GCSE MARKING SCHEME

SUMMER 2022

GEOGRAPHY SPECIFICATION A
COMPONENT 2
C111U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.
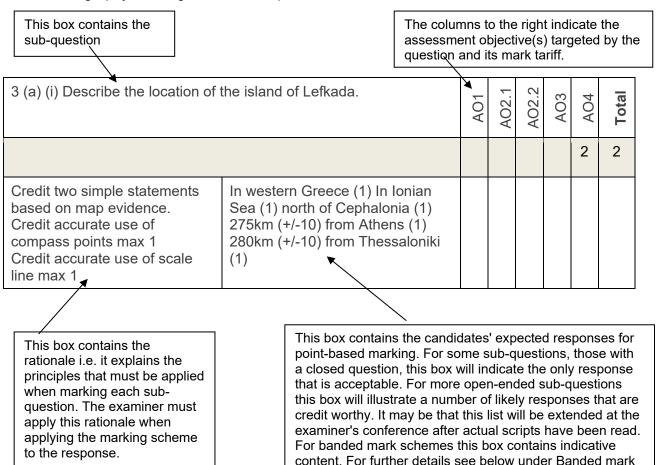
EDUQAS GCSE GEOGRAPHY SPEC A

COMPONENT 2 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 5: Weather climate and ecosystems

1. (a) (i) Complete the paragraph which describes the differences between weather and climate. Choose your answers from the box below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Credit these responses only	Atmosphere (1) Precipitation (1) Long (1)							

(a) (ii) Describe the conditions associated with maritime and continental climates in the UK		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Credit **each** statement and its development for up to 2 further marks. Allow 2+2 or 3+1	Maritime Brings moist/humid air (1) which can bring wet conditions / precipitation (1) Credit answers specific to either tropical or polar/arctic maritime Continental Brings dry air (1) which can be cold in winter (1) Less precipitation (1) warm in summer / heatwave (1)							

(a) (iii) Study graph 1.1. Choose three correct statements from the box below to describe the temperature and rainfall patterns in Cumbria.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Accept these answers only	The month with the highest rainfall is November. The temperature range in Cumbria is 13°C. The rainfall total in Cumbria is 1160mm.							

(a) (iv) Give one reason why rainfall amounts vary in different parts of the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
Allow 1 mark for reason and 1 for development	Wetter in the west (1) as a result of low-pressure systems from the Atlantic / prevailing winds bringing moist air (1) / as a result of frontal rain (1) Wetter in areas of high land (1) due to relief rainfall (1) / giving areas of rain shadow in the east (1) Cities might have higher rainfall due to condensation nuclei (pollution / localised convection) (1) Development (1)							

(b) (i) Describe how the number of Atlantic tropical storms has changed between 1982 and 2019.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					3		**3**
Credit 3 correct statements about the graph	Trend is increasing (1) Fluctuates (1) Highest in 2005 (1) Lowest 1983 (1) Quantification (1)						

(b) (ii) Give one advantage of using bar graphs to represent data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**
Credit one correct idea	Show each data category in a frequency distribution (1) Display numbers or proportions of multiple categories (1) Allows comparisons (1) Summarise a large data set in visual form (1) Shows trends/patterns clearly (1) Estimate key values at a glance (1) Shows discrete data (1)						

(b) (iii) Suggest one alternative technique to represent the data shown in Graph 1.2	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**
Credit one correct answer	Radial chart (1) Pie / donut chart (1) Proportional symbols (1) Pictogram (1) Dot matrix (1) Line graph (1) Histogram (1)						

(b) (iv) Low pressure hazards (storms) can have negative impacts on people. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6				**6**

<table>
<tr>
<td colspan="3">This question is assessing AO2.2 – the interrelationships between places, environments and processes. In this case the interrelationships between storms and impacts on people.</td>
<td>Answers likely to include reference to the following ideas:
Strong winds and risk of potential injury / death from falling objects.
Damage to property / businesses and economic / social impacts.
Damage to infrastructure / transport routes / having an impact on accessibility and response of emergency services.
Flooding of coastal areas / settlements on floodplains, causing damage to property / businesses and risk of drowning.
Storm waves causing hazardous conditions at sea / risk of injury / drowning.</td>
</tr>
<tr>
<td>**Band**</td><td>**Marks**</td><td>**Descriptor**</td><td></td>
</tr>
<tr>
<td>3</td><td>5-6</td><td>Thorough and elaborated understanding of the link between storms and their impacts. Depth of understanding is demonstrated through relevant chain(s) of reasoning.</td><td></td>
</tr>
<tr>
<td>2</td><td>3-4</td><td>Elaborated understanding of some links. Demonstrates depth of understanding.</td><td></td>
</tr>
<tr>
<td>1</td><td>1-2</td><td>Simple, valid statement(s) demonstrate basic understanding of the links.</td><td></td>
</tr>
<tr>
<td></td><td>0</td><td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td><td></td>
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</table>

(c) (i) Give one reason why the intensity of storms might increase over time.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		2					**2**

1 mark for reason and 1 for development	Warmer oceans/global warming (1) providing more energy for storms (1) / giving higher wind speeds (1) Greater levels of evaporation (1) bringing heavier / more intense precipitation (1)

(c) (ii) Give one natural cause of climate change.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	1						**1**

Credit 1 correct response	Volcanic eruptions (1) Milankovitch cycles / changes in earth's orbit (1) Solar variability / sunspot activity (1)

(d) Evaluate the impact of human activity on small scale ecosystems in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8		4	**8**

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive and relevant chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding to justify decisions.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide elaborated response. • Balanced appraisal draws together wider geographical understanding to support decisions.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Some appraisal uses wider geographical understanding to support decisions.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

Candidates are being assessed on 3 elements of AO3 here – interpretation, evaluation and making judgements.

Ideas supporting the negative impact could focus on the effect of large numbers of tourists on beaches potentially eroding dunes, the impact of litter on wildlife, and of fires on plants and animals.

Ideas providing balance in the discussion could focus on the effectiveness of management strategies such as walkways, fencing dunes, bins, designated barbecue areas and the involvement or organisations such as the National Trust.

Allow responses which make reference to other small-scale ecosystems in the UK as evidence within the answer.

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
High	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
Intermediate	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
Threshold	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

END OF QUESTION 1

CORE THEME 6: Development and resource issues

2. (a) (i) Plot the point for the UK on Graph 2.1 using the information in the box below		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		**2**
Award 1 mark for each skill completed correctly	Correct plot (1) Label UK (1)							

(a) (ii) Describe the relationship between average income and tourism as shown on Graph 2.1.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		**1**
Award 1 mark for identifying correct relationship	Positive correlation / as one increases the other increases (1)							

(a) (iii) Give two disadvantages of using a scatter graph to present this information.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		**2**
Award 1 mark for each disadvantage.	<u>Disadvantages</u> Does not show exact / extent of correlation (1) Can't show more than 2 variables (1) Not all countries labelled (1) Difficult to distinguish plots due to clustering (1) The y axis can't be read accurately (1)							

(b) (i) Give two causes of the growth of the global tourist industry.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						**2**
Award 1 mark for each correct statement	Growth of internet use for booking / research (1) Improvements in transport / reference to globalisation (1) Cheaper transport / growth of budget airlines (1) More disposable income in HICs (1) Growth in advertising (1) More paid holiday time (1) Growth of package / all inclusive holidays (1)							

(b) (ii) Describe how tourism can have negative effects on people.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Award 1 mark for each distinct statement and up to 3 additional marks for development. 1+1+1+1 (1+1+1) +1 (1+1)(1+1) (1+1+1+1)	Erosion of local culture / traditions lost (1) Diseases spread where local people lack immunity (1) Seasonal employment / overdependence on tourist income (1) Second homes (1) homes too expensive for locals (1) increases outwards migration (1) Repair costs (1) linked to types of pollution/damage/erosion (1) Stress of travel disruption (1) Congestion (1) Noise pollution (1) Local price inflation (1)							

(c) (i) Describe the distribution of Nike factories using Map 2.2.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Award 1 mark per correct statement	Mostly north of the equator (1) Most are found in Asia (1) especially SE (1) Also found in Central America / North America (1) and South America (1) None in Africa / Europe / Australasia (1)							

(c) (ii) Give one reason why MNCs locate in many different countries.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
Correct reason - award 1 mark. Development of reason – award 1 mark.	Lower wages / lower business rates / taxes / accessibility to global markets/trade blocs (1) which means MNCs can make more profit (1) Greater availability of skilled labour / local expertise / innovation (1) which means productivity is greater (1) More relaxed environmental laws (1) which means time and investment can be focused on making profits / productivity (1) Access to raw materials / (1) which means companies can benefit from reduced costs of transport (1)							

(c) (iii) Give two positive impacts that MNCs can have in the countries in which they locate.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
	2						**2**

Award 1 mark for each correct answer	Creation of/more jobs (1) Better/higher income or pay (1) Improved education / skills (1) Investment in infrastructure (1) Financial / technological help in exploiting natural resources (1) The multiplier effect helps in developing local industry and businesses (1) Increases cultural diversity (1)

(c) (iv) Give one reason why MNCs can have negative impacts in the countries in which they locate	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			2				**2**

Credit one reason for one mark and additional mark for development.	Poor working conditions / child labour (1) which have an impact on health and safety of workers or education opportunities (1) Water / air pollution (1) can cause damage to the environment / ecosystems (1) Profits go back to headquarters in a different country (1) not benefitting the host country. Factories are footloose (1) which means jobs are insecure (1) Natural resources used by MNC can be over-exploited (1) leaving fewer for local industry (1) / damaging environments (1) Low wages (1)

(d) (i) Water resources need to be managed sustainably. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6				**6**

This question is assessing AO2.1 – geographical understanding of concepts and how they are used in relation to places, environments and processes.	Answers are likely to focus on the following ideas:

This question is assessing AO2.1 – geographical understanding of concepts and how they are used in relation to places, environments and processes.

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of the reasons why water resources need to be managed sustainably. Depth of understanding is demonstrated through relevant chain(s) of reasoning.
2	3-4	Elaborated understanding of some links. Demonstrates depth of understanding.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the links.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers are likely to focus on the following ideas:

Water deficits / insecurity in some locations due to climate / conflict reducing availability, therefore need for sustainable management.

Pollution of supplies, e.g. from sewage / industry can reduce availability locally and make it unsafe.

The need to avoid over abstraction of groundwater supplies so that it is available for agriculture / domestic supplies particularly in dry climates / to avoid localised subsidence.

To ensure access to clean and safe water in remote rural regions which may lack infrastructure / technology.

To avoid potential conflict where water supplies cross international boundaries.

Allow links for sustainable management of water to reduce flooding and generation of sustainable energy.

(d) (ii) Attempts to manage water resources at an international scale create more problems than benefits. How far do you agree?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8		4	**12**

Band	Marks	Descriptor	
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive and relevant chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision.	Candidates are being assessed on 3 elements of AO3 here – interpretation, evaluation and making judgements. They are expected to make a decision on the extent to which there are more problems than benefits.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide elaborated response. • Balanced appraisal draws together wider geographical understanding to support decision.	Problems are likely to focus on the environmental impacts of dam construction, potential political tension and conflict over ownership / rights to the water resources, lack of water available for Egypt for transport and agriculture.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Some appraisal uses wider geographical understanding to support decision.	Benefits are likely to focus on the energy production and the wider implications for some countries of having access to this supply, the job creation in the construction of the dam, and the control of flooding in Sudan in particular.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).	Accept answers which refer to supporting evidence from alternative examples of water issues across international boundaries.
	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
High	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
Intermediate	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
Threshold	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

END OF QUESTION 2

OPTIONS Theme 7: Social Development Issues

3. (a) (i) Graph 3.1 shows information about global malaria cases. Complete the graph using the figures for Nigeria in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Award 1 mark for a correct plot only (no need for shading as only 1 mark)	Completion of bar correctly (1)						

(a) (ii) Give the percentage of malaria cases for Tanzania.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Accept this answer only	5% (1)						

(a) (iii) Give two ways in which malaria can be tackled.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Award 1 mark for each correct response	Use of malaria nets / ITNs (1) Education / health campaigns (1) Anti-malaria medication (1) Vaccines / inoculation (1) Insecticides / sprays (1) Changing environmental factors, e.g. draining stagnant water pools to reduce breeding grounds (1) Covering windows and doorways at night (1) Use of testing (1)						

(a) (iv) Health indicators can be used as a measure of social development. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4

This question is assessing AO2.1 – geographical understanding of concepts and how they are used in relation to places, environments and processes.

Band	Marks	Descriptor
2	3-4	Elaborated understanding of some links. Demonstrates depth of understanding.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the links.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers likely to focus on:

Infant mortality rate / life expectancy. – indicates the health of a population and chances of survival due to social factors which improve with level of development such as:

Access to childhood vaccines

People per doctor ratios

Availability of healthcare services / clinics / maternity services

Education of girls in particular which improves infant / child mortality rates.

Increased government spending on clean water supply / sanitation.

(b) HIV can be easily tackled in sub-Saharan countries such as Nigeria. To what extent do you agree?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				8			8

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive and relevant chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide elaborated response. • Balanced appraisal draws together wider geographical understanding to support decision.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Some appraisal uses wider geographical understanding to support decision.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

Candidates are being assessed on 2 elements of AO3 here – interpretation and making judgements.

They are expected to make a decision as to whether HIV can be tackled easily or not.

Arguments for are likely to focus on charities and international organisations raising awareness of the need to be tested and treated, and the focus on young adults in particular.

Arguments against are likely to focus on the low GNI in Nigeria (or other example) and therefore lack of investment in healthcare, the scale of the problem making it difficult to tackle and the lack of access to testing and treatment amongst some groups in society such as women.

Accept response which use supporting evidence from alternative examples.

END OF QUESTION 3

OPTIONS Theme 8: Environmental challenges

4. (a) (i) Graph 4.1 shows information about rainforest destruction in 2019. Complete the graph using the figures for Bolivia.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		**1**
Award 1 mark for a correct plot only (no need for shading as only 1 mark)	Completion of bar (1)						

(a) (ii) Give the number of hectares of rainforest loss for Democratic Republic of Congo.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		**1**
Award 1 mark for the correct answer	450 (1)						

(a) (iii) Give two human activities which cause rainforest destruction.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						**2**
Award one mark for each correct answer	Agriculture / monoculture / palm oil / soya farming (1) Shifting cultivation /subsistence farming (1) Cattle ranching (1) Logging (1) Mining (1) Construction of large-scale dams (1) Transport (1) Urbanisation (1)						

(a) (iv) Increasing consumerism has negative impacts on the environment. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					**4**

This question is assessing AO2.1 – geographical understanding of concepts and how they are used in relation to places, environments and processes.

Band	Marks	Descriptor
2	3-4	Elaborated understanding of some links. Demonstrates depth of understanding.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the links.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers likely to focus on:

Waste from food and packaging adding to landfill.

E waste

Demand for food and consumer goods from abroad adding to carbon footprints / ecological footprints/ food miles.

Depletion of natural resources.

(b) The impacts of climate change can be easily managed in countries such as Democratic Republic of Congo (DRC). To what extent to you agree?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				8			**8**

Band	Marks	Descriptor	
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive and relevant chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision.	Candidates are being assessed on 2 elements of AO3 here – interpretation and making judgements. They are expected to make a decision as to whether climate change can be managed easily or not. Arguments for are likely to focus on intervention from organisations such as Plant with Purpose to help people adapt to the impacts, e.g. encouraging small scale farming.
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide elaborated response. • Balanced appraisal draws together wider geographical understanding to support decision.	Arguments against will use the low GNI in DRC (or other example), underlying problems likely to get worse with climate change, and vulnerability. Accept responses which refer to evidence from other countries / locations as evidence.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Some appraisal uses wider geographical understanding to support decision.	
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision(s).	
	0	Award zero marks if the answer is incorrect or wholly irrelevant.	

END OF QUESTION 4