



GCSE MARKING SCHEME

SUMMER 2025

**GCSE
GEOGRAPHY SPECIFICATION A
COMPONENT 1
C111U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE GEOGRAPHY SPEC A COMPONENT 1 MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

This box contains the sub-question		The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.					
3 (a) (i) Describe the location of the island of Lefkada.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	2
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)						
This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.		This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.					

2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question, then the examiner should enter a dash (-) or use the not attempted icon on E-marker.

3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Core Theme 1

(a) (i) Describe the distribution of chalk landscapes in England.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
Credit three valid responses for one mark each.	east (1) south-east/south (1) most in the south/south east (1) on the east coast (1) south east coast (1) south coast (1) none in an appropriate area in England (1)						

(a) (ii) Geology is one factor that makes UK landscapes distinctive. Name one other factor.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Credit one of these responses.	relief (1) landforms (1) specific landform processes such as erosion (1) land use (1) culture (1) vegetation (1) wildlife (1)						

(a) (iii) Name a distinctive landscape you have studied. Describe one strategy that has been used to manage visitors in this location.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3
Credit one strategy and two marks for the description. If the landscape is not specifically named– max 2 marks. Candidates must describe one strategy only.	Management plans include monitoring footpath erosion (1) repairing footpaths (1) improving signage/information (1) improving access (1) restricted access (1) traffic improvements (1) litter bins (1)						

(b) (i) Identify the small scale feature at A.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Credit this response only.	Bedding plane (1)						

(b) (ii) Complete the paragraph below by selecting the correct term from the box.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Credit these responses only.	abrasion (1) wave-cut notch (1) rock fall (1)							

(b) (iii) Give two other reasons why landslides occur along some coastlines of the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit two valid reasons for a mark each and up to two developments for further marks. (2+2 or 3+1)	Loosely compacted/unconsolidated/soft rocks (1) Periods of heavy rain (1) adds mass to a cliff (1) so that it collapses under its own weight (1) Permeable rocks above impermeable rocks (1) such as sands become saturated (1) and slide over rocks such as clay (1) Human interference such as poor drainage schemes (1) extra weight of buildings (1) subsidence from mining (1)							

(c) (i) Give two land uses which are in the flood risk zone.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit two valid land uses for one mark each.	Chester racecourse (1) road/A548 (1) fields/open spaces (1) built up/residential (1)							

(c) (ii) Circle the correct answer in the statement below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit this response only.	1:100 (1)							

(c) (iii) Human factors often increase the risk of river flooding. Explain why.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				6				6
This question assesses AO2.2, inter-relationships (in this case between human factors and river flooding). Use the descriptors below, working upwards from the lowest band.		Flooding occurs when water cannot infiltrate the soil resulting in rapid runoff into rivers. In <u>urban</u> areas paving over the soil creates an impermeable surface and reduces infiltration. Large areas of towns and cities are also covered with tarmac and buildings creating surfaces with minimal water storage. Drains can also be blocked with sediment and leaves. Vegetation helps to remove water from the soil before it reaches a river so <u>deforestation</u> can increase the risk of seasonal floods. <u>Farming practices</u> such as planting winter crops leave fields comparatively bare, reducing interception and increasing surface runoff. Clearing hedgerows has the same effect.						

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of the links between human factors and <u>river</u> flooding. Depth of understanding is demonstrated through chains of reasoning.
2	3-4	Elaborated understanding of at least one of the links between human factors and <u>river</u> flooding.
1	1-2	Simple, valid statements demonstrate basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

(d) (i) Describe the location of the village of Huntspill in grid squares 3045/3145.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		
Credit two relevant responses for one mark each. Distance and direction are credited once only.		surrounded by drainage ditches/water courses (1) (1) between two rivers (1) less than 2 km from the coast (1) along a main road (1) south of Burnham-on-Sea (1)						

(d) (ii) This part of the UK is vulnerable to high rates of landform change in both its coastal and river landscapes. Use the resources to suggest why climate and human activity are two important causes of landform change in this area.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8			8
Use the descriptors below, working upwards from the lowest band.		This question requires candidates to apply their prior knowledge and understanding to interpret and analyse information about a novel locality. No evaluation nor judgement is required. Responses should use evidence from the resources (map and photographs) to focus on two specific factors which can be responsible for high rates of landform change in this part of the UK. Climate The <u>coastline</u> is low lying, flat and open to severe Atlantic storms and their powerful fetch from the south west. This can result in storm surges, coastal flooding and increased erosion changing the shape of the coastline. Many rivers flow across the <u>Levels</u> which are also low lying and flat. High rainfall totals saturate the soils and increase discharge and velocity in the rivers resulting in flooding. This can alter river courses, damage natural embankments and increase sediment accumulation. Human activity Flood defences have been built along the <u>coastline</u> to reduce the effects of erosion and flooding, but human intervention can have unintended consequences. On the <u>Levels</u> ditches have been dug, rivers straightened and dredged to improve the drainage, changing its natural character.						
Band	Marks	Descriptor						
4	7-8	Exceptional application of knowledge and understanding. Comprehensive and relevant chain(s) of reasoning provide a very thorough analysis of both factors in this part of the UK.						
3	5-6	Thorough application of knowledge and understanding. Relevant chain(s) of reasoning provide detailed analysis of both factors in this part of the UK. There may be some imbalance.						
2	3-4	Sound application of knowledge and understanding. Some elaboration provides a valid but limited analysis of one or both of the factors.						
1	1-2	Some basic application of knowledge and understanding. Simple statements.						
	0	Award zero marks if the answer is incorrect or wholly irrelevant.						

Core Theme 2

(a) (i) Describe the pattern of population density in Great Britain. Use Map 2.1a.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Credit three valid responses for one mark each.	England is the most densely populated (1) especially in a central belt from the north west to the south east (1) Most of Scotland (1) and Wales (1) is sparsely populated, exceptions such as southeast Wales (1) or Central Scotland (1)							

(a) (ii) Describe the relationship between population density and the amount of light emitted.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit one of these responses only.	The greater the population density the more light emitted (1) a positive correlation (1)							

(b) (i) Give the modal class for the distance travelled to work.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit this response only.	2 km to less than 5km							

(b) (ii) Calculate the percentage of employed adults that travel more than 20 km to work.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit this response only.	8.5% (1)							

(b) (iii) Complete the sentence below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Accept this answer only.	commuting (1)						

(b) (iv) Urban areas are closely linked to their surrounding rural areas by this flow of workers along transport routes. Describe one other way in which urban and rural areas are linked.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3
Credit one way (such as shops) and two further marks for the description.	Urban areas provide services/shops/entertainment/health/education (1) more choice (1) not available in rural areas (1) so attract people (1) Rural areas provide Leisure opportunities/outdoor activities (1) not available in urban areas (1) so attract people (1)						

(c) (i) Calculate the population for England and Wales in 2021. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Credit working for one mark. Credit this response for one mark.	$56.1 - 5.3 = 50.8 + 6.8 + 2.0 = (1)$ 59.6 (1)						

(c) (ii) Give two reasons why migration into the UK brings benefits to the country.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4
Credit two valid reasons for a mark each and up to two developments for further marks. (2+2 or 3+1) Don't credit increases tax revenue twice.	Unskilled workers are needed for some jobs (1) seasonal shortages in tourism or farming (1) fill less desirable/low paid work (1) Highly skilled workers are also needed (1) in industries such as health and education (1) highly qualified (1) increases tax revenue (1) Cultural enrichment/diversity (1) varied restaurants and sport (1) Younger migrants address the problems of an ageing population (1)						

(d) (i) Global cities are connected with other places at a global scale. Describe two ways in which global cities are well-connected.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						4
Credit two valid responses for a mark each and up to two developments for further marks. (2+2 or 3+1)	Transport hubs (1) such as major airports or ports (1) Financial centres (1) such as banking headquarters (1) Commercial centres/trade (1) base for TNCs (1) Other connections may be political, cultural, social or sporting.						

(d) (ii) Explain why there are social and cultural patterns within an HIC global city you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		6					6
This question assesses AO2.1, geographical concepts (in this case the concept of social and cultural patterns). Use the descriptors below, working upwards from the lowest band. Band 1 only if city is not named or if the city is not in a HIC.		Social and cultural patterns are often inter-connected. Cities have distinct neighbourhoods of wealth and poverty with different levels of income, standards of living and house types/prices. In districts where unemployment is high, or jobs are part time or low paid, the number of households living in poverty can be high. Many cities are multicultural with ethnic minorities living in distinct neighbourhoods with distinct shops and cultural centres. In the UK there are large communities descended from economic migrants. They choose to live in these districts to be close to other family members.					
Band	Marks	Descriptor					
3	5-6	Thorough and elaborated understanding (explanation) of both social and cultural patterns. Depth of understanding is demonstrated through chain(s) of reasoning. A specific example is used.					
2	3-4	Elaborated understanding (explanation) of some social and/or cultural patterns. Answer may be more generic than specific.					
1	1-2	Simple, valid statements demonstrate basic understanding of the patterns/differences. Description rather than explanation.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

(d) (iii) Many global cities, such as Mexico City, are located in NICs or LICs. 'The positives for people living in these global cities outweigh the negatives'. How far do you agree with this statement?			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8		4	12
Use the descriptors below, working upwards from the lowest band.			All elements of AO3 are targeted. Candidates should develop lines of argument about the benefits and costs of ways of life in global cities located in NICs or LICs. They may disagree because these cities have: • high population growth; • areas of poverty and deprivation; • areas of slums and informal housing which are not fit for purpose as they are overcrowded, lack electricity and clean water which results in diseases such as cholera, typhoid and dysentery; • other environmental issues; • congestion issues. They may agree because these cities have: • growing economies providing formal work opportunities leading to the growth of emerging middle classes; • a thriving informal sector contributing money to the economy and providing a recycling service; • a variety of services and transport systems; NICs have the means to promote sustainable urban renewal schemes.						
Band	Marks	Descriptor							
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive and relevant chain(s) of reasoning provide a very thorough response. • Balanced and effective use of wider geographical understanding to support decision.							
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide a detailed response. • Uses wider geographical understanding to effectively support decision.							
2	3-4	Sound application of knowledge and understanding. • Some elaboration provides a valid but limited response. • Uses some geographical understanding to support decision.							
1	1-2	Some basic application of knowledge and understanding. • Simple statements. • Limited use of geographical understanding to support decision.							
	0	Award zero marks if the answer is incorrect or wholly irrelevant.							

Once a mark (out of 8) has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

Band	Mark	Performance descriptions
<i>High</i>	4	• 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.
<i>Intermediate</i>	2 – 3	• 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.
<i>Threshold</i>	1	• 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.
	0	• The learner writes nothing. • 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.

Option Theme 3, Question 3

(a) Give two impacts of earthquakes on infrastructure.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Credit two valid but different responses for one mark each.	Roads/railway lines may be fractured/blocked by landslides (1) bridges may be destroyed (1) water supplies may be contaminated (1) power lines may be damaged (1) collapsed buildings (1) high costs of reconstruction (1)						

(b) Explain why ocean trenches are found at destructive plate margins.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total												
			4				4												
This question assesses AO2.2, inter-relationships (in this case between the location of destructive plate margins and oceanic trenches). Use the descriptors below, working upwards from the lowest band. <table><tr><th>Band</th><th>Marks</th><th>Descriptor</th></tr><tr><td>2</td><td>3-4</td><td>Understanding is demonstrated through elaborated explanation.</td></tr><tr><td>1</td><td>1-2</td><td>Simple, valid statements demonstrate basic understanding.</td></tr><tr><td></td><td>0</td><td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td></tr></table>		Band	Marks	Descriptor	2	3-4	Understanding is demonstrated through elaborated explanation.	1	1-2	Simple, valid statements demonstrate basic understanding.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	A destructive plate margin is an area where two plates move towards each other. The point where two plates meet is known as the subduction zone. Convection currents or gravitational force pulls at the older and denser oceanic crust which bends downwards and slides back into the mantle. As a result long, narrow, deep gorges are formed in the sea bed around the edges of some oceans including the Pacific.					
Band	Marks	Descriptor																	
2	3-4	Understanding is demonstrated through elaborated explanation.																	
1	1-2	Simple, valid statements demonstrate basic understanding.																	
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																	

(c) (i) Complete the box below to give the latitude and longitude of Goma.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Credit these responses only.	1 or 2°S (1) 29°E (1)						

(c) (ii) Are communities located close to volcanoes along constructive plate margins more vulnerable than those in other volcanic areas? Justify your reasons. Use evidence in Resource Box 3.2 and your own knowledge.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8			8
Use the descriptors below, working upwards from the lowest band.		All elements of AO3 are targeted. Candidates should consider the relative vulnerability of communities in different volcanic zones. They may agree because: active stratovolcanoes are very explosive and are associated with a number of volcanic hazards; powerful eruptions can destroy crops and homes, result in financial losses and damage infrastructure; some communities have large populations which include some groups of people who are more vulnerable to hazards than others; LICs and NICs do not have the capacity to cope with the impacts or to reduce the threat; Iceland is a particularly active hotspot and on a constructive plate margin. They may disagree because: most volcanoes located along constructive plate boundaries are shield volcanoes with low viscosity and low gas content; stratovolcanoes are more commonly found along destructive plate boundaries among fold mountain ranges and island arcs which contain chains of these large volcanoes; some may be dormant or extinct; all communities close to volcanoes are equally vulnerable; vulnerability is linked to factors such as poverty rather than geographical locations.						
Band	Marks	Descriptor						
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a very thorough response. - Balanced and effective use of wider geographical understanding to support decision.						
3	5-6	Thorough application of knowledge and understanding. - Relevant chain(s) of reasoning provide a detailed response - Uses wider geographical understanding to effectively support decision.						
2	3-4	Sound application of knowledge and understanding. - Some elaboration provides a valid but limited response. - Uses some geographical understanding to support decision.						
1	1-2	Some basic application of knowledge and understanding. Simple statements. Limited use of geographical understanding to support decision.						
	0	Award zero marks if the answer is incorrect or wholly irrelevant.						

Option Theme 4, Question 4

(a) (i) Give two ways in which the risk of coastal floods could be reduced.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Credit two valid but different statements for one mark each.	Hard engineering (1) soft engineering (1) hazard mapping (1) monitoring (1) Shoreline Management Plans (1) emergency planning /evacuation (1)						

(b) Explain why sea level rise may lead to more environmental refugees in the future.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4				4
This question assesses AO2.2, inter-relationships (in this case between people and the environment). Use the descriptors below, working upwards from the lowest band.		Environmental refugees are people who have to flee their home because of natural disasters. Sea level rise will increase the rate of coastal erosion and flooding. As a result farmland will be lost, water supplies will be contaminated and infrastructure will be destroyed. People living in Developing countries and Small Island States are most at risk and the poorest members of society are more likely to move.					
Band	Marks	Descriptor					
2	3-4	Understanding is demonstrated through elaborated explanation.					
1	1-2	Simple, valid statements demonstrate basic understanding of the inter-relationship.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

(c) (i) Complete the box below to give the latitude and longitude of Port Harcourt.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Credit these responses only.	5 or 6°N (1) 7°East (1)						

(c) (ii) Are communities located at the mouths of major rivers more vulnerable than those in other low-lying coastal areas? Justify your reasons. Use evidence in Resource Box 3.2 and your own knowledge.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8			8
Use the descriptors below, working upwards from the lowest band.		All elements of AO3 are targeted. Candidates should consider the relative vulnerability of urban areas in different low-lying coastal areas. They may agree because: - these communities, especially in low and middle income countries, have large populations which include some groups of people who are more vulnerable to hazards than others; - many low and middle income countries do not have the capacity to cope with the impacts or to reduce the threat; - informal housing is often built without planning permission along waterways or seafronts as the land is flat; - the soft land will be easily eroded. They may disagree because: - HICs have the capacity to cope and build sea walls and flood barriers or have the space to create water storage areas created by managed realignment schemes along their low-lying coastal areas; - vulnerability is linked more to poverty than geographical location; - all communities close to the sea are equally vulnerable; - many of the low-lying coastal areas are Small Island Developing States which are completely surrounded by the sea.						
Band	Marks	Descriptor						
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a very thorough response. - Balanced and effective use of wider geographical understanding.						
3	5-6	Thorough application of knowledge and understanding. - Relevant chain(s) of reasoning provide a detailed response. - Uses wider geographical understanding to effectively support decision.						
2	3-4	Sound application of knowledge and understanding. - Some elaboration provides a valid but limited response. - Uses some wider geographical understanding to support decision.						
1	1-2	Some basic application of knowledge and understanding. - Simple statements. - Limited use of geographical understanding to support decision.						
	0	Award zero marks if the answer is incorrect or wholly irrelevant.						