



Subject Code: 21-2

Paper Code: 02

MARK SCHEME

GEOGRAPHY SPECIMEN PAPER

Maximum Mark: 50

Marking Principles

Generic Marking Principles: These generic marking principles must be followed by all the markers when assessing candidates' responses. They should be used together with the specific details provided in the mark scheme or the generic level descriptors for each question. Every question paper and its corresponding mark scheme will also adhere to these marking principles.

GENERIC MARKING PRINCIPLE 1: Marks must be awarded in accordance with:

- the specific content of the mark scheme or the generic level descriptions provided for the question,
- the specific skills identified in the mark scheme or descriptors, and

the standard of performance expected from candidates, as exemplified through standardisation scripts.

GENERIC MARKING PRINCIPLE 2: Only whole marks are to be awarded. No half marks or fractional marks should be given under any circumstances.

GENERIC MARKING PRINCIPLE 3: Marks must be awarded positively:

- Credit must be given for correct and valid responses, as outlined in the mark scheme.
- Where a candidate's response exceeds the expected content or extends beyond the syllabus in a relevant way, appropriate credit may be awarded, in consultation with the Chief Marker.
- Marks are awarded when the candidate demonstrates clear evidence of knowledge, understanding, or skill.
- Marks must not be deducted for incorrect answers, omissions, or irrelevant material.

Spelling, punctuation, and grammar should only be considered if explicitly stated in the question's assessment criteria. However, responses must be sufficiently clear in meaning.

GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently across all scripts, including cases where candidates do not follow specific instructions or where generic level descriptions are applied. For example, if a candidate writes more answers than required or responds in the wrong format, the marker should still assess the response based on the marking scheme. If the marking scheme includes a penalty for not following instructions, it should be applied. If no penalty is mentioned, valid responses should still be credited. In the case of generic level descriptions such as "basic understanding" or "detailed explanation", all markers must interpret and apply these levels in the same way across all scripts. This helps ensure that every candidate is marked fairly and consistently.

GENERIC MARKING PRINCIPLE 5: The full range of marks available in the mark scheme must be used where appropriate. However, the actual distribution of marks may depend on the quality of responses observed.

GENERIC MARKING PRINCIPLE 6: Marks must be awarded strictly based on the criteria and expectations defined in the mark scheme. Judgments should not be influenced by grade thresholds, grade descriptions, or assumptions about overall candidate performance.

Point based Marking

Guidance

- DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i. Page 2 of 8Page 2 of 8e. polluted/not polluted).

DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

Calculation

- The mark scheme will outline the steps for the most likely correct method(s), including the marks allocated for each step, the correct answer(s), and the marks awarded for the final answer.
- If working or explanation is required to obtain full credit, this will be clearly stated in both the question paper and the mark scheme. In all other cases, a correct final answer should receive full marks even if no supporting working is provided.
- If a candidate applies a valid method that is not specifically included in the mark scheme, equivalent marks should be awarded for achieving equivalent stages of the solution.

Where a candidate uses an incorrect figure obtained from earlier working, the 'own figure rule' applies. Full marks may still be awarded provided the method used is correct and complete. Additional guidance or exceptions to this principle will be specified in the mark scheme where necessary.

Level Based Marking

Level	Description	Marks
5	Developed response that evaluates the question • Relevant and accurate knowledge and clear understanding that answers the question. • Developed reasoning with an assessment of alternative factors/viewpoints to reach a logical decision. • Relevant evidence/examples that are accurate and detailed and support the answer.	9–10
4	Developed response with relevant evaluation • Mostly relevant and accurate knowledge with secure understanding that answers the question. • Developed reasoning with discussion of alternative factors/viewpoints.	7–8

	Relevant evidence/examples that are generally accurate with some detail that mostly support the answer.	
3	Explanatory response with simple evaluation - Mostly relevant knowledge with some understanding that answers the question, but with some limitations in breadth and/or accuracy. - Reasoning lacks development and discussion of alternative factors/ viewpoints may be limited; the answer is largely explanatory. - Evidence/examples which are limited in some way (relevance, accuracy or detail) are used in the answer.	5–6
2	Descriptive response related to the question - Some relevant knowledge with partial understanding linked to the question. - Limited reasoning: the answer is largely descriptive. - Some limited examples may be used in the answer.	3–4
1	Limited response related to the topic - Limited knowledge and understanding related to the topic which does not answer the question. - Examples may be absent or in name only.	1–2
0	No creditable response.	0
This level-based marking rubrics must be used while marking all the questions in section B.		

SECTION A [30 MARKS]
ANSWER ALL QUESTIONS

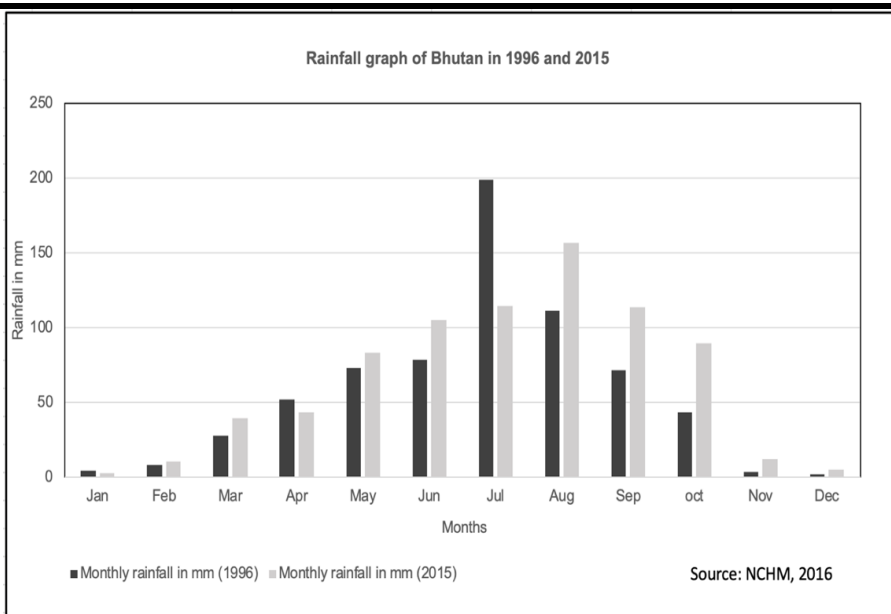
Award 1 mark for the valid answer

Question I	Answer	Marks
1.	D	1
2.	D	1
3.	A	1
4.	B	1
5.	A	1
6.	A	1
7.	D	1
8.	A	1
9.	A	1

10.	A	1
11.	B	1
12.	A	1
13.	B	1
14.	C	1
15.	C	1

Question II

1. State TWO characteristic of the inner core of the earth. Award 1 mark for each correct characteristic, up to a maximum of 2 marks. Accept any two of the following: • It is the innermost layer of the Earth. • It is composed mainly of iron and nickel. • It is solid due to extremely high pressure. • It has very high temperatures. • It has very high pressure. • It is approximately 1,220 km in radius. • It has a density of about 13 g/cm³. Mark allocation: • Correct characteristic 1 = 1 mark • Correct characteristic 2 = 1 mark Total = 2 marks	[2]	
2. Using figure 2.1, analyse the patterns of rainfall experienced by Bhutan in 1996 and 2015.	[3]	



- Both 1996 and 2015 show a seasonal rainfall pattern, with rainfall generally increasing towards the summer monsoon period and decreasing during the winter months.
- Rainfall is highest during the monsoon months, particularly around June–September, while the lowest rainfall occurs during the winter period.
- The amount and distribution of rainfall differ between 1996 and 2015, indicating inter-annual variability in Bhutan's rainfall.
- The differences may be related to variation in the strength and timing of the southwest monsoon, as Bhutan's rainfall is strongly controlled by monsoon

1 mark: Identifies the seasonal pattern of rainfall.

1 mark: Identifies high rainfall during the summer/monsoon period and low rainfall during winter.

1 mark: Makes a valid comparison between 1996 and 2015 based on the graph.

1 mark: Gives a valid reason for the variation, such as differences in monsoon strength or timing.

3. Describe TWO sustainable Land Management (SLM) practices suitable in Bhutanese farms.

[4]

Award 1 marks for identifying two strategies

- Terracing
- Agroforestry
- Grass hedgerow
- Contour stone bunds
- Crop rotation
- Contour farming

Award four marks for analyzing two practices

1. Terracing

- Stops the soil from erosion
- Retain water

2. Agroforestry • Roots of the trees binds soil together controlling the erosion • Covers the soil protecting it from exposure to agents of erosion 3. Grass hedgerow • Slow the runoff water stopping the soil erosion • Retain water 4. Crop rotation • Regain the fertility of the soil		
4. Explain TWO strategies adopted in Bhutan to reduce black carbon emissions in combating climate change. Award two marks for identifying two strategies 1. Use of hydropower 2. Use of solar power 3. Use of electric car 4. Use electric crematorium 5. Use of car pool 6. Use of public transport Award 3 marks for examining two strategies with examples 1. Use of hydropower • It uses water to produce energy, no production of carbon • used in industries • Domestic purposes 2. Use of solar power • It uses sun to produce energy, no production of carbon • used in industries • Domestic purposes 3. Use of electric car • It uses electricity to run the car which is clean energy 4. Use electric crematorium • It uses clean energy instead of fuelwood 5. Use of public transport • More people use lesser transport reducing carbon production Note; These answers are not exhaustive, any relevant land strategies practices may be awarded marks.	[4]	
SECTION B [20 MARKS] ANSWER ANY TWO QUESTIONS		
Question III Assess how climate change leads to shift in species migration pattern. Give examples to support your answer. Award 2 marks for stating the causes for shift in species migration	[10]	All the questions in section B test assessment

• Global climate change, • Human disturbances because of construction/settlement • Shift in agricultural practices Award 6 marks for assessing the how climate change has impacted the shift in species migration pattern • Global warming cause extension in warm or cold seasons • Extension of warm season in higher mountains will lead to delay in species migration from mountain to lower valleys • Arrival of early cold season on high mountains will lead earlier migration of species from mountain to the lower valleys. • Extension of cold season on the mountains will lead to delay in species migration from valleys to mountain Arrival of early warm season in lower valleys will lead to early migration of species to high mountains Example: 1. Shift in migration pattern of yak has impact on • Ecological or health impact; heat stress, increased human-wildlife conflict, competition for fodder Example: 2. Black-necked cranes • Disruption of ecological balance, loss of seed dispersal, competition for food Note; These examples are not exhaustive, any relevant examples may be awarded marks.		objectives A01 and A03
Question IV Evaluate how Bhutan has built resilience to climate change through environmental conservation. Give examples to support your answer. Award 4 marks for explaining its resilience to climate change by protecting natural environment. • Requirement of constitution for maintaining forest cover of 60%in all time to come • Protected areas for in-situ protection • Biological corridor for connectivity for animal movement Award 6 marks for evaluating effectiveness of environmental conservation. (Strength and limitation) Highly effective • Forest cover helps absorb CO₂ reducing the atmospheric temperature. • Watershed protection reduces risk of flood and landslide • Protected areas and biological corridor conserve wildlife and strengthen ecosystem health. Bhutan cannot be protected from GLOFs, • Early warning system • Climate-resilient infrastructure		

Bhutan has built moderate resilience to climate change through environmental conservation. Note; These examples are not exhaustive, any relevant examples may be awarded marks.		
Question V To what extent do you think is Bhutan prepared to minimize the impact of tectonic hazard. Give examples to support your answer. Award 4 marks for explaining about the tectonic hazards. • Bhutan lies in the seismically active zone • Occurrence of earthquake as a result of plate tectonic movement • Landslides caused by the earthquake/ plate tectonic movement Award 2 marks each for well develop response. • Practice of disaster preparedness mock drills in schools for earthquake. However, we lack the seriousness in risk assessment • Structure and non-structure mitigation for earthquake are mandated but earthquake resistant building is very minimum. • Hazard zonation is carried out but there is no physical boundary Although many measures have been implemented to minimize the impact of tectonic hazards, there are still areas that require further improvements		
Question VI Assess the role of ground water as an agent of gradation. Give examples to support your answer. Award 4 marks for explaining that ground water is agent of gradation. • Erosion- ground water dissolve limestone through chemical reaction forming different landforms (caves and sinkholes) • Deposition- ground water deposit dissolved minerals underground forming different landforms (stalactites and stalagmites) Award 6 marks for assessing ground water as agent of gradation particularly in limestone regions • Operates in soluble rocks like limestone • Erosional work of ground water leads to formation of caves which is used by religious figure to meditate, • Later regarded as sacred place • Example Rangtse ney in Haa, Bukey daam in Samtse		