GCSE MARKING SCHEME

SUMMER 2024

**GEOGRAPHY SPECIFICATION A
COMPONENT 2
C111U20-1**

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 2

SUMMER 2024 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.

SECTION A: CORE THEMES

CORE Theme 5: Weather climate and ecosystems

1. (a) (i) Ice cores can provide evidence of climate change. Choose the correct definition of an ice core from the list below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						**1**
Accept this answer only	A long cylinder of ice collected by drilling into an ice cap. (1)						

(a) (ii) Give one conclusion you can draw from these graphs. Use data in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		**2**
Award 1 mark for a valid idea and one mark for development.	As temperature increases so does CO2 concentration from ice cores (1) Valid supporting data (1) CO2 levels from ice cores are higher than at any point in the last 800,000 years (1) supporting data (1)						

(a) (iii) Give one reason why volcanic activity can cause global cooling.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2				**2**
Award 1 mark for correct idea and 1 mark for development.	Ash and dust blocks sunlight / haze effect (1) which means less solar energy reaches the earth's surface (1) Sulphur combines with water vapour forming dense clouds (1) which absorb solar radiation and scatter it back to space (1)						

1. (b) (i) Define microclimate.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						**1**
Award one mark for correct definition.	The climate in a local / small area (1)						

(b) (ii) Explain two factors which influence microclimates.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				**4**
Award 1 mark for each reason and up to 2 marks for development. (1+1) (1+1) (1+1+1) (1) Do not accept opposites.	Buildings trap / absorb heat (1) which keeps urban areas warmer (1) and cause strong winds funnelled between buildings (1) Buildings made of glass can reflect heat (1) creating areas of high temperature in urban areas (1) Warm air in urban areas rises and cools quickly (1) causing localised convection rainfall (1) Areas of greenery / parks /forests / water are cooler (1) as evaporation of water absorbs heat (1) Accept references to deforestation causing change in microclimate. Shaded areas / aspects are cooler (1) as they receive less solar radiation (1) Accept reference to local winds which have an influence on climates in a small area such as land and sea breezes and mountain / valley winds.							

(c) (i) Study the table below. Choose the correct definition of a biome.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						**1**
Accept this answer only.	A large-scale ecosystem (1)							

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(c) (ii) Describe the characteristics of a tropical rainforest climate.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						**4**
Award 1 mark for each valid descriptor or development.	Hot / Warm (1) 20 – 25 degrees / small range (1) all year round (1) Humid (1) Wet / high rainfall (1) 1500 mm annually / more than 1500mm (1) Rainfall all year (1) Rainfall daily (1) convectional (1)						

(c) (iii) Give one way that tropical rainforests benefit people.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						**1**
Award 1 mark for one correct idea. One mark for correct idea which must be clearly linked to a benefit.	Regulate the water cycle / store water (1) Flood control (1) Regulate climate / store CO2 (1) Improves air quality (1) Provide nutrients for soils (1) Food (1) Medicines (1) Raw materials (1) Employment (1) Ecotourism/farming/logging/mining generates income (1)						

(c) (iv) Describe the location of Manaus within Brazil.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		**3**
Award 1 mark for each correct descriptor. Must use at least two different skills e.g. direction and distance for full marks.	Northern / NW Brazil (1) South of the equator (1) On the Amazon (1) At confluence of Amazon and Rio Negro (1) Distance from another city (1) Direction from another country/city (1) Half/midway along Amazon (1)						

(c) (v) Calculate the median value for monthly rainfall in Manaus.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		**2**
Award 1 mark for working, and one for the correct answer.	(161+ 203.7) /2 working (1) Answer = 182.35 (1) accept 182.3 and 182.4							

(c) (vi) Suggest a type of graph which could be used to present this data.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		**1**
Award 1 mark for a valid answer.	Bar graph (1) Pictogram (1) Pie chart (1) Dispersion graph (1)							

(c) (vii) Explain why human activity can modify water cycles in rainforests.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				**4**

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

Answers may focus on the following ideas:

Reduction in forest cover / deforestation, linked to reduced evapotranspiration and rainfall.

Reduced interception and increased surface runoff due to fewer leaves / plants / change in vegetation type / monoculture.

Fewer trees to absorb water / reduced root channels to allow infiltration leading to increased surface and river runoff / less water stored locally.

Increased urbanisation / building infrastructure creating impermeable surfaces and reducing infiltration / increasing surface runoff.

Building dams on rivers increases storage in some areas and reduces river runoff in others.

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(d) Evaluate the factors responsible for the changes to this area of rainforest.	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.	Evaluation of factors needs to go beyond describing and explaining the issues. At the top end there should be some comment as to which factors may be more or less significant than others and why. For example, how extensive, harmful, or beneficial they might be. Clear links to modification should be made.
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.	Modifications can include changes to biodiversity, nutrient cycles, water cycles, climate for example.
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.	Candidates may refer to development of settlements at different scales from the photographs – some being informal. They may suggest that some are more harmful than others in modifying the rainforest. The development of ports may bring economic benefits through modification of rainforest but may also reduce biodiversity through the development of the port and associated infrastructure. Farming also alters the rainforest through a change in vegetation. They may also reference migration and lack of affordable housing as important factors.
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.	Reference to other examples that support the evaluation can be accepted.

END OF QUESTION 1

CORE THEME 6: Development and Resource Issues

2. (a) (i) GDP (Wealth) is one way of measuring economic development. Describe the percentage change in GDP in Zambia between 2010 and 2021.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		**3**

Award 1 mark for each valid description.	Fluctuated / varies (1) Negative/lowest growth in 2020 (1) Highest in 2010 (1) Quantification (1) Overall decrease (1)

(a) (ii) Give one reason why a bar graph is suitable to present this data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		**2**

Award 1 mark for a valid idea and one for development of the point.	Non continuous data / categories (1) Allows comparisons to be made (1) Shows changes over time (1)

(a) (iii) Give one cause of uneven development on a global scale.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						**1**

Award one mark for a correct idea.	Differential value of goods traded (1) Low value of primary products traded (1) High value of manufactured goods (1) Membership / lack of membership of trade blocs (1) Protectionist policies / quotas / tariffs / subsidies (1) Legacy of colonialism / other historical factor (1) Political corruption / lack of investment (1) Impact of war (1) Lack of resource endowment (1) Specific physical factor (1) e.g. landlocked, lack of water, frequent natural hazards

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(a) (iv) Tick the correct description of development continuum from the list below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						**1**
Accept this answer only	The different stages of development on a scale from the richest to poorest countries (1)							

(b) (i) Describe one cause of the north-south divide in the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						**2**
Award 1 mark for valid cause and 1 mark for development. 1+1	Lack of investment in the north (1) which leads to inequality in infrastructure / education (1) Company HQ / businesses disproportionately in S/ SE (1) which attracts greater investment in these areas (1) Many people live within easy commute of London (1) which means skilled workers commute / more businesses invest in this area (1) Access to European markets in the SE (1) which makes this a popular location to invest / locate a business (1) Deindustrialisation in the north (1), leading to unemployment/limited economic growth (1) Globalisation and outsourcing (1), leading to deindustrialisation in the north (1)							

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(b) (ii) Explain why regional inequality in the UK has social and economic consequences.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			6				**6**

Band	Marks	Descriptor
3	**5-6**	Thorough and elaborated understanding of why inequality has social and economic consequences. Depth of understanding is demonstrated through relevant chain(s) of reasoning.
2	**3-4**	Elaborated understanding. Demonstrates depth of understanding.
1	**1-2**	Simple, valid statement(s) demonstrate basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers may focus on the following ideas:

Less investment in healthcare can reduce quality of life and life expectancy.

Less investment in infrastructure can discourage businesses from locating in some areas / encourage relocation, e.g., outsourcing which can reduce employment opportunities – links to income and standard of living.

Low income can lead to negative multipliers and a cycle of decline and poverty. These can be linked to social and health problems. Consequences then create the need for investment in deprived areas which can be costly.

(c) (i) MNCs often locate in LICs and/or NICs. Describe one advantage of this for development in these countries.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						**2**

Award one mark for a valid impact and one for development.

Brings work / jobs / income (1) which improves social development due to increased wealth (1)

Some companies invest in infrastructure, e.g., health and education (1) which improves levels of social development (1)

Increased personal wealth can increase demand for consumer goods (1) which can improve GDP and economic development (1)

(c) (ii) Give two causes of the globalisation of tourism.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						**2**

Award one mark for each correct idea.	Improvements in transport (1)
	Improvement in mobile technology / internet (1) social media (1)
	Increased wealth / disposable income (1)
	Package holidays (1)
	Budget airlines (1)

(c) (iii) Give two reasons why the globalisation of tourism has an impact on the environment in LICs and / or NICs.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4				**4**

Award 1 mark for each reason and up to 2 marks for development which clearly links to an impact on the environment. (1+1) (1+1) (1+1+1) (1)	Increased use of transport using fossil fuels / air travel / demand for imported food (1) which causes climate change and sea level rise (1) and flooding of low-lying coastal areas (1)
	Habitat and biodiversity loss (1) due to building tourist infrastructure (1) which can endanger fragile environments such as coral reefs and mangroves (1).
	Increased demand for water from hotels (1) which reduces supplies available locally (1) and can deplete groundwater resources (1) / affects river regimes (1)
	Investment in sustainable management of the environment through ecotourism (1) improves biodiversity (1)

(d) (i) Calculate the amount of freshwater used in agriculture in Zambia.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		**2**
Award 1 mark for each correct stage of calculation	0.73 x 1.6 working (1) Answer = 1.168 (1) Accept 1.2 and 1.17						

(d) (ii) Suggest an alternative technique to present the information in graph 2.2.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		**1**
Award 1 mark for a valid idea.	Bar chart (1) Pie chart (1) Proportional symbols (1) Pictogram (1)						

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(d) (iii) Managing water resources sustainably is challenging in countries such as Zambia. 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.	A decision is expected as to how far the candidate agrees with the statement. Arguments agreeing with the statement may focus on the lack of income to invest in water infrastructure as Zambia is a LIC, and the fact that so may rely on groundwater as their main source. They may also comment on changing rainfall patterns together with population growth creating increased demand.
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.	Points disagreeing with the statement might refer to the help available from the SADC, and water transfer schemes being put in place. Digging wells may be mentioned as a sustainable way of using groundwater and this may be regarded as appropriate / low-cost technology which communities can use to overcome groundwater issues / management / hygiene issues.
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.	Reference to photo evidence may be used to either support or refute the statement – the technology may be judged to be appropriate or too simple to allow sustainable groundwater. Watering crops by hand may be judged as sustainable, or ineffective. Candidates may refer to evidence from the graph in di).

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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) Birth and Death Rates can be used to measure levels of social development. Give two other ways of measuring social development.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						**2**
Award 1 mark for each correct idea.	People per doctor (1) Infant mortality (1) Maternal mortality / attended births (1) Literacy rates (1) Average years of schooling (1) Gender equality (1) Life expectancy (1) Fertility rate (1)						

(a) (ii) Give two reasons why birth rates are declining in some countries in South Asia and sub-Saharan Africa.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					**4**
Award 1 mark for each reason and up to 2 marks for development. (1+1) (1+1) (1+1+1) (1)	Women / girls are more educated (1) which means they may have careers / go to work (1) which means they may marry later and have fewer children (1) Increased wealth as countries develop (1) with higher spending on consumer goods / holidays (1) with lower / later priority on having a family (1) Improved health care / maternal health care (1) which means more babies survive infancy / childhood (1) which lowers birth rates as more survive (1) Increased availability of birth control (1) which means families have fewer children (1)						

(a) (iii) Study Graph 3.1. Complete the graph using the data in the table.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		**2**
Award one mark for each correct skill	Correct plot (1) Line drawn to complete graph (1)						

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(b) Evaluate the strategies for tackling health issues on a local scale in countries such as Mali.	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.	A balanced answer is expected. Discussion referencing the photographs as evidence may use them on either side of the evaluation. Candidates may comment that local scale solutions such as pharmacies and clinics are more successful as they target and involve the community. Or candidates may comment that the strategies are too small scale to be really effective. They may also reference barriers to providing effective healthcare such as low GNI, disease, lack of education and terrorism. Likewise expect reference to factors which encourage success such as the work of charities, provision of bed nets and that health care is community led potentially meeting their needs more than a larger scale scheme. In the top band, evaluations should be more critical and discuss the extent of success, for example will it reach all members of the community? Or are these initiatives sustainable in the long term? And would they be successful in all local communities? Candidates may use their own knowledge in support of an evaluative discussion.
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.	

END OF QUESTION 3

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OPTIONS Theme 8: Environmental Challenges

4. (a) (i) Consumerism has impacts on the environment through agribusiness. Give two impacts that agribusiness has on the environment.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						**2**
Award one mark for each correct idea.	Increased CO2 emissions / food miles / carbon footprint (1) Methane emissions from cattle ranching (1) High levels of chemicals washed into water sources (1) Loss of habitat / biodiversity (1) Waste from packaging in landfill / oceans (1) Soil degradation / erosion / compaction (1) Air pollution from machinery / transport (1) Over abstraction of water / using a lot of water (1)						

(a) (ii) Give two reasons why climate change is having a negative impact on people.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					**4**
Award 1 mark for each reason and up to 2 marks for development. (1+1) (1+1) (1+1+1) (1)	Higher temperatures (1) can cause high rates of evaporation / drought which means crop yields / food / water supply decline (1) or can cause ice caps to melt (1) which increases sea levels, flooding coastal settlements (1) which can create environmental refugees (1) Lower rainfall (1) can cause drought which means hose pipe bans (1) which can affect recreational activities / gardens (1) Decline in snow fall (1) means some ski resorts are unable to function as normal (1) which means that the local economy suffers (1) Changing climate can change the range of the anopheles mosquito (1) which means the threat of malaria is present in a wider area (1) which means death rates in vulnerable people may increase / which means mitigation / prevention strategies may be needed (1).						

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(a) (iii) Study Graph 4.1. Complete the graph using the data in the table below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		**2**

Award 1 mark for each correct skill	Correct plot (1) Line drawn to complete graph (1) Allow lines which are not straight provided there is a clear downward trend. Do not allow dramatic fluctuations / change in trend

(b) Evaluate the strategies for tackling climate change on an international scale.	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.	A balanced answer is expected. In commenting on success candidates may refer to COP26 (or later) as a success as it promotes discussion and agreement in moving forward on climate change policy. They may use some of the agreements in the resource box to support discussion on success.
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.	Limitations are likely to refer to protests in the photographs as evidence that not enough is being done, or candidates may use the protests as evidence that people are on board with the need for climate change agreements and are making a point. Accept either stance on this.
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.	Limitations may also discuss the extent of the issues in the resource box such as sea level changes, temperature changes and extreme events.
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).	In the top band evaluation should be more critical and comment for example on different perspectives on the issue and whether the agreements go far enough.
	0	Award zero marks if the answer is incorrect or wholly irrelevant.	Candidates may use their own knowledge in support of an evaluative discussion.

END OF QUESTION 4