: ✓ Direct employment for 65 000 Nigerians and a further 250 000 indirectly. ✓ 91% of Shell contracts go to Nigerian companies. ✓ Shell makes significant contributions to Nigeria's tax coffers and thereby increases national wealth. ✓ Credit development of the above to show how they increase security of employment and thereby disposable income, increase government revenue to allow funding of infrastructure and social provision, and create multiplier effects which have wider benefits. • However answers should also address 'do you agree?' and will need to show disadvantages such as: × Oil spills, particularly in the Bodo region, cause conflict and resentment and ruin fishermen's livelihoods. × Oil flaring is still used, increasing greenhouse emissions and air pollution. × Oil wealth has provoked armed conflict and new terrorist groups such as the Niger Delta Avengers who cause loss of life and revenue for the government. • Answers should be brought to a conclusion, with an overall evaluation of whether advantages outweigh disadvantages or vice-versa. Either view is perfectly acceptable. ~~AO1 = 3 marks~~ AO2 = 3 marks AO3 = 3 marks	

05	1	**Suggest one reason why the chosen location was suitable for data collection in your human geography enquiry.** Answers must relate to the human geography enquiry. **Max 1 mark** if reference to physical geography enquiry, or if it is not clearly a human geography enquiry. ie a purely generic reason Examples can include: 1 mark for saying why the location was suitable • The location was easily accessible (1) • The location was safe (1) • Relevant/appropriate data matching the enquiry/aim was available for collection (1) • The risk was low and/or manageable (1) • There were a range of appropriate/relevant survey points available (1) • The scale was manageable/suitable (1) Credit specific relevance to aim of enquiry (may be indicated in title) 2nd mark for development of the reason • The location was easily accessible (1) as it was within walking distance/it was in a pedestrian area/ there was public access/showed land use clearly/ so data could be collected within one day or visit (d)(1). • The location was safe (1) as it was away from roads and junctions/was in a wide-open space/ area was covered by CCTV (d)(1). • Relevant/appropriate data was available for collection (1) which meant they reduced the risk of anomalous results/they could collect data directly linked to the aim (d)(1). • The risk was low and/or manageable (1) so that students were safe while completing their enquiry (d)(1). • There were a range of appropriate survey points available (1) with enough variation within the locality to show changes over time/ over distance/between different areas, locations or land use/ has good pedestrian footfall (d)(1). AO3 (1b) – 2 marks	2

05	2	**Justify one primary data collection method used in your physical geography enquiry.** Answer must relate to the **physical** geography enquiry. **Max 1 mark** if reference to human geography enquiry. Answers will be dependent upon the type of investigation being undertaken. Credit can only be given to **one** data collection method. 1st mark for identifying data collection method. • A pebble survey was carried out on the beach. (1) • A speed of flow test was carried out in the river. (1) • Measurement of sand either side of a groyne was collected. (1) • A quadrat was used to measure percentage vegetation (1) • A bipolar survey about coastal management was carried out (1) 2nd mark for limited justification, by offering a reason. • A pebble survey was carried out on the beach (1) to show the location of different sized pebbles on the beach. (d)(1) • A speed of flow test was carried out in the river (1) to measure the velocity at different points within the river. (d)(1) • Measurement of sand either side of a groyne was collected (1) to show variations in height of deposited material. (d)(1) • A quadrat was used to measure percentage vegetation (1) to show how plant cover changed inland (from the sea) (d) (1) • A bipolar survey about coastal management was carried out (1) to obtain individual opinions about its success (d) (1) 3rd mark for well-developed point and clear reasoning. • A pebble survey was carried out on the beach (1) to show the location of different sized pebbles on the beach (d)(1) to show the effects of wave erosion by attrition. (d)(1) • A speed of flow test was carried out in the river (1) to measure the velocity at different points in the river (d)(1) to show how the flow of water varies from source to mouth. (d)(1) • Measurement of sand either side of a groyne was collected (1) to show variations in height of deposited material (d)(1) to find out the direction of Longshore Drift. (d)(1) Note that 2nd and 3rd marks are for justification not description. AO3 (1c) – 3 marks	3

<table>
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<td>05</td>
<td>3</td>
<td>
Assess the effectiveness of your data presentation technique(s) in your physical geography enquiry.

Answer must relate to the physical geography enquiry.

<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>3
(Detailed)</td><td>5–6</td><td>AO3 – Offers detailed assessment of effectiveness of the data presentation technique(s).

AO3 – Makes detailed judgements about the effectiveness of the data presentation technique(s) with reasoned observations.</td></tr>
<tr><td>2
(Clear)</td><td>3–4</td><td>AO3 – Offers clear assessment of the effectiveness of the data presentation technique(s).

AO3 – Makes clear judgements about effectiveness of the data presentation technique(s) with reasoned observations.</td></tr>
<tr><td>1
(Basic)</td><td>1–2</td><td>AO3 – Offers basic assessment of effectiveness of the data presentation technique(s).

AO3 – Makes basic judgements which show some awareness about the effectiveness of the data presentation technique(s).</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>

• Level 3 (detailed) detailed evaluation of the effectiveness of the identified data presentation technique(s).

• Level 2 (clear) clear evaluation of the effectiveness of the identified data presentation technique(s).

• Level 1 (basic) limited evaluation and/or description of a data presentation method(s). Basic reasoning of the use of the technique linked to aiding presentation of data.

Max Level 1 for reference to human geography data presentation techniques.

Max Level 1 if presentation technique is not specified ie a generic assessment of presentation techniques.
No credit for consideration of results.

<u>Indicative content</u>
</td>
<td>6</td>
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</table>

		The command word is 'assess' therefore there is an expectation that the candidate provides a rationale or gives reasons for the effectiveness/appropriateness of the data presentation technique(s) in presenting the data. Any method of data presentation technique(s) is acceptable but the presentation technique(s) selected must relate to a **physical** geography fieldwork investigation. The most likely techniques to be used are graphical and cartographical techniques eg scattergraphs, bar graphs, pie charts etc. Description of the data presentation techniques(s) may be present but is not required. The focus should be on the effectiveness of the data presentation technique(s) used. Features within the presentation technique will be discussed in terms of the effectiveness in helping to present data clearly and/or interpret data and can also be discussed in terms of the techniques being effective or ineffective: • Sectors of graphs such as pie charts, proportionality applied to data so that it could be presented on a map to show variation, distribution and spatial differences across a map. • Sectors of bar graphs to help accurately show proportion. • Data plots on scatter graphs to help clearly indicate trends in relationships between variables with the addition of a best fit line to show the correlation between variables. • Cross-sections/profiles drawn to scale to highlight changes in gradient and location of particular physical features over a distance. • Use of field sketches, annotated photographs to identify characteristics of landscape and some of the physical processes that take place in river/coastal environments. • Dispersion graph to show the degree of clustering or spread of values around the mean. AO3 (1c) – 3 marks, AO3 (1d) – 3 marks	

<table>
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<td>05</td>
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<td>
For one of your fieldwork enquiries, to what extent did the data collected help you to obtain accurate results and reach a valid conclusion(s)?
<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>3
(Detailed)</td><td>7–9</td><td>AO3 – Demonstrates a detailed evaluation of the data in relation to the needs of the enquiry.

AO3 – Makes a developed judgement about the extent to which the data provided sufficient evidence to obtain accurate results and to make a valid conclusion.

AO3 – Makes a developed judgement about the extent to which the enquiry allowed accurate results and a valid conclusion to be reached.</td></tr>
<tr><td>2
(Clear)</td><td>4–6</td><td>AO3 – Clear evaluative observations about the data in relation to the needs of the enquiry.

AO3 – Makes a clear judgement about the extent to which the data provided sufficient evidence to obtain accurate results and/or to make a valid conclusion.

AO3 – Makes a clear judgement about the extent to which the enquiry allowed accurate results and/or a valid conclusion to be reached.</td></tr>
<tr><td>1
(Basic)</td><td>1–3</td><td>AO3 – Limited evaluative observation(s) about the data in relation to the needs of the enquiry.

AO3 – Makes a basic judgement about the extent to which the data provided sufficient evidence to obtain accurate results and/or to make a valid conclusion.

AO3 – Makes a basic judgement about the extent to which the enquiry allowed accurate results and/or a valid conclusion to be reached.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
The levels will reflect the extent to which students' link improvements in their investigation with an evaluation of their results and conclusion.

• Level 3 (detailed) reference to the usefulness of the data in relation to the aims of the enquiry with some appreciation of whether it provided sufficient evidence to reach accurate results and draw a valid conclusion. Where the data did not provide sufficient evidence/did provide sufficient evidence there needs to be a judgement made expressing this view with evaluative observations supporting this view.

• Level 2 (clear) reference to the usefulness of the data in relation to the aims of the enquiry with some appreciation of whether it provided sufficient
</td>
<td>9
+ 3
SPaG</td>
</tr>
</table>

		evidence to reach accurate results and/or draw a valid conclusion. Where the data did not provide sufficient evidence/did provide sufficient evidence there needs to be a judgement made expressing this view with some clear justification for this judgement. • **Level 1 (basic)** reference to why the data was useful in relation to the aims of the enquiry with simple appreciation of how it provided evidence to reach accurate results and/or draw a valid conclusion. Limited reference to whether there was sufficient evidence and why this might have been the case. • Max Level 2 if answer considers accuracy of results (or conclusions) only. <u>Indicative content</u> The command is 'to what extent' so the focus of the question is an evaluation of the degree to which the data collected allowed the student to achieve accurate results and reach a valid conclusion. There is an expectation of a judgement which is supported by evidence. • The response should be seen in relation to the validity of the conclusion reached. • Students might consider the question in terms of accuracy/reliability/validity. • Students might consider the reliability of the methods they used to collect the data and how these methods affected the quality of the data collected. • Students might consider how the data collected affected the accuracy of their results and how this then affected the conclusion they drew. • Students might consider the reliability of the methods they used and how this affected both the accuracy of their results and the validity of the conclusions they drew. • They may consider improvements in their investigation with an evaluation of their results and conclusion. • They may consider how far their conclusions are valid in relation to the title/aim of their enquiry. • Other data that could be useful to the enquiry but wasn't collected could be discussed. • They may refer to data collection methods when discussing accurate/inaccurate results leading to valid/invalid conclusions. • Credit reference to additional data as implied evaluation. AO3 (1c) – 3 marks, AO3 (1d) – 6 marks	
		Spelling, punctuation and grammar (SPaG) **Responses with SPaG marks that gain a mark of 0 for the content/skills of the question can still be awarded SPaG marks if the response is judged to be a genuine attempt to answer the question.** **High performance** • 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.	**3**

		Intermediate performance • 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 performance** • 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. **No marks awarded** • 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.	**2** **1** **0**