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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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

## Summer 2018 Mark Scheme

### COMPONENT 2

#### 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				
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)								2	2
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 strike through the available dotted lines with a diagonal line.

## 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) The carbon cycle consists of a series of stores and flows. (i) Add the correct letters from Figure 5.1 to the table below. Each letter corresponds to part of the carbon cycle.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Accept these answers only, each with one mark.	C (1) D (1) A (1) B (1)	4					4

1. (a) (ii) The carbon cycle can be affected by human activities. Describe <b>one</b> human activity that can affect the carbon cycle.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Award one mark for the human activity, and one for elaboration of the idea to give a description 1+1.	Deforestation (1) which reduces photosynthesis and removal of CO <sub>2</sub> from the atmosphere (1) Burning fossil fuels (1) which adds CO <sub>2</sub> to the atmosphere (1).	2					2

1. (b) One feature of climate is temperature. Study Graph 5.2 below. (i) Describe how global mean temperature has changed during the past 500,000 years.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Award one mark for each correct descriptor.  Reserve one mark for comment on overall change over entire time period  Reserve one mark for quantification.  Credit annotations on the graph.	Fluctuates (1) with an overall increase (1). Lowest + quantify (1) Highest + quantify (1) Calculated range (1) Any relevant, correct change (1)					4	<b>4</b>

1. (b) (ii) Explain <b>one</b> natural cause of climate change.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement with one mark and a valid elaboration with one mark.  Response must be set in context to <b>natural change</b> .	Dust from volcanic eruptions (1) block/reflect incoming solar energy (1) Volcanic eruptions release CO <sub>2</sub> (1) therefore results in warming (1) Natural wobble of Earth (1) affects the tilt and therefore changes the amount of solar radiation (1) Sun spot activity (1) varies the amount of solar radiation (1)		2				<b>2</b>

1. (c) Study Graph 5.3 below.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
(i) Tick (✓) <b>two</b> correct statements below. Three of the statements are incorrect.							
Credit these responses only.	There is twice as much rainfall in August as in April. (1) The annual rainfall range is 170mm. (1)					2	<b>2</b>

1. (c) (ii) Climate varies in different parts of the UK. Explain why.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
				6			<b>6</b>
Use the descriptors below working upwards from the lowest band.		Answers are likely to focus on the following factors:					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>					
<b>3</b>	5-6	Detailed understanding of factors affecting climate and reasons why it varies. Responses are fully elaborated showing clear links between factor and impact on climate.					
<b>2</b>	3-4	Understanding of one or more factors is demonstrated. Response contains some elaboration.					
<b>1</b>	1-2	Basic understanding demonstrated by a list of possible factors. Ideas are not elaborated.					
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.					
		<ul style="list-style-type: none"> <li>Latitude / distance from the equator</li> <li>Altitude / height above sea level</li> <li>Prevailing wind</li> <li>Ocean currents</li> <li>Distance from the sea.</li> <li>Air masses</li> <li>Reference to urban climates</li> </ul> Answers in the top band will make clear links between factor(s) and temperature and precipitation.					

1. (d) Study Table 5. (i) What is the median value for maximum wind gusts?		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit this response only.	78 (1)					1	1

1. (d) (ii) Give <b>one</b> limitation of using mode for the data in Table 5.4.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement with one mark.	There is more than one mode (1) Does not take into account extreme values (1)					1	1

1. (d) (iii) Give <b>one</b> reason why low pressure systems cause high wind speeds.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement with one mark and its explanation with one mark.	Air rises rapidly (1) drawing in air towards the centre of the low pressure (1) Isobars close together (1) causing a steep pressure gradient (1)			2			2

1. (d) (iv) Describe <b>one</b> impact that high wind speeds can have on people.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement with one mark and its elaboration with one mark.	Wind damage to buildings (1) can lead to homelessness (1) or need for evacuation (1) or deaths. OR Damage to businesses (1) can lead to loss of livelihoods/income (1) OR Loss of electricity (1) can leave people vulnerable especially in winter (1). OR Roads being cut off due to fallen trees (1) makes communications/transport difficult (1)	2					2

1. (e) 'Haiti is unable to respond to the damage caused by low pressure systems unless it has help from richer countries.'		AO1	AO2.1	AO2.2	AO3	AO4	Total
To what extent do you agree with this statement? Refer to evidence in the Resource Box to support your answer.					8		8
Use the descriptors below working upwards from the lowest band.		Candidates should make use of evidence. For example: Average incomes in Haiti are 23 times lower than in UK meaning that people cannot quickly repair damage or recover lost income from the damaged economy. Scale of the damage was huge with 13% of the population needing aid. Scale of damage to the housing is severe – houses need to be made safe and repaired. Crops are damaged so incomes are lost. However, GNI per person is very low so people will be unable to afford to make repairs. The consequence is that people will depend on aid from the government or NGOs. They may live in temporary housing for long periods. Overcrowding and poor sanitation make them vulnerable to cholera. Candidates may justifiably argue that every country needs help after a disaster of this magnitude, whatever the level of development.  A decision is required as to whether candidates agree or disagree with the statement. They may partially agree / disagree based on some issues being less challenging to deal with than others. They may comment on social, economic or environmental impacts, and conclude that vulnerability depends on the category or scale of the impact. Balance is required in the discussion. Balance may take the form of: range of factors, opinion, scale, level of development.					
Band	Marks	Descriptor					
4	7-8	Exceptional application of knowledge and understanding: <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis.</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).</li> </ul>					
3	5-6	Thorough application of knowledge and understanding: <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support decision(s)</li> </ul>					
2	3-4	Sound application of knowledge and understanding: <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision(s).</li> </ul>					
1	1-2	Some basic application of knowledge and understanding: <ul style="list-style-type: none"> <li>Basic levels of meaning ascribed to the information/issue</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision(s).</li> </ul>					
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.					

## End of question 1



### CORE THEME 6: Economic development and resource issues

2. (a) (i) Circle the correct answers in the passage below.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit these responses only.	west (1) 21 (1) 1100 (1)					3	<b>3</b>

2. (a) (ii) Read the terms and definitions below. Add the correct letter to each definition. One term is incorrect.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit these responses only.	B (1) A (1) D (1)	3					<b>3</b>

2. (b) (i) There are many multinational companies (MNCs) in NICs such as Vietnam. State <b>two</b> advantages for MNCs of locating in NICs.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit each valid statement with one mark.	Cheap labour (1) Cheap land (1) Less stringent environmental laws / laws on working conditions (1) Growing middle classes and demand for products (1) Increase profits/Makes more money (1)	2					<b>2</b>

2. (b) (ii) Explain <b>two</b> disadvantages caused by MNCs locating in NICs.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement with one mark to max two. Credit each valid elaboration with one mark. (2+2) or (3+1)	Poorer working conditions and low wages (1) which means poor standard of living for workers (1).  Profits go overseas (1) which means little reinvestment in local economy / infrastructure (1).  Over exploitation of natural resources (1) which leads to environmental degradation / shortage of water / other resources for local people (1).		4				<b>4</b>

2. (c) (i) By how many times has the income of the richest 1% increased compared to the poorest 10%. Show your working in the box below.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit the correct answer with one mark. Credit the working with one mark.	182 (1) Working: 11,830 divided by 65 (1)					2	<b>2</b>

2. (c) (ii) Fair trade can help reduce inequalities in NICs. Tick (✓) <b>one</b> statement in the box below that best describes fair trade.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit this response only.	The money paid to producers is guaranteed regardless of prices on the world market. (1)	1					<b>1</b>

2. (c) (iii) Explain why fair trade helps reduce inequalities in NICs such as Vietnam.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
				6			<b>6</b>
Use the descriptors below working upwards from the lowest band.		Producers receive a fair price / more money than on the free market for goods which means they can invest in education for their children. They spend money on basic needs such as food or shelter or improved water sources which reduces health inequalities. There must be a link between the benefits of fair trade and reduction of inequality.					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>					
<b>3</b>	5-6	Detailed understanding of reasons why fair trade helps to reduce inequalities. Responses are fully elaborated showing clear links between ideas.					
<b>2</b>	3-4	Understanding of one or more reasons is demonstrated. Response contains some elaboration.					
<b>1</b>	1-2	Basic understanding demonstrated by a list of reasons. Ideas are not elaborated.					
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.					

2. (d) (i) There can be an increased demand for water as NICs develop. Give <b>two</b> factors that cause this increased demand.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit each valid statement with one mark.	Increase in manufacturing / power stations (1) More intensive agriculture (1) Demand for water from growing middle classes, e.g. gardens (1) or increased usage as improved sources are more available (1)	2					<b>2</b>

2. (d) (ii) Countries such as Vietnam often experience conflicts over the use of water resources. Study Graph 6.3. Describe the differences in use of water in Vietnam compared to Thailand.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit each valid <b>comparative</b> statement with one mark.  Credit processing of data.	Vietnam uses a much greater amount/four times more in industry (1) Vietnam uses much less in agriculture / 30% less (1) Vietnam uses a little more for domestic (1)					3	<b>3</b>

2. (e) The River Mekong flows through six countries before reaching the sea in Vietnam. Evaluate the sustainability of building dams along the River Mekong. Refer to evidence in the Resource Box to support your answer.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8		4	12
Use the descriptors below working upwards from the lowest band.			<p>Responses should make use of evidence in the Resource Box to support their arguments, for example: Map 6.6 shows 8 dams in China. These may abstract water meaning that less water reaches countries such as Vietnam further downstream. However, dams also regulate flow so the construction of dams will protect people who live further downstream from the impacts of flooding shown in Figure 6.8.</p> <p>Water is needed for agriculture (eg more than 95% of all water in Cambodia) and crops such as the flowers in Fig 6.7 can be exported which will enable Cambodia to develop.</p> <p>There may be reference to the position of Vietnam as an NIC and the increasing demand for water as it develops – linked to previous questions within theme 6.</p> <p>Different strands of sustainability may be addressed – economic, social, and environmental.</p> <p>Candidates may refer to different reasons for building dams and assess their different merits in relation to sustainability. They should reach a conclusion as to sustainability which may recognise that it could be considered sustainable in some ways more than others. They may refer do different points of view / values and attitudes.</p>						
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>							
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis</li> <li>Balanced and coherent appraisal draws together wider geographical understanding.</li> <li>.</li> </ul>							
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis</li> <li>Balanced appraisal draws together wider geographical understanding.</li> <li>.</li> </ul>							
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding.</li> <li>.</li> </ul>							
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> <li>Basic levels of meaning ascribed to the information/issue</li> <li>Limited and weak appraisal uses some wider geographical understanding.</li> </ul>							
	0	Award 0 marks if the answer is wholly incorrect or 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.

<b>Band</b>	<b>Mark</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2 – 3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**End of question 2**

### OPTIONS Theme 7: Social Development Issues

3. (a) (i) Describe <b>one</b> way in which low levels of education can have an impact on the lives of <b>girls</b> .		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement for one mark and its valid elaboration with a second mark.	Do not develop basic skills (1) therefore lack of longer term prospects (1). Early / forced marriage (1) adolescent pregnancy and health complications (1) have no formal qualifications (1) Girls have no formal qualifications (1) so are trapped in a cycle of poverty (1)	2					<b>2</b>

3. (a) (ii) Explain why economic factors cause high birth rates in regions such as sub-Saharan Africa.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>											
				4			<b>4</b>											
<p>This question is about the factors that influence birth rates. It assesses AO2.2 – the links between the factor and the resultant birth rate. Use the descriptors below working upwards from the lowest band.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Band</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">3-4</td> <td>Elaborated statement(s) which show understanding as to why economic factors have an influence on birth rates.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1-2</td> <td>Basic statements which identify 1 or more reasons for present birth rates in sub-Saharan Africa.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table>		Band	Marks	Descriptor	<b>2</b>	3-4	Elaborated statement(s) which show understanding as to why economic factors have an influence on birth rates.	<b>1</b>	1-2	Basic statements which identify 1 or more reasons for present birth rates in sub-Saharan Africa.		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>Poverty / lack of investment in education may result in early marriage, therefore women have more children than in more developed regions.</p> <p>Children are important as part of the labour force, particularly in rural areas, and bring in an income.</p> <p>Lack of investment in health care and family planning education therefore infant mortality rates higher and people have larger families.</p> <p>Answers may refer to declining birth rates in some regions linked to MDGs due to investment from international community.</p>				
Band	Marks	Descriptor																
<b>2</b>	3-4	Elaborated statement(s) which show understanding as to why economic factors have an influence on birth rates.																
<b>1</b>	1-2	Basic statements which identify 1 or more reasons for present birth rates in sub-Saharan Africa.																
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.																

3. (b) Study the Maps 7.1 and 7.2 below. (i) Describe the location of Sierra Leone within Africa. Use evidence from Maps 7.1 and 7.2.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit each valid statement with one mark. Award marks for correct use of direction, reference to lines of latitude / longitude.	In West Africa (1) Between the Equator and Tropic of Cancer (1) Next to Atlantic Ocean (1) West of the Greenwich meridian (1)					2	<b>2</b>

(ii) Do you agree that malaria can be easily prevented in Sierra Leone? Justify your answer by referring to evidence in the Resource Box.			AO1	AO2.1	AO2.2	AO3	AO4	Total
						8		8
Use the descriptors below working upwards from the lowest band.			<p>Responses should make use of evidence in the Resource Box to support their arguments, for example: Average incomes are very low so, even though ITNs are cheap, not everyone can afford to use one. The rainy season means that water is lying in pools and these provide breeding places for mosquitoes. It is not possible to get affected children/people to medical centres quickly because roads are not accessible during the rainy season.</p> <p><u>Yes</u> Link to MDGs and focus from international community / NGOs, e.g. UNICEF. Campaigns to educate people on simple measures to prevent catching diseases, e.g. ITNs, HIV prevention education.</p> <p><u>No</u> Low GNI / poverty therefore lack of investment from local / national government focus on tackling the problem. This includes prevention at source (reference to standing water) and treatment / prevention programmes, e.g. ITNs, education. Lack of access to rural communities due to poor infrastructure – linked to GNI. High levels of corruption remain in many countries in the region – nets / medication may not reach those who need it. Scale of the problem makes it too difficult to tackle with any level of success.</p>					
Band	Marks	Descriptor						
4	7-8	Exceptional application of knowledge and understanding: <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).</li> </ul>						
3	5-6	Thorough application of knowledge and understanding: <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis</li> <li>Balanced appraisal draws together wider geographical understanding to support decision(s)</li> </ul>						
2	3-4	Sound application of knowledge and understanding: <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision(s).</li> </ul>						
1	1-2	Some basic application of knowledge and understanding: <ul style="list-style-type: none"> <li>Basic levels of meaning ascribed to the information/issue</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision(s).</li> </ul>						
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.						

### End of question 3

### OPTIONS Theme 8: Environmental challenges

4. (a) Climate change has impacts on the environment.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
(i) Describe <b>one</b> way in which climate change is having an impact on the natural environment.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit one valid statement for one mark and its valid elaboration with a second mark.  Do not credit description of impacts on people or economy.	Increase in winter storm events / Sea level rise (1) in relation to flooding / coastal erosion (1) OR Drought (1) and impact on vegetation (1) OR Warmer summers (1) – link to particulate pollution / smog in cities (1) / milder winters (1) – less snow / ice (1)	2					<b>2</b>

4. (a) (ii) Explain why people have different views about how best to manage climate change in the UK.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>											
				4			<b>4</b>											
<p>This question is about the process of climate change. It assesses AO2.2 – the links between place (the UK) the process and the responses. Use the descriptors below working upwards from the lowest band.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">3-4</td> <td>Elaborated statement(s) which show understanding as to why people have differing views on managing climate change.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1-2</td> <td>Basic statements which show limited understanding of one or more views on managing climate change in the UK.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table>		Band	Marks	Descriptor	<b>2</b>	3-4	Elaborated statement(s) which show understanding as to why people have differing views on managing climate change.	<b>1</b>	1-2	Basic statements which show limited understanding of one or more views on managing climate change in the UK.		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>Candidates may approach from two different ways:</p> <ol style="list-style-type: none"> <li>Views on effectiveness / cost effectiveness of strategies/ views on the extent of the problem. May specify particular interest groups e.g. residents, local and national government, environmentalists.</li> </ol> <p>AND/OR</p> <ol style="list-style-type: none"> <li>Alternative / renewable energy not widely used / has lack of investment / as it is expensive and people object to views spoiled by solar panels /wind farms / difficult to get planning permission (NIMBYism).</li> </ol>				
Band	Marks	Descriptor																
<b>2</b>	3-4	Elaborated statement(s) which show understanding as to why people have differing views on managing climate change.																
<b>1</b>	1-2	Basic statements which show limited understanding of one or more views on managing climate change in the UK.																
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.																

4. (b) Study Map 8.1 below.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
(i) Describe the location of the Maldives. Use evidence from Map 8.1.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit each valid statement with one mark. Award marks for correct use of direction, reference to lines of latitude / longitude.	In the Indian Ocean (1) South of India (1) Near the equator (1) South West of Sri Lanka (1) Between the Equator and 10 degrees N(1)					2	<b>2</b>



4. (b) (ii) Do you agree that tourism can be developed sustainably in the Maldives? Justify your answer by referring to evidence in the Resource Box.			AO1	AO2.1	AO2.2	AO3	AO4	Total
						8		8
Use the descriptors below working upwards from the lowest band.			<p>Responses should make use of evidence in the Resource Box to support their arguments, for example: Approximately 3 times as many people visit the Maldives as live there. This level of dependency is bad for the economy and environment. Most visitors use sea plane and boat which use fossil fuels. The hotel in photo 8.3 may be damaging the structure of the reef. Sewage from the hotel will pollute the reef.</p> <p><u>Yes</u> Students might refer to the development of ethical / eco-tourism, consumerism, responsible travel, limiting ecological footprint, conservation of local habitats / biodiversity and sustainability. They may evaluate different strands of sustainability. Conservation of culture. Employment / potential to develop local niche industries. Potential to develop infrastructure could benefit local people.</p> <p><u>No</u> Increasing consumerism and more affordable travel. Lack of reliability of tourism – fluctuations in global economy / fear or security / terror threat means it lacks economic sustainability. Erosion of culture. Damage to marine environments / coral reefs. Impact on water and land based resources – supply / demand issue. Loss of land for locals – demand for tourist facilities / enclaves.</p>					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
4	7-8	Exceptional application of knowledge and understanding: <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).</li> </ul>						
3	5-6	Thorough application of knowledge and understanding: <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis</li> <li>Balanced appraisal draws together wider geographical understanding to support decision(s)</li> </ul>						
2	3-4	Sound application of knowledge and understanding: <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision(s).</li> </ul>						
1	1-2	Some basic application of knowledge and understanding: <ul style="list-style-type: none"> <li>Basic levels of meaning ascribed to the information/issue</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision(s).</li> </ul>						
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.						

### End of Question 4