



GCSE MARKING SCHEME

SUMMER 2025

**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 2025 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) Study Map 1.1. Tick the 2 correct statements about tropical rainforests from the list below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Award 1 mark for each correct answer – accept these answers only.	There are none in Europe (1) They are found between 30 °north and south of the equator (1)						

(a) (ii) Give three characteristics of vegetation found in tropical rainforests	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3
Award 1 mark for each correct idea.	Dense (1) Layers/ Names of layers e.g. Canopy (1) Emergent trees (1) Wide variety of species/ biodiverse species (1) Shallow roots (1) Buttress roots (1) Lianas (1) Waxy leaves (1) Large leaves (1) Drip tips on leaves (1) Trees grow tall (1) Plants grow all year round (1) Grow rapidly (1) Smooth bark (1)						

(a) (iii) Give two reasons why people use tropical rainforest ecosystems	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4				4
Award 1 mark for each correct reason and further marks for elaboration. (2+2) or (3+1)	Mining (1) because the ecosystems are rich in minerals (1) Timber/ logging (1) because the ecosystems are rich in hardwood trees (1) Hydroelectricity/ water supply (1) because rainfall is very high in rainforests (1) there are large rivers that can be dammed (1) Agriculture/ plantations (1) / cattle ranching (1) because large areas of land are available (1)/ because profits can be made (1)/ because there is a demand for land for beef/ soya/ palm oil (1) because climate is suitable (1) Tourism/ ecotourism (1) because profits can be made (1) because people want to learn about/ experience different environments (1) Building settlements (1) building roads (1) Medicines (1) from plants only found in the rainforest (1)						

(b) (i) Study Map 1.2 below. Name the type of shading on this map.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Accept this answer only	Choropleth (1)							

(b) (ii) Study Map 1.2. Describe the pattern of maximum temperatures shown on the map.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Award 1 mark per correct descriptor	Highest in Central / Eastern (1) England (1) Lower in the North (1) / Scotland (1) / Northern Ireland (1) Reached over 40 degrees in central or eastern England (1) Most of Wales is 31 to 35 degrees (1) Far SW England did not reach over 30 degrees. (1)							

(b) (iii) Study Table 1.3 below. Give the median temperature value in the table.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Accept this answer only.	39.8 degrees.							

(b) (iv) Give one disadvantage of using median values.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Accept these answers only.	Does not use all the information available / consider the full distribution (1) Not representative when there are extreme values / does not show extremes / anomalies (1) Data might be skewed meaning the median is not representative (1)							

(c) (i) Give 2 impacts of high-pressure hazards on people		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Award 1 mark per correct idea Answer must be clearly linked to people		Heat stroke (1) Sunburn (1) Dehydration / water shortages (1) Water rationing / hosepipe bans (1) Death (1) Property damage due to wildfires (1) Loss of crop yield / profit due to drought (1) Food shortages / starvation / malnutrition due to drought (1) Extreme cold leading to transport hazards on ice (1) Freezing fog leading to icy roads / dangerous driving conditions (1) Increased energy bills due to extreme cold (1)						

(c) (ii) Describe the responses to one high pressure hazard you have studied.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Award 1 mark per correct idea or development of idea. Maximum 2 marks if no name or location given.		Emergency services on alert/ critical incident declared (1) so that wildfires could be put out (1) Red weather warnings issued (1) to raise awareness of the event (1) Heat health alerts issued (1) so that people could take action and keep themselves safe (1) Advice given on keeping cool (1) so that people could avoid getting ill (1) Hose pipe bans (1) to conserve water. Emergency food aid (1) Evacuation from wildfires (1) Allocation of funds for recovery (1)						

(c) (iii) The pattern of global atmospheric circulation creates areas of high and low pressure. Explain why. You may use a diagram to support your answer.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					6				6
			Answers should focus on the global circulation of the atmosphere and the theoretical location of significant areas of high and low pressure. Low pressure created at / near the equator due to more incoming solar radiation. Warm air is less dense so rises and cools leaving an area of low pressure at the surface. Areas of high pressure are found in the sub tropics and at the poles due to cold dense air sinking towards the surface from the upper atmosphere. Low pressure also found in mid latitudes where surface polar air meets warmer air from the tropics which is forced to rise above the cold air leaving an area of low pressure. At the top end there may be (but not essential) reference to specific atmospheric circulation cells and specific winds such as trade winds, easterlies.						
Band	Marks	Descriptor							
3	5-6	Thorough and elaborated understanding of the link between atmospheric circulation and high and low pressure. 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.							

(d) The UK can respond effectively to low pressure hazards such as Storm Babet. How far do you agree? Use evidence in Resource Box 1.4 and your own knowledge.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8			8
		Candidates are expected to make a decision as to whether the UK can respond effectively, and comment on how far they agree. Arguments for the statement could focus on the warnings given to the public by the Met Office of the severity of conditions expected and the possible impacts. The ability to deploy the army and conduct rescues where necessary could also be mentioned alongside comments on the photographs of the capacity to clear up damage such as fallen trees. Arguments against may comment on the sea conditions / height of waves which look hazardous, the extent of flooding and rainfall and length of time it lasted. Regarding impacts there may be comments on deaths and disruption to transport. They may comment on lack of investment in infrastructure such as flood defences Accept ideas which make comparisons with other low-pressure hazards in a relevant context.						
Band	Marks	Descriptor						
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a 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 wider geographical understanding to support decision.						
1	1-2	Some basic application of knowledge and understanding. - Simple statements. - Limited use of wider geographical understanding. to support decision.).						
	0	Award zero marks if the answer is incorrect or wholly irrelevant.						

END OF QUESTION 1

CORE THEME 6: Development and Resource Issues

(a) (i) What does NGO stand for? Tick the correct answer from the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Accept this answer only	Non-Governmental Organisation						

(a) (ii) Define emergency aid.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Award 1 mark for correct answer	Support given during or after a natural disaster / conflict / famine.						

(a) (iii) Study graph 2.1. Complete the paragraph by choosing the correct words from the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
Award 1 mark for each correct answer	Afghanistan (1) 9 (1) Africa (1)						

(a) (iv) Give one reason why development aid can help to reduce inequalities in LICs or NICs.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2				2
Award 1 mark for a valid reason and 1 mark for development.	Investments in water supply / electricity (1) can improve the quality of life of people living in remote or undeveloped regions (1) Investments in education (1) mean that the life chances of children in areas previously lacking are improved (1) Investments in agriculture / education on agricultural methods (1) can improve yields and food security for people who may have been lacking in these areas (1) Investments in healthcare (1) means people have better access to hospitals and trained medical professionals (1) Investments in infrastructure (1) means people have better access to services through improved transport links (1)						

(b) (i) Complete Graph 2.2 using the information in the box below	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Award 1 mark for correct completion of graph	Bar at 20 300 (1)						

(b) (ii) Give one reason why a bar graph is a suitable technique to present the data in graph 2.2.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Accept these answers only.	Shows discrete data (1) / Categories (1) discontinuous data (1) Easy to make comparisons / shows differences between bars (1)						

(b) (iii) Suggest an alternative technique to present the information shown on Graph 2.2.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Accept these answers only	Pie chart (1) Pictogram (1) Divided bar chart (1) Proportional symbols / circles (1)						

(b) (iv) 77% of the £31.8 million profit made producing fair trade bananas in 2022 was spent on services for the workers and their families. Calculate the amount spent on this. Show your working.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Award 1 mark for working and 1 for correct answer	0.77 x 31.8 (1) 24.486 / 24.5 / 24.49 (1)						

(b) (v) Fair trade can have a positive impact on development. Explain why.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				6				6
This question is assessing AO2.2 – the interrelationships between places, environments and processes. In this case the interrelationships between fair trade and reducing inequality.		Answers are likely to focus on the following ideas: • Minimum price for goods providing a stable and secure income which can be reinvested in social / economic development. • Reducing poverty by goods being sold at a fair price which improves standard of living and levels of social development. • Standards are set so that workers’ rights are protected which improves working conditions, quality of life and social development. • Products meet certain social and economic standards in their production which benefits producers which can trickle down to workers and communities improving levels of development. • Raises awareness about working conditions and rights which can promote purchase of fair trade and have sustained benefits for producers, workers and communities. • Less profits for the MNCs and more for the producers and workers.						

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of the link between fair trade and development. 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.

(c) (i) Give one cause of uneven development on a global scale.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1				1		1
Award 1 mark for a correct answer.	War / conflict (1) Harsh climate / climate unsuitable for agriculture / habitation (1) Legacy of colonialism (1) Natural disasters / multi hazard zone (1) Political instability / corruption (1) Lack of natural resources (1) Trade rules / tariffs (1) Debt (1)						

(c) (ii) Give two factors which mean MNCs often choose to locate in multiple countries.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Award one mark for each correct idea.	Cheap labour / products made more cheaply (1) Skilled labour (1) Availability of resources (1) Less stringent environmental / health and safety regulations (1) Availability of local markets / more customers (1) Access to trade blocs (1) Less competition (1) Brand publicity / advertising (1) Lower taxes (1)						

(c) (iii) Describe the disadvantages that MNCs cause in a LIC or NIC you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3
Award 1 mark for each descriptor. Maximum 2 if country named is not in a LIC or NIC.	Poor working conditions means health and safety of workers is poor (1) which may lead to long term health conditions (1) Low wages mean people can't always afford basic needs (1) which means standard of living is low / poor health and nutrition / poor quality housing (1) MNC may leave if another location has more advantages (1) leaving workers without a potential source of income (1) Environmental issues such as water abstraction (1) pollution of waterways and supply (1) Child labour (1) means children are working instead of being educated (1)						

(d) (i) Give one reason why there are regional inequalities in the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
Award 1 mark for the reason and one for development		Lack of investment in infrastructure (1) which means there are inequalities in accessibility (1) Decline of industry in some parts of the UK (1) which means some areas have higher levels of unemployment (1) Physical geography / remote locations / relief which means some areas have poorer infrastructure (1) leaving some communities with poor access to services (1) Lack of investment in education / healthcare (1) which means some areas have lower levels of health / skills gaps (1) Government policy / decisions (1) which don't prioritise or adversely affect certain areas (1)						

(d) (ii) Evaluate the success of strategies to create growth in deprived regions of the UK. Your ability to spell, punctuate and use grammar and specialist terminology accurately will be assessed in your answer to this question.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8		4	12
			An evaluation is required so balance in the answer is expected. Answers may comment / conclude as to overall success. Arguments for success could focus on investment in Jaywick in the new sunspot development and public services. They could also focus on connectivity with the development of the cycle network and the creation of jobs during the construction of Sunspot. They may comment on positive multipliers as a result of this development. Arguments against may comment on the scale of the issues in Jaywick as one of the most deprived areas in the UK. The lack of jobs may be mentioned along with the jobs created in the construction of Sunspot not being sustainable. Compounding issues such as poor housing and health may be mentioned as too deep rooted to overcome with just one investment. Candidates may discuss the idea that investment may not focus on those people / businesses who really need it and so the expected positive multipliers may not materialise. More critical evaluations at the top end might discuss relative success in addressing social and economic issues in the area as well as environmental in relation to the urban landscape. Responses based on location other than Jaywick are equally valid if used in support of an evaluation.						
Band	Marks	Descriptor							
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a thorough response. - Balanced and effective use of wider geographical understanding to evaluate success.							
3	5-6	Thorough application of knowledge and understanding. - Relevant chain(s) of reasoning provide a detailed response. - Uses wider geographical understanding to evaluate success.							
2	3-4	Sound application of knowledge and understanding. - Some elaboration provides a valid but limited response. - Uses some geographical understanding to partially evaluate success.							
1	1-2	Some basic application of knowledge and understanding. - Simple statements. - Limited use of geographical understanding in evaluation.							
	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.

OPTIONS Theme 7: Social Development Issues

(a) (i) Study Map 3.1. Describe the pattern of cases of malaria in Africa per 1000 people in 2020		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Award 1 mark for each correct descriptor.		Lowest in north and south (1) Highest in centre / west (1) In east Africa there is an area of 101-500 per 1000 (1) Most between the tropics/High near the Equator (1)						

(a) (ii) Give 2 ways that malaria can be tackled.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Award 1 mark per correct idea		Vaccinations / medication / tablets (1) Education programmes (1) (Mosquito) Nets/ Insecticide Treated Nets (ITNs) (1) Draining stagnant water / wet areas / destruction of mosquito breeding grounds (1) Mosquito repellent (1) Keeping arms and legs covered at night (1) Improved healthcare facilities to treat malaria (1)						

(b) (i) Explain why bottom-up approaches to development are often more effective than top-down approaches.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4					4
Band	Marks	Descriptor	Bottom-up development is often more sustainable, because it involves communities and stakeholders in decision making / education which means it is longer lasting / more appropriate for the situation. Projects are often small scale and are therefore often more suited to the environment / community which means they are more likely to be successful in the long term. Will often involve local people in education / skills / jobs which means it provides more security for the future. Usually, no strings attached such as loans / debt which means bottom-up development benefits the people for whom the project was intended.					
2	3-4	Elaborated understanding of links between bottom-up approaches and effectiveness of development. 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.						

(b) (ii) The challenges of child labour in Madagascar are too difficult to overcome successfully. To what extent do you agree? Use Resource Box 3.2 and your own knowledge.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Band	Marks	Descriptor	A decision is expected as to what extent candidates agree. Arguments against the statement may comment on the work of UNICEF and the ILO and raising awareness of the issue in 2021. Provision of basic needs / funds may mean that children are sent out to work alongside raising awareness among parents of the importance of education. Improvements in working conditions may also be mentioned as a step towards reducing the impacts of child labour. Arguments for the statement may discuss the extent of the problem drawing on examples such as the photograph of children working in mica mining and the number / proportion of children involved. Comments may be made on the impacts such as on the health and well-being of children. The necessity of sending children to work for an income may be discussed along with the difficulties of addressing the issues when many of the mines are operating illegally. Responses with ideas from locations other than Madagascar are equally valid.						
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a 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.							

END OF QUESTION 3

OPTIONS Theme 8: Environmental challenges

(a) (i) Study map 4.1. Describe the pattern of percentage of land covered by forest in Africa in 2020.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Award 1 mark for each correct descriptor		Lowest in the north/northeast and south (1) Highest south of the equator / in a small section of west Africa (1) Country with highest amount of cover on west coast of Africa (1) Most between the tropics (1)						

(a) (ii) Give two factors which affect ecological footprints.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Award one mark for each correct idea		Amount of land we need / use (1) Amount of food (1) energy (1) water (1) we need / use Food miles / other specific contributor to carbon footprint (1) Type of energy we use (1) Resources and space needed to dispose of waste (1) Lifestyle / how sustainably we live (1) Production of a specific type of named pollution or waste (1) Type of transport used (1)						

(b) (i) Explain why there is a link between consumerism and ecosystem destruction.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Band	Marks	Descriptor						
2	3-4	Elaborated understanding of links between consumerism and ecosystem destruction. Demonstrates depth of understanding. Demand for products such as soya and palm oil means that some ecosystems such as tropical forests are being destroyed. This means that habitats are lost, and nutrient cycles are disrupted which has an impact on local and regional climate. Increased CO2 emissions through transport of products / food miles / increased carbon footprints means climate is changing, habitats are changing, and some species will struggle to adapt. The resulting rising sea levels could also destroy coastal ecosystems such as salt marshes and mangroves which are important ecosystems.						
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the links. Consumerism creates waste which can find its way into fresh water and marine ecosystems, e.g. plastics, which is then harmful to species / can cause bioaccumulation in food chains.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(b) (ii) The challenges of ecosystem destruction in Madagascar are too difficult to overcome successfully. To what extent do you agree? Use Resource Box 4.2 and your own knowledge.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total																		
						8			8																		
<table><tr><th>Band</th><th>Marks</th><th>Descriptor</th></tr><tr><td>4</td><td>7-8</td><td>Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a thorough response. - Balanced and effective use of wider geographical understanding to support decision. </td></tr><tr><td>3</td><td>5-6</td><td>Thorough application of knowledge and understanding. - Relevant chain(s) of reasoning provide a detailed response. - Uses wider geographical understanding to effectively support decision. </td></tr><tr><td>2</td><td>3-4</td><td>Sound application of knowledge and understanding. - Some elaboration provides a valid but limited response. - Uses some geographical understanding to support decision. </td></tr><tr><td>1</td><td>1-2</td><td>Some basic application of knowledge and understanding. - Simple statements. - Limited use of geographical understanding to support decision. </td></tr><tr><td></td><td>0</td><td>Award zero marks if the answer is incorrect or wholly irrelevant.</td></tr></table>			Band	Marks	Descriptor	4	7-8	Exceptional application of knowledge and understanding. - Comprehensive and relevant chain(s) of reasoning provide a 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.	A decision is expected as to what extent candidates agree. Arguments for are likely to refer to the demand for precious stones and potential income from them. Some mines are illegal therefore difficult to control and monitor. Threats to the area and specifically the extent of the threats are likely to be discussed such as sedimentation, destruction of landscapes and threats to wildlife and conservation efforts. Evidence from the photograph on biodiversity / damage caused may also be referred to. At the top end expect comments related to extent of the issues. challenges created with reference to “difficulty”. Arguments against are likely to the role of Ministry for Mines and their efforts to close one of the mines and prohibition on selling the stones. Raising awareness of the importance of conservation may be discussed as a successful strategy in protecting the ecosystem(s) and preserving areas with high biodiversity. Candidates may suggest these strategies mean that tackling the issue is not difficult at all. Responses with evidence from locations other than Madagascar are equally valid if used in support of the discussion.						
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END OF QUESTION 4