GCSE

WJEC GCSE Geography

Approved by Qualifications Wales

Sample Assessment Materials

Unit 4: Sustainable Solutions

Teaching from 2025
For award from 2027

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cbac

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Ready for the world.

Contents

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About this pack: information for teachers

This pack contains the assessment materials for Unit 4: Sustainable Solutions.

Within this pack, you will find:
- information for teachers on how to manage arrangements for assessment
- a mark record sheet
- a **candidate pack** which includes:
  - details of the assignment
  - a detailed breakdown of each task
  - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
  - the mark scheme which must be used to assess candidate work
  - a Candidate Declaration Form
  - a Candidate Time Record sheet.

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment

Time

Candidates must be allowed **six hours** to complete this assessment. Candidates should spend approximately:
- 3 hours completing research into the issue
- 20 minutes completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour 10 minutes completing task 3.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Resources

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

Collaboration

Group work **not** allowed. Candidates must complete all tasks individually.

Supervision

All tasks in this unit are taken under indirect supervision:

Type	Description
Indirect	Candidates do not need to be directly supervised at all times. The centre must ensure that: • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table

Marking the assessment

The marking scheme for this assessment are included in the candidate pack.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in the assessment pack.

Written evidence must be annotated to show how it relates to the mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:
- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- judgements are only made against the mark band statements.

A mark record sheet must be completed for each candidate.

Further information

You should refer the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

This pack is a sample. It must not be used for live assessment.

Assessment details

For this assessment learners are required to undertake a decision making exercise based on a Resource Pack that contains a sustainability issue with a number of possible options. In Phase 1 of the decision making candidates will need to research the issue beyond the Resource Pack. Candidates should then produce a maximum of **two** sides of A4 notes to be used during the assessment. These notes will be submitted alongside the response to the tasks to ensure that they are in line with the instructions for Phase 1 and do not contain pre-written answers to the tasks in Phase 2.

The assignment, including the Resource Pack, will be released during the first week of September for assessment in that academic year. The Resource Pack will change annually. Learners should not have access to the Resource Pack until the start of the assessment. Centres have the flexibility to decide when during the year learners undertake the assignment.

This assessment contributes to 15% of the overall qualification grade and will take 6 hours to complete. The assignment could be completed in one sitting, or in multiple, shorter sessions. The assignment will be marked out of a total of 60 marks.

This unit will be assessed through an externally set assignment and will be marked by the centre and moderated by WJEC. Assessments must be submitted digitally (they may be handwritten and scanned, or completed digitally).

Observation Record
Candidate Mark Record Sheet

Centre No:							Centre Name:	

Candidate No:							Candidate Name:	

Unit Title:	

Task	Mark Awarded
1	/6
2(a)	/9
2(b)	/9
2(c)	/10
3(a)	/10
3(b)	/6
3(c)	/10
Total Mark	**/60**

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice

Assessor Signature	
Name (printed)	
Date	/ /20

WJEC GCSE Geography

Candidate Assessment Pack

Unit 4: Sustainable Solutions (3140U4)

SAMPLE

About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 4 – Sustainable Solutions.

Within this pack, you will find:
- your assignment
- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Declaration Form.

You will have six hours in total to complete this assessment. You should spend approximately:
- 3 hours completing research into the issue
- 20 minutes completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour 10 minutes completing task 3.

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment requirements briefs and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

You must not discuss or share any details of the brief until after 5 May 202X.

Sustainable Solutions – Decision Making Resource Booklet

Contents

How to use this booklet

This Resource Booklet will:
- introduce you to the sustainability issue (see page 3)
- provide you with a number of possible options to consider (see page 4)
- give you a range of resources as a starting point to making your decision (see page 5 onwards).

You have **three** hours to undertake Phase 1 of your decision making by researching the issue. You should:
- use the Resource Booklet as a starting point (**do not** write in the Resource Booklet as you will be able to use this in your assessment)
- apply your previous learning in GCSE Geography to each of the options
- undertake research to explore the issue further.

After researching the issue and the options you should:
- produce a maximum of **two** sides of A4 notes to take into the assessment with you. This will be submitted with your completed tasks at the end of the assessment.

The Sustainability Issue: Craig Y Perthi Solar Farm, Newport, Gwent.

- Newport City Council declared a **climate and ecological emergency** in 2021.
- The council have set ambitious targets including achieving net zero by 2030.
- One proposal is to build a solar farm that would meet the equivalent energy needs of over 45,000 (3%) Welsh homes and save over 3,180,000 tonnes of CO_2.
- **Craig Y Perthi Solar Farm** would be located south of the M4, in between the villages of Underwood, Llanwern and Bishton, near the city of Newport, South Wales.

Map 1: The Location of Newport in Wales

Map 2: The potential Craig Y Perthi Solar Farm site

https://craigyperthisolarfarm.co.uk/
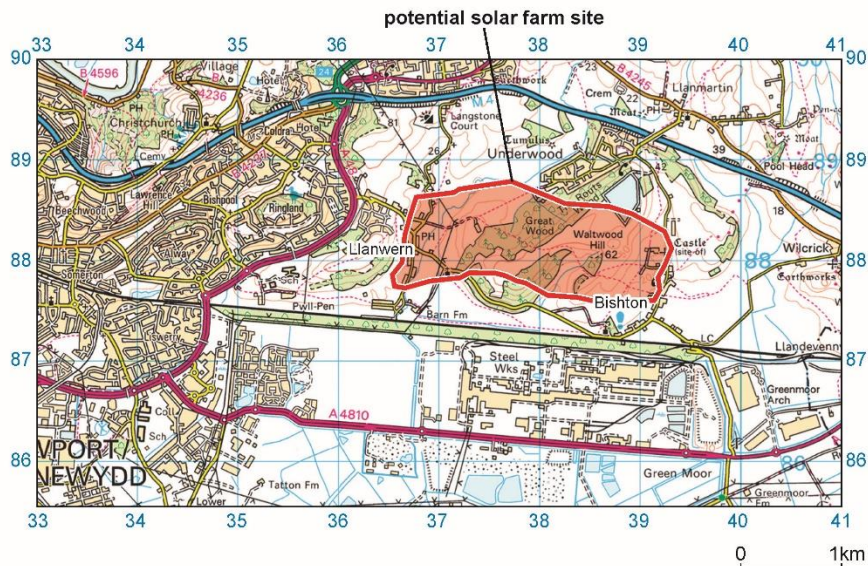
Three proposed options

Option 1 – Begin work on the Craig Y Perthi Solar Farm immediately.

Option 2 – Postpone building the solar farm until 2035 whilst the potential impacts are looked at more closely.

Option 3 – Abandon plans to build the solar farm here and develop rooftop solar energy in the city of Newport instead.

Which option do you think is the **most sustainable** for Newport?

Resources to help your decision

The following resources have been provided to help you with deciding which is the most sustainable option for Newport.

Graph 3: Percentage growth of electricity consumption from renewable energy in Wales 2005-2021
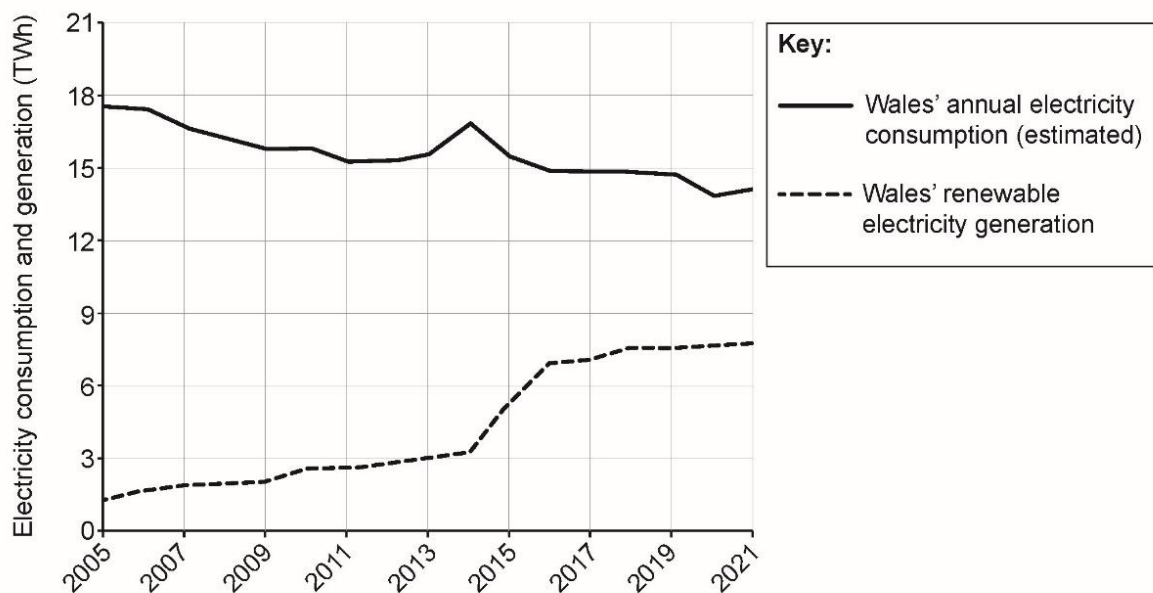
Wales has a target of 70% of its energy to be from renewable sources by 2030. In 2021 this total stood at 55%, 15% short of its target'

Wales and Renewable Energy

- Current Welsh Government target for Wales: 70% of electricity demand must be from Welsh renewable electricity sources by 2030.
- Electricity consumption in Wales is estimated to have increased at a faster rate than renewable electricity generation in Wales in 2021.
- There was a drop in Welsh electricity use from renewables from 56% in 2020 to 55% in 2021.
- "The current energy and cost-of-living crisis, combined with our climate and nature emergencies, mean a commitment to renewable energy and net zero is vital, say the Welsh Government.
- "Our vision for Wales is for it to generate renewable energy to at least fully meet our energy needs and help to tackle the nature and climate emergencies." (Minister for Climate Change, Welsh Government)

Table 1: The Pros and Cons of Solar Farms

Lumify Energy – renewable energy consultants

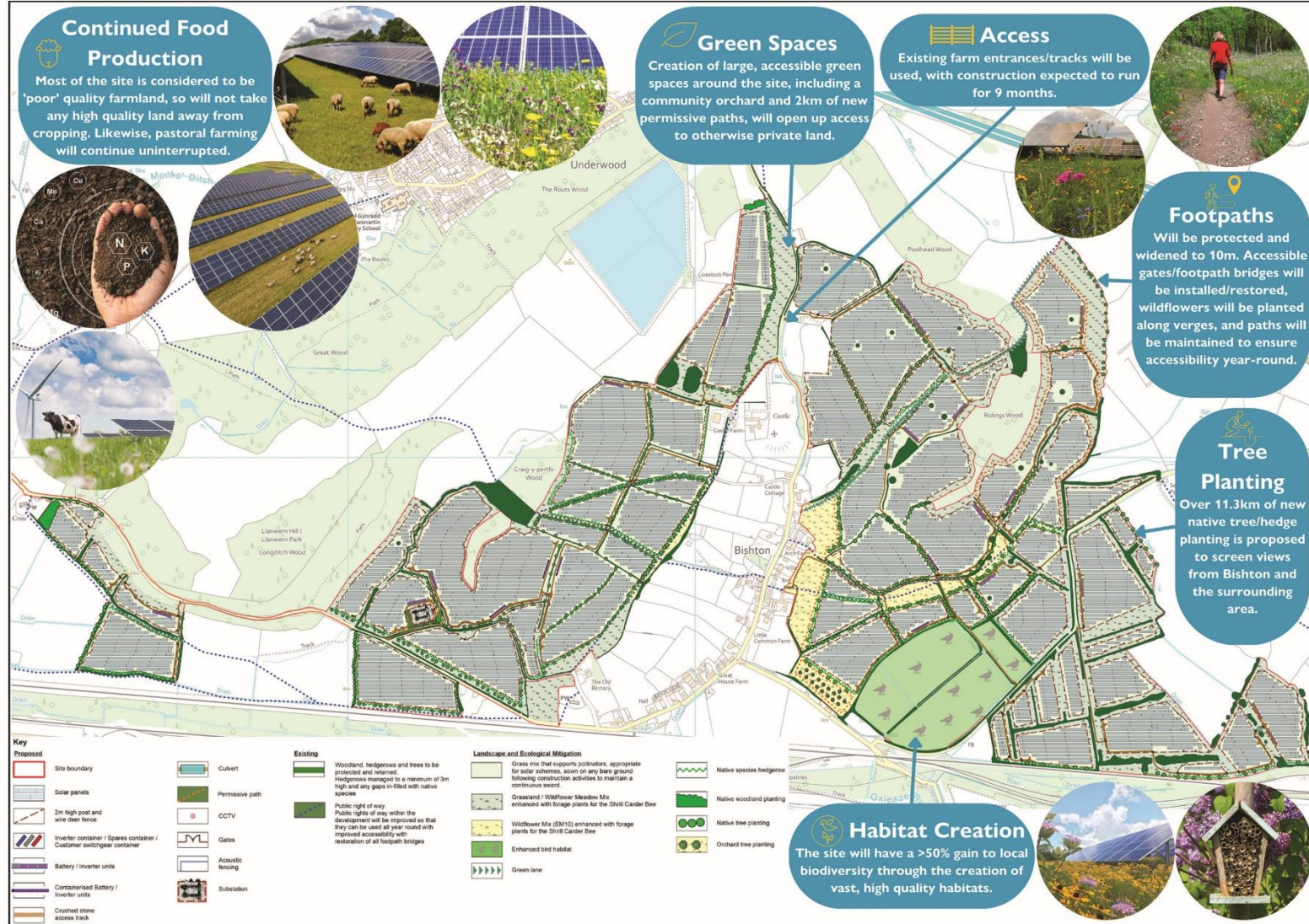| Pros	Cons
Solar farms are typically found in agricultural areas which means that they cause minimal disruption to surrounding homes. **It is a sustainable and clean form of energy** (as sunlight is a completely renewable source). **Compared to wind energy, solar panels are almost entirely quiet.** At most, they produce a light buzz that is undetectable to most ears. **Solar farms are largely low-maintenance operations** that need semi-yearly cleans and irregular checkups. They tend to be easier to maintain and manage than large wind turbines as they feature fewer moving parts.	**Building solar farms can cause a lot of noise pollution** through drilling, road access, and the general comings and goings of setup. **Solar farms do not support long term employment once built** as they are low maintenance operations (see Pros). Very few people are needed to conduct checks and cleans, compared to wind turbine maintenance. **The sun will not always shine brightly enough in the UK to produce immense amounts of energy**. Although solar panels function with cloud cover, lower output throughout the year can be a problem. Solar energy can be particularly unreliable during the winter months because of lower light levels and shorter daylight hours. Overall, this can cause a problem for grid operators as they will need to find alternative sources to make up the shortfall. **Solar farms sometimes require hard to find materials** to operate properly. These materials can be difficult to find, and the mining of these materials can have negative impacts in the countries where they are found. The initial setup costs of solar farms can be expensive.

Map 3: Plans for the Craig Y Perthi Solar Farm

Plans for the Craig Y Perthi Solar Farm

Continued Food Production
Most of the site is considered to be 'poor' quality farmland, so will not take any high quality land away from cropping. Likewise, pastoral farming will continue uninterrupted.

Green Spaces
Creation of large, accessible green spaces around the site, including a community orchard and 2km of new permissive paths, will open up access to otherwise private land.

Access
Existing farm entrances/tracks will be used, with construction expected to run for 9 months.

Footpaths
Will be protected and widened to 10m. Accessible gates/footpath bridges will be installed/restored, wildflowers will be planted along verges, and paths will be maintained to ensure accessibility year-round.

Tree Planting
Over 11.3km of new native tree/hedge planting is proposed to screen views from Bishton and the surrounding area.

Habitat Creation
The site will have a >50% gain to local biodiversity through the creation of vast, high quality habitats.

Key

Proposed
- Site boundary
- Solar panels
- 2m high post and wire deer fence
- Inverter container / Spares container / Customer switchgear container
- Battery / Inverter units
- Containerised Battery / Inverter units
- Crushed stone access track

- Culvert
- Permissive path
- CCTV
- Gates
- Acoustic fencing
- Substation

Existing
- Woodland, hedgerows and trees to be protected and retained. Hedgerows managed to a minimum of 3m high and any gaps in-filled with native species
- Public right of way. Public rights of way within the development will be improved so that they can be used all year round with improved accessibility with restoration of all footpath bridges

Landscape and Ecological Mitigation
- Grass mix that supports pollinators, appropriate for solar schemes, sown on any bare ground following construction activities to maintain a continuous sward.
- Grassland / Wildflower Meadow Mix enhanced with forage plants for the Shrill Carder Bee
- Wildflower Mix (EM10) enhanced with forage plants for the Shrill Carder Bee
- Enhanced bird habitat
- Green lane

- Native species hedgerow
- Native woodland planting
- Native tree planting
- Orchard tree planting

Article 1: Background to the Craig Y Perthi Solar Farm

Public consultation for the proposed solar farm near Newport has been launched.

JBM Solar has formally launched a public consultation for their 99.9MW Craig Y Perthi Solar and battery storage project in Newport. If consented, it would generate enough cheap green electricity for more than 44 800 homes.

The company said with rising electricity and gas prices creating a cost-of-living crisis, solar generation represents one of the cheapest forms of electricity, and is now considered to be nine times cheaper than gas and two and a half times cheaper than nuclear energy.

The plans are for a 99.9MW solar and battery storage farm that would help tackle the climate crisis by saving more than 3 350 000 tonnes of carbon compared to fossil fuel generation, the equivalent of planting more than 55 million trees or taking 731 000 cars off the road for a year.

Article 2: Craig Y Perthi Solar Farm and the environment

The designs for the Craig Y Perthi Solar Farm, developed by wildlife conservationist and trained ecologist Robin Johnson, "aim to considerably improve local biodiversity and opportunities for wildlife". Robin is also the project manager for the scheme, representing JBM Solar.

Sheep and chicken grazing will continue un-interrupted within the solar farm.

He said: "The farm will support a diverse range of habitats and species once up and running. There will be over 38 acres of new dedicated wildflower meadows with butterfly/bee habitats, both of which are under threat in the UK due to loss of habitat and pressures from pesticide use.

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Table 2: Potential Benefits of the Craig Y Perthi Solar Farm

Craig Y Perthi solar farm to deliver 'significant community benefits' – Extracts from the South Wales Argus

1st December 2023
- Plans for a solar farm north of the Llanwern Steelworks, adjacent to the village of Bishton, will deliver tangible benefits for the local community.
- Project Manager Robin Johnson writes how the team have responded to local feedback, with plans for local benefits, including an increased community fund worth over £1.5m, and over £500,000 to be spent on improving local footpaths and creating more communal green spaces in the area.

Adapted from https://www.southwalesargus.co.uk/news/23958064.proposed-solar-farm-deliver-significant-community-benefits/

Further benefits

Over 3,180,000 tonnes of CO2 from fossil fuel energy removed which is like taking **707,000 cars off the road for a year**.	**New green infrastructure** including paths, picnic areas, educational space, information boards.	Benefits for locals – a **£300,000 community benefit fund** where all local community buildings receive rooftop solar panels.	**95% of the site to be used for sheep or chicken grazing** and remain in farming use, helping topsoil to recover.
Ecological benefits through wildflower meadows, bird habitats, and 'bee hotels' with **50% biodiversity net gain.**	Improved habitats thanks to **11.3km of new hedgerow/trees** (including a mix of mature and semi-mature tree planting).	The delivery of energy to the grid can be as flexible as possible with a **Battery Energy Storage System (BESS)** on site.	The project will **generate over £10m** in business rates.

Article 3: Potential Costs of the Craig Y Perthi Solar Farm

Gwent Levels: Campaigners fight solar farm plan

The Gwent Levels are home to numerous species of protected animals

By Garry Owen
BBC News

Environmental campaigners say plans for a solar farm on the Gwent Levels could threaten the future of the area they claim is "Wales' Amazon".

The proposed site would generate enough power for 45,000 homes and save more than three million tonnes of carbon dioxide (CO_2), according to developers.

But those opposed say the levels should be protected from development as a site of special scientific interest (SSI).

More than 2,000 people have signed a petition calling for more protection.

Article 4: Gwent Wildlife Trust: 'Some politicians don't understand' - South Wales Argus

19th March

Gwent Wildlife Trust: 'Some politicians don't understand' - South Wales Argus

MORE than 100 people showed their support for protecting the Gwent Levels at the Senedd yesterday, March 18.

Farmers, residents and opponents of the proposed Craig y Perthi solar farm, that would surround Bishton village from three sides, joined **Gwent Wildlife Trust** in Cardiff Bay.

'Immense value'

Adam Taylor, CEO of the Gwent Wildlife Trust, said the importance of protecting the wetland area "cannot be overemphasised."

"This landscape is of immense value to both human wellbeing and wildlife, and it's vital that it's protected," he said.

"Some politicians don't appear to understand the value of the Gwent Levels and think that this is where they can dump all their bad neighbour developments.

"They do not understand either, how passionately we care about this landscape, and the wonders contained within it.

"We need to protect it for our future, as I do not want Welsh children to grow up in a landscape covered in a sea of glass, and tarmac and concrete, with no lapwings, bees, wildflower meadows or skylarks to bring joy and wellbeing."

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Article 5: Further costs of the Craig Y Perthi Solar Farm

"Solar farms are not appropriate in the countryside," says Jeff Hooper, 64. "Our land should be used for food production and rewilding."

The singer, who has lived in Bishton for 20 years, suggests developers should look to **brownfield sites, industrial estates and new-build rooves instead.**

"This solar farm would be another **detrimental factor to the rich variety of flora, fauna and wildlife in the Gwent Levels**," he said.

Photos 1 to 6: Around the proposed Craig-y-Perthi Solar Farm Site, near Bishton

Images of the proposed Craig-y-Perthi Solar Farm Site, near Bishton

Photo 1: Bishton Village

Photo 2: Bishton Church (now closed)

Photo 3: Protest Sign, Bishton Village

Photo 4: Proposed site: looking north

Photo 5: Proposed site: looking east

Photo 6: Proposed site: looking west

Photo 7: Rooftop Solar for Newport: A sustainable alternative?

Rooftop solar panels on a new housing estate in Holyhead, North Wales

- Some people believe that the building of huge industrial solar 'farms' is destroying the British countryside.
- Roofs are an untapped resource capable of generating solar-powered electricity close to where it is needed.
- Rooftop Solar is simple: solar panels can be put on roofs, rather than in green spaces.
- A report has found that over half the solar panels needed to hit national net zero targets could be fitted on rooftops and in car parks.
- New buildings can be built on brownfield sites with solar panels already installed on the roof.
- Making rooftop solar a priority may avoid planning disputes and remove the need for large greenfield solar schemes.

Websites for further research

https://www.gov.wales/sites/default/files/publications/2023-11/energy-generation-in-wales-2022.pdf

https://craigyperthisolarfarm.co.uk/

https://naturalresources.wales/about-us/what-we-do/our-roles-and-responsibilities/energy/energy-in-wales/?lang=en

Our rooftop solar campaign – CPRE

New planning rules to boost solar rollout and slash energy bills - GOV.UK (www.gov.uk)

Infographic 1: The seven well-being goals in the Well-being of Future Generations Act (Wales) 2015

A prosperous Wales

A resilient Wales

A healthier Wales

A more equal Wales

A globally responsible Wales

A Wales of cohesive communities

A Wales of vibrant culture and thriving Welsh language

N.B. These goals should be applied to the specified country in this resource booklet. If this is outside of Wales, substitute 'Wales' in each goal for the specified country.

Infographic 2: The United Nations' Sustainable Development goals (SDGs)

Assessment:

Phase 1 – Research the issue (approximately 3 hours)

This phase requires you to use the resource booklet, apply your previous learning and undertake research to explore the issue presented.

You should then produce a maximum of **two** sides of A4 notes to be used during the assessment. These notes will be submitted alongside the response to the tasks.

Phase 2 – Responding to the issue (approximately 3 hours)

You are required to:

- summarise and present the geographical issue presented in the resource booklet
- present the potential benefits and negative impacts of each proposed option on people (including any human rights and diversity issues), the economy and the environment
- assess the potential positive and negative impacts that you have presented for each of the proposed options to form a sustainability impact assessment
- recommend the most suitable option based on your sustainability impact assessment
- explain why the other options have been rejected
- demonstrate how your chosen option links to specific goals from the:
    - the United Nations' Sustainable Development Goals (SDGs)
    - the well-being goals in the Well-being of Future Generations Act (Wales) 2015.

Tasks

	Task	Evidence	Controls
1	Summarise and present the geographical issue presented in the resource booklet. You should: • demonstrate the geographical concepts linked to the issue • specify the locality of the issue. [6 marks]	Summary of issue.	Supervision: Indirect Guidance: Not permitted Resources: • resource booklet • permitted notes. Collaboration: Not permitted
You should spend approximately 20 minutes completing this task.			

	Task	Evidence	Controls
2	Presentation (a) Communicate the potential benefits of each proposed option on **all** the following areas: • society (including any human rights and diversity issues) • the economy • the environment. [9 marks] (b) Communicate the potential negative impacts of each proposed option on **all** the following areas: • society (including any human rights and diversity issues) • the economy • the environment. [9 marks] **N.B.** 2(a) and 2(b) can be presented together. Sustainability impact assessment (c) Assess the potential positive and negative impacts that you have presented for each of the proposed option to form a sustainability impact assessment. [10 marks]	Presentation Sustainability impact assessment	Supervision: Indirect Guidance: Not permitted Resources: • resource booklet • permitted notes. Collaboration: Not permitted
You should spend approximately 1 hour 30 minutes completing this task.		

	Task	Evidence	Controls
3	(a) Recommend the most suitable option based on your sustainability impact assessment. You should: • analyse the information in the resource booklet and any additional research within your permitted notes • make reference to people, economy and the environment • justify your choice. [10 marks] (b) Explain why the other options have been rejected. [6 marks] (c) Demonstrate how your chosen option for the location in question links to specific goals from: • the United Nations' Sustainable Development Goals (SDGs) • the well-being goals in the Well-being of Future Generations Act (Wales) 2015. [10 marks]	Presentation	Supervision: Indirect Guidance: Not permitted Resources: • resource booklet • permitted notes. Collaboration: Not permitted
You should spend approximately 1 hour 10 minutes completing this task.			

End of tasks

Information for candidates

The following information has been taken from the JCQ Information for candidates – non-examination assessments and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:
- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:
- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Mark scheme

The following mark scheme will be used to assess your work.

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 1				
Summarise and present the geographical issue presented in the resource booklet. You should: • demonstrate the geographical concepts linked to the issue • specify the locality of the issue.				
AO2				
Marks available				
Evidence	**1**	**2**	**3**	**4**
Summary	The summary of the issue uses simple statements drawn from the resource. The understanding of the concepts may be limited or superficial. The locality of the issue is stated.	The summary communicates some of the main issues and ideas. Statements show some understanding of concepts. The locality of the issue is clearly stated.	The summary is detailed and communicates the main issues and ideas. Statements are linked together and show an understanding of concepts. The locality of the issue is described.	The summary is highly effective and communicates all the issues and ideas. Statements are clearly linked together and show a clear understanding of concepts. The locality of the issue is clearly described.
				Total: /4

AO4		
Marks available		
Evidence	**1**	**2**
Presentation	There is a basic structure to the response. Communication is basic.	The response is organised and well structured. Communication is clear and logical.
		Total: /2

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 2 (a)
Communicate the potential benefits of each proposed option on **all** the following areas:
- society (including any human rights and diversity issues)
- the economy
- the environment.

Award up to **three** marks for each area (up to a maximum of 9 marks).

AO4

9 marks available

Evidence	1	2	3
Society (including human rights and diversity)	A limited response that communicates minimal benefits for society. The response provides a limited explanation of how the options benefit different groups of people.	A sound response that communicates some benefits for society. The response provides an explanation of how the options benefit a range of people.	An effective response that clearly draws upon ideas and links these to several benefits for society. The response provides a detailed explanation of how the options benefit a wide range of people.
The economy	A limited response that communicates minimal benefits for the economy.	A sound response that communicates some benefits to the economy.	An effective response that clearly draws upon ideas and links these to several benefits for the economy.
The environment	A limited response that communicates minimal benefits for the environment.	A sound response that communicates some benefits to the environment.	An effective response that clearly draws upon ideas and links these to several benefits for the environment.
			Total: /9

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 2 (b)
Communicate the potential negative impacts of each proposed option on **all** the following areas:
- society (including human rights and diversity)
- the economy
- the environment.

Award up to **three** marks for each area (up to a maximum of 9 marks).

AO4			
9 marks available			
Evidence	**1**	**2**	**3**
Society (including human rights and diversity)	A limited response that communicates minimal negative impacts for society. The response provides a limited explanation of how the negative impacts affect different groups of people.	A sound response that communicates some negative impacts for society. The response provides an explanation of how the negative impacts affect a range of people.	An effective response that clearly draws upon ideas and links these to several negative impacts for society. The response provides a detailed explanation of how the negative impacts affect a wide range of people.
The economy	A limited response that communicates minimal negative impacts for the economy.	A sound response that communicates some of the negative impacts for the economy.	An effective response that clearly draws upon ideas and links these to several negative impacts for the economy.
The environment	A limited response that communicates minimal negative impacts for the environment.	A sound response that communicates some of the negative impacts to the environment.	An effective response that clearly draws upon ideas and links these to several of the negative impacts for the environment.
			Total: /9

Task 2 (c)

Assess the potential positive and negative impacts that you have presented for each of the proposed options to form a sustainability impact assessment.

Band	AO3
4	**9 -10 marks** An excellent assessment which demonstrates: • a well-balanced evaluation of the options • highly effective analysis of the sustainability of options based on their positive and negative impacts • highly effective explanation of the different options • highly effective communication of the key issues • highly relevant and valid judgements based on evidence.
3	**6 - 8 marks** A good assessment which demonstrates: • a balanced evaluation of the options • effective analysis of the sustainability of options based on their positive and negative impacts • effective explanation of the different options • effective communication of the key issues • relevant and valid judgements based on evidence.
2	**3 – 5 marks** A basic assessment which demonstrates: • a simple evaluation of the options • some attempt to analyse the sustainability of options based on their impact • some attempt to explain the options • clear communication of some of the key issues • a brief judgement based on some of the evidence.

1	**1 - 2 marks** A limited assessment which demonstrates: • a simple evaluation • minimal attempt to analyse the positive and negative impacts of the options • a superficial judgement that may not be based on evidence.
0	**0 marks** No response attempted or nothing worthy of credit.

Task 3 (a)
Recommend the most suitable option based on your sustainability impact assessment.
You should:
- analyse the information in the resource booklet and any additional research within your permitted notes
- make reference to people, economy and the environment
- justify your choice.

Band	AO3
4	**9 - 10 marks** An excellent recommendation, which demonstrates: • a well-balanced argument • a wide range of impacts on people, the environment and the economy • highly effective analysis of the information in the resource booklet and additional information • highly effective communication of the key issues • highly relevant and valid judgements based on evidence.
3	**6 - 8 marks** A good recommendation, which demonstrates: • a balanced argument • a range of impacts on people, the environment and the economy • effective analysis of the information in the resource booklet and additional information • effective communication of the key issues • relevant and valid judgements based on evidence.
2	**3 - 5 marks** A basic recommendation, which demonstrates: • a basic argument • some attempt to analyse the impacts on people, the environment and the economy • basic analysis of the information in the resource booklet • clear communication of some of the key issues • a brief judgement based on some of the evidence.

1	**1 - 2 marks** A limited recommendation, which demonstrates: • a simple argument • minimal attempt to analyse the impacts on people, the environment and/or the economy • limited use of the sources • a superficial judgement that may not be based on evidence.
0	**0 marks** Response not creditworthy or not attempted.

Task 3 (b)	
Explain why the other options have been rejected.	

Band	AO2
3	**5 - 6 marks** A very good explanation, which demonstrates: • clear understanding of the alternative options • a clear and developed rationale for rejecting the alternative options • a clear response that is organised and well structured.
2	**3 - 4 marks** A good explanation, which demonstrates: • some understanding of the alternative options • some reasons for rejecting the alternative options • a generally clear and structured response.
1	**1 - 2 marks** A basic explanation, which demonstrates: • limited understanding of the alternative options • few or unclear reasons for rejecting the alternative options • a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** Response not creditworthy or not attempted.

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Task 3 (c)

Demonstrate how your chosen option for the location in question links to specific goals from:
- the United Nations' Sustainable Development Goals (SDGs)
- the well-being goals in the Well-being of Future Generations Act (Wales) 2015.

	AO2	
Band	**The United Nations' Sustainable Development Goals (SDGs)**	**The wellbeing goals in the Well-being of Future Generations Act (Wales) 2015.**
3	**5 marks** A very good response, which demonstrates: • clear knowledge and understanding of the SDGs that are relevant to the chosen option and location in question • the selection of appropriate SDGs • an organised and well-structured approach.	**5 marks** A very good response, which demonstrates: • clear knowledge and understanding of the wellbeing goals relevant to the option chosen and location in question • the selection of appropriate wellbeing goals • an organised and well-structured approach.
2	**3-4 marks** A good response, which demonstrates: • some knowledge and understanding of appropriate SDGs, that may be relevant to the chosen option and location in question • the selection of some appropriate SDGs • a generally clear and structured approach.	**3-4 marks** A good response, which demonstrates: • some knowledge and understanding of appropriate wellbeing goals that may be relevant to the chosen option and location in question • selection of some appropriate wellbeing goals. • a generally clear and structured approach.
1	**1-2 marks** A basic explanation, which demonstrates: • minimal understanding of the SDGs or their relevance to the chosen option and location in question • selection of inappropriate or irrelevant SDGs • a lack of clarity in parts, and statements that are linked by a basic structure.	**1-2 marks** A basic explanation, which demonstrates: • minimal understanding of the wellbeing goals and their relevance to the chosen option and location in question • selection of inappropriate or irrelevant wellbeing goals • a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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Candidate Declaration Form

You must complete Part A and Part B of this form

Centre No:								Centre Name:	

Candidate No:								Candidate Name:	

Unit Title:	

Part A: Candidate Declaration

References: Give details of the exact source of any non-original material used in the assignment.	**List of software packages/AI tools/chatbots[1]:** Give brief details of how these have been used in the assignment.

Authentication Declaration

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	**Date:**

Part B: GDPR Consent

- WJEC may select your work for use at teacher training events and subsequently upload it onto WJEC's secure website (accessible only to teachers via a secure login). Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- WJEC may select your work for use in teaching and learning resources published on the WJEC public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request[2].
- For further details about how we process your data please read WJEC's privacy notice.

If you prefer that WJEC **does not** use your work in this way, please tick here: ☐

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[1] Where you have used AI tools as a source of information, you must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2023. You must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with your work, so your teacher/assessor is able to review the work, the AI-generated content and how it has been used.

[2] You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on qualifications@wjec.co.uk. Please include the title of the work, the year of assessment, centre name and number, candidate name and the unit title in the communication. The work will then be removed from the secure website.

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End of Candidate Assessment Pack

End of Candidate Assessment Pack