



Rugby
School

Geography

Sixth Form Examination

Mark Scheme

16+ Mark Scheme

1. Describe the pattern of CO2 emissions since 1751 (2)	
<p>Rational: This question is used to assess ability to identify and accurately convey patterns. We are looking for basic geographical knowledge in terms of countries, compass points and understanding of patterns. Candidates should refer specifically to the resource.</p>	<p>Example Response: The total amount of carbon produced has risen dramatically since the 1900s from under 5Gt to over 35Gt. Europe (28) and the US increased their emissions first around 1950, quickly followed by the rest of Europe and more recently China and India. There is an unequal distribution of CO2 emissions shown in fig.1 Countries such as the USA and Europe have a high CO2 emissions the USA alone produces over 10Gt of carbon. While developing countries such as those in Africa the Americas and India produce relatively little carbon.</p>
2. Suggest and explain one possible reason for the pattern of CO2 emissions (3)	
<p>Rational: Candidates should appreciate that there are several reasons behind access to basic services but should only focus on one here. They should be able to show cause and effect and link the reasoning to the pattern they have described question 1. Any valid reasoning so long as it is well explained is worthy of marks, candidates can choose either Human or Physical reasoning</p>	<p>Example Response: Higher levels of development in countries such as Europe and the USA allow investment into infrastructure such as power stations and electricity power lines. This allows not only more people to be connected to energy it also increase the total amount of energy available to the population meaning you have more people living more energy intensive lives.</p> <p style="text-align: center;">OR</p> <p>In recent years EU 28 and Europe and to a lesser extent USA have reduced their carbon emissions. This is due to more energy efficient technologies being manufactured such as energy saving bulbs as well as improved education about climate change and its negative effects.</p>
3. Using Figure 1 Outline any possible Geographical issue how it might be managed.	
<p>Rational: Having identified an issue it is expected that students can then identify the system or cycle that it is caused by. While they may not use such technical terms of positive or negative feedback it is important that they convey their understanding of interlinked</p>	<p>Example: High carbon emissions can cause higher levels of rainfall in some areas of the world. The CO2 creates an enhanced greenhouse effect that increases evapotranspiration, warmer air holds more water so when saturation point is reached it is a lot higher</p>

processes. They should then be able to justify their solution again showing cause and effect. They can call on a range of geographical issues and no one issue is more valid than another, but they should be able to link it to part of their GCSE course. Similarly with a proposed solution specifics are not required, though this is indicative of a top level response, but the solution should appropriately deal with the issue they have identified and explain how is resolved.

leading to heavier downpours that quickly saturates the soil and instead flows through surface run-off. This can be counter-acted by legislation to reduce emissions on a global scale such as the Paris Climate Agreement.

OR

The highest level of population growth is currently in Africa, and yet Africa currently produces the lowest levels of carbon emissions. The future trend is that many more people will move to cities and live energy intensive lives leading to more carbon emissions. A counteract to this is to improve conditions in the countryside with appropriate technology. The Haller foundation is doing work to improve the life of farmers with afforestation helping to replenish soil nutrients and aiding them in building a more sustainable lifestyle which allows them to stay in their rural viallages.

Section B: Debates Question

Rational:

Students are presented with a range of questions from across GCSE and IGCSE topics they should pick one they feel best suited to answer. This is a levelled response.

The questions are presented as debates and candidates should be able to see both sides of a debate. The debate may not be positive vs. negative but may also encourage the candidates to consider changes over space, time and scale. Students do not have to consider all these dimensions but it is thought that the top responses will consider at least two.

This is an opportunity for students to show of their flare for knowledge and understanding of the geographical world and present their own opinion while justifying it with use of evidence.

Mark Breakdown

Mark	0 -1	2-3	4-5
Knowledge	There is little or no specific knowledge or examples used. Technical geographical	There is some specific case study knowledge used. Technical language is present but there are some inaccuracies.	There is clear evidence of deep knowledge about a range or specific examples. Technical language is appropriately and accurately used

	language is missing.		throughout the response.
Understanding	There is little cause and effect shown; answers are descriptive rather than explanatory.	Answers are explained well showing cause and effect. Understanding of geographical processes is clear.	Cause and effect is well explained and well linked the question focus. Geographical processes are clearly understood and well applied.
Evaluation	There is little attempt to show two sides of a debate or consider changes over space, time or scale. There is no conclusion.	There is an attempt to show two sides of a debate though this may be unbalanced or consider time space and scale, but no judgement is made on these considerations. There is a limited descriptive (repetition of points made in main essay) conclusion.	There clear consideration of debate with a balanced view of both sides and how this changes over time space and scale. Clear judgements are made supported by evidence/points presented and there is a clear conclusion that is summative in it judgements.