

COMPONENT 2 – MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1 Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate 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:

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 sub-question.

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

This box contains the rationale ie 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 candidate'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 candidate'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 candidate'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 candidate'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 candidate'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 candidate 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 Themes Mark **both** questions

Options Themes Candidates are instructed to answer **one** question. If the candidate has responded to both questions then the examiner **must** mark both questions. Award the higher mark that has been attained.

SECTION A
CORE THEMES

Core Theme 5, Question 1

(a) (i) Describe the climate graph for the tundra by completing the statements below. Circle the correct response in each sentence by using Graph 1.2.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	6 (1) 13 (1) 22 (1) 400 (1)					4	4

(ii) Give two reasons why the tundra climate is much colder than the tropical climate.		AO1	AO2.1	AO2.2	AO3	AO4	Total
This question assesses the concept of climatic variation. Credit up to two valid statements for one mark each and up to two <i>explanation/ reasons</i> for one mark each. Credit answers that compare the two regions or which focus on only one.	The sun in the tundra is at a much lower angle than at the equator (1) <i>so its energy is spread over a much larger area (1)</i> . The sun [at the equator] is overhead/at 90 degrees (1) <i>so the sun's energy is concentrated over a small surface area so each km (1)</i> . Much of the tundra is covered in snow (1) which reflects the sun's energy (1) whereas tropical regions have less reflection of sun's energy (1).		4				4

(iii) The tundra ecosystem contains both living and non-living parts. Use your knowledge of ecosystems to complete the table by putting the three answers from the box into the correct columns.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one or two correct responses with one mark. Credit all three correct responses with two marks.	Producer: moss Consumer: arctic hare Decomposer: bacteria in the soil	2					2

GCSE GEOGRAPHY A Sample Assessment Materials 75

(b) Study the diagram below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
(i) Add labels to Diagram 1.3 to name the layers in boxes A and B.							
Credit up to two valid labels each with one mark.	A: emergent / emergent layer (1) B: canopy / canopy layer / continuous canopy (1)	2					2

(ii) Describe the structure of one other named ecosystem you have studied.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Use the descriptors below, working upwards from the lowest band.		4					4
Band	Marks	Descriptor					
2	3-4	Elaborated descriptions of specific features of the ecosystem's structure.					
1	1-2	Simple statements describe general features of the ecosystem.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant. Award 0 marks if the candidate describes the diagram printed in the paper.					
		Responses should describe the structure of the ecosystem e.g:					
		<ul style="list-style-type: none"> height / layers of vegetation depth of water in a pond 					
		The response may describe how structure affects abiotic features such as light levels (lower under the canopy), interception or evapotranspiration.					

(c) Conservationists are concerned about the amount of tropical rainforest cut down each year. Study the graph below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
(i) Which two statements best describe the trends on Graph 1.4? Tick (✓) two correct statements.							
Credit these responses only.	The amount of deforestation has fluctuated but the overall trend is downwards since 1988 (1) Almost 5 times as many trees were cut down in 1995 than in 2011 (1)					2	2

GCSE GEOGRAPHY A Sample Assessment Materials 76

(ii) Explain why deforestation alters the movement of water through a tropical drainage basin.		AO1	AO2.1	AO2.2	AO3	AO4	Total														
				6			6														
<p>This question assesses AO2.2, the interconnection between human activity and the environment (in this case the flow of water through the tropical drainage basin).</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Consequences of deforestation are substantiated by detailed and elaborated understanding of drainage basin flows (supported by correct terminology). Responses may show breadth or depth.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Deforestation is linked to understanding of drainage basin flows which demonstrates breadth of understanding.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple, valid statements demonstrate basic understanding of drainage basin flows. The ideas are not elaborated.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant</td> </tr> </tbody> </table>		Band	Marks	Descriptor	3	5-6	Consequences of deforestation are substantiated by detailed and elaborated understanding of drainage basin flows (supported by correct terminology). Responses may show breadth or depth.	2	3-4	Deforestation is linked to understanding of drainage basin flows which demonstrates breadth of understanding.	1	1-2	Simple, valid statements demonstrate basic understanding of drainage basin flows. The ideas are not elaborated.		0	Award 0 marks if the answer is incorrect or wholly irrelevant	<p>Responses should link the impacts of deforestation to changes in hydrological cycle such as:</p> <ul style="list-style-type: none"> rates of interception will fall so soil erosion may increase and local rivers may become choked with sediment leading to flooding transpiration will be reduced so humidity will be reduced and local rainfall patterns may change over time. 				
Band	Marks	Descriptor																			
3	5-6	Consequences of deforestation are substantiated by detailed and elaborated understanding of drainage basin flows (supported by correct terminology). Responses may show breadth or depth.																			
2	3-4	Deforestation is linked to understanding of drainage basin flows which demonstrates breadth of understanding.																			
1	1-2	Simple, valid statements demonstrate basic understanding of drainage basin flows. The ideas are not elaborated.																			
	0	Award 0 marks if the answer is incorrect or wholly irrelevant																			

(d) (i) Use map 1.5. Give the latitude and longitude of Kabale.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only. Latitude may be accepted as degrees and minutes or as a decimal.	1.25° / 1°15m S (1) 30° E (1)					2	2

GCSE GEOGRAPHY A Sample Assessment Materials 77

(ii) Should the government of the DR Congo allow oil exploration to go ahead in Virunga National Park? Justify your decision. You should consider the impacts of your decision on people and environments.			AO1	AO2.1	AO2.2	AO3	AO4	Total
						8		8
Use the descriptors below, working upwards from the lowest band.			<p>This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information about the Virunga NP that requires a decision. All elements of AO3 are targeted.</p> <p>Responses will move beyond a demonstration of pure understanding by ascribing specific meaning to/analysing the resources, as detailed below, before evaluating the arguments surrounding tropical rainforest conservation and resource exploitation and then reaching a decision.</p> <p>They may argue that: DR Congo is a developing country that needs foreign investment and improved exports of oil to support economic and social development and reduce poverty. Oil exploration will require improved road infrastructure so will encourage damage habitats through logging and adversely affect biodiversity which is a distinctive feature of this locality Oil extraction would have the potential to pollute water courses with oil spills and as these are water supplies for local communities this would adversely affect water security The development of extractive industries will encourage informal settlement and informal economy in the National Park leading to the growth of slum settlements, pollution of water courses and illegal poaching of wildlife.</p>					
Band	Mark	Descriptor						
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 						
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s). 						
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis Limited appraisal uses wider geographical understanding to support decision(s). 						
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels 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 1

Core Theme 6, Question 2

2. (a) Define the following terms. In each question, tick (✓) the correct statement. (i) Globalisation is:		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	The way in which countries are linked by people, technology or money (1)	1					1

(ii) NIC stands for:		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	Newly Industrialised Country (1)	1					1

(iii) One feature of the global economy is that many people work in informal jobs. Give four features of informal work.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to four valid statements, each with one mark, that correctly identify a specific feature of informal work. Allow one mark (max) for general statements .	Specific features: Not regulated (1), no sick pay (1), no health insurance (1), no holiday pay (1), no union representation (1), workers do not pay tax / declare income (1), no formal education required (1) General statements: hours are irregular, (1) pay is irregular, (1) may be illegal (1).	4					4

(b) Study the map below. L'Oréal is a global company, or multi-national company (MNC), with employees in 130 different countries. L'Oréal manufactures cosmetics (such as hair colouring). Describe one way that Map 2.1 could be adapted to more clearly show the distribution of L'Oreal factories.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one valid statement for one mark and its elaboration with a further mark.	Provide a scale for the proportional circles (1) so that the actual number per continent may be read from the map (1) Show the information as a dot distribution map (1) so that density / actual distribution can be seen (1)					2	2

(c) L'Oréal employs 30,000 people in Asia and Central and South America. 66% of these employees are women. Study the table below. (i) Use data from Table 2.2 to complete Graph 2.3 below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one mark for the addition of each bar to the correct height. The width of the bar is irrelevant.	Indonesia must be between the lines for 14 and 16 (1) Mexico must touch 18 line (1)					2	2

(ii) Which statement best describes the difference between GNI in France and Indonesia? Use evidence from Table 2.2. Tick (✓) the correct answer.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	GNI in France is almost 8 times higher than in Indonesia (1)					1	1

(iii) Use Table 2.2 to identify which of the three countries has the largest actual number of internet users. Show your working in the space below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only for one mark. Credit working for max two marks as shown. Award max one mark if the correct response is given but the candidate does not show working.	The country is: France / 50.16 million/ $66 \times 0.76 + 50.16$ (1) Indonesia: $255 \times 0.18 = 45.9$ (1) Mexico : $121 \times 0.36 = 43.56$ (1)					3	3

(d) (i) Give two recent changes in technology that have allowed multi-national companies such as L'Oréal to expand.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to two valid statements, each for one mark.	Faster internet connections (1) More/faster satellite connections (1) Larger ports/airports (1) Cheaper aviation/greater fuel efficiency (1)	2					2

(ii) Explain how changes in technology have allowed multi-national companies such as L'Oréal to expand globally.			AO1	AO2.1	AO2.2	AO3	AO4	Total
This question assesses the concept of globalisation. Use the descriptors below, working upwards from the lowest band.				4				4
Band	Marks	Descriptor	Responses should link changes in technology (such as mobile technologies, growth of global media and / or changes in internet banking) to the reasons for global growth e.g. growth of internet in Mexico means that Mexican consumers now see adverts for L'Oreal products.					
2	3-4	Elaborated descriptions which <u>link</u> changes in technology to global growth.						
1	1-2	Basic statements identify examples of changing technology.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(iii) Explain why multi-national companies like L'Oréal open factories in countries such as Indonesia and Mexico.			AO1	AO2.1	AO2.2	AO3	AO4	Total
				6				6
This question assesses AO2.1, the concept of location factors for global industries (teachers/examiners will recognise this concept as the new international division of labour). Use the descriptors below, working upwards from the lowest band.			Responses should demonstrate understanding of the advantages to the MNC of locating factories in NICs. Responses may develop one or more of the following ideas: <ul style="list-style-type: none"> access to new markets where wealth/disposable income is growing lower labour costs greater involvement of women in manufacturing less rigorous regulation / environmental laws cheap land/building costs access to new technology/expertise government incentives <ul style="list-style-type: none"> access to free trade blocs. 					
Band	Marks	Descriptor						
3	5-6	Detailed understanding of reasons for location of MNCs in NICs. Responses must be elaborated and may show breadth (several reasons) or depth (one reason fully developed).						
2	3-4	Understanding of one or more reasons is demonstrated. Responses contain some elaboration.						
1	1-2	Basic understanding demonstrated by a list of possible reasons. The ideas are not elaborated.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

<p>(e) In 2012 L'Oréal opened a new factory in Mexico that employs 1,200 workers. This investment cost L'Oréal US\$100million.</p> <p>Do you think this investment is good for Mexico?</p> <p>Evaluate the advantages and disadvantages for Mexico of this type of investment by a multi-national company.</p> <p><i>Your ability to spell, punctuate and use grammar and specialist terminology accurately will be assessed in your answer to this question.</i></p>			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total																	
						8		4	12																	
<p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td> <p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). </td> </tr> <tr> <td>3</td> <td>5-6</td> <td> <p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s). </td> </tr> <tr> <td>2</td> <td>3-4</td> <td> <p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis Limited appraisal uses wider geographical understanding to support decision(s). </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). </td> </tr> <tr> <td></td> <td>0</td> <td>Award zero marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Mark	Descriptor	4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 	3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s). 	2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis Limited appraisal uses wider geographical understanding to support decision(s). 	1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels 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.	<p>This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information about Mexico that requires a decision. All elements of AO3 are targeted.</p> <p>Responses should apply knowledge and understanding of the positive and negative impacts of multi-national investments and evaluate the advantages and disadvantages of such investments for Mexico, which is a novel context.</p> <p>Advantages: Creation of jobs both directly and indirectly will create positive multipliers, economic and social benefits may trickle down into wider community / ease regional deprivation.</p> <p>Disadvantages:</p> <p>Best paid jobs (in management and R&D) remain in parent company's country, changes in global market leave investments insecure if TNC has to contract.</p> <p>Use of evidence</p> <p>Multinational companies will create formal jobs (tax paying) that will replace informal jobs (Fact box 2.4).</p> <p>Mexican women will benefit from the investment (Fact box 2.4).</p>					
Band	Mark	Descriptor																								
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 																								
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s). 																								
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis Limited appraisal uses wider geographical understanding to support decision(s). 																								
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels 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.																								

After awarding a level and mark for the geographical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

Band	Marks	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <p>Learners use a limited range of specialist terms as appropriate</p>
	0	<ul style="list-style-type: none"> • 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

SECTION B

OPTIONS

Theme 7, Question 3

3 (a) Study the scatter graph below. Gross National Income (GNI) is a measure of the wealth of a country. (i) Use Graph 3.1 to complete the table below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	Pakistan (1) 600 (1)					2	2

(ii) Under 5 mortality is one measure of the 'development gap'. Describe what is measured by under 5 mortality.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to two valid statements, each for 1 mark.	The number of children in every 1000 (1) who die before the age of 5 (1)	2					2

(b) Some countries of sub-Saharan Africa have a large percentage of the population infected with HIV/AIDS. Explain why this is a problem for the government.			AO1	AO2.1	AO2.2	AO3	AO4	Total												
<p>This question assesses AO2.2, the inter-relationship between places and the process of change.</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Detailed understanding of one or more national scale problems associated with HIV/AIDS.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic understanding of one or more problems associated with HIV/AIDS.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p>The focus of this question is on national scale problems for the government.</p> <p>Do not credit the challenges created by HIV/AIDS for individuals or families.</p>			Band	Mark	Descriptor	2	3-4	Detailed understanding of one or more national scale problems associated with HIV/AIDS.	1	1-2	Basic understanding of one or more problems associated with HIV/AIDS.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.			4			4
Band	Mark	Descriptor																		
2	3-4	Detailed understanding of one or more national scale problems associated with HIV/AIDS.																		
1	1-2	Basic understanding of one or more problems associated with HIV/AIDS.																		
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																		
<p>Responses should demonstrate understanding of one or more of the following problems which are created at the national scale for the government:</p> <p>Many people are unable to work which results in poverty, less taxes are paid and governments have less money to spend on services</p> <p>Children have to leave education to care for parents or orphaned brothers and sisters which means more pressure on health care services.</p> <p>Reduces life expectancy which reduces the number of economically active people in the country</p>																				

(c) Malaria is another health issue that affects sub-Saharan Africa. To what extent is progress being made in tackling the spread of malaria in sub-Saharan Africa?			AO1	AO2.1	AO2.2	AO3	AO4	Total																		
						8		8																		
<table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td>Exceptional application of knowledge and understanding. Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Thorough application of knowledge and understanding. Balanced appraisal draws together wider geographical understanding to support decision(s).</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Sound application of knowledge and understanding. Limited appraisal uses wider geographical understanding to support decision(s).</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Some basic application of knowledge and understanding. Limited and weak appraisal uses some wider geographical understanding to support decision(s).</td> </tr> <tr> <td></td> <td>0</td> <td>Award zero marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Mark	Descriptor	4	7-8	Exceptional application of knowledge and understanding. Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).	3	5-6	Thorough application of knowledge and understanding. Balanced appraisal draws together wider geographical understanding to support decision(s).	2	3-4	Sound application of knowledge and understanding. Limited appraisal uses wider geographical understanding to support decision(s).	1	1-2	Some basic application of knowledge and understanding. 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.	<p>This question requires candidates to develop material beyond pure conceptual understanding when they develop lines of argument to evaluate and make judgements on the geographical issue of health care. Elements (c) and (d) are targeted.</p> <p>Responses should apply knowledge and understanding of the factors that affect the ability of countries in sub-Saharan Africa to alleviate health issues and make a judgement about the extent to which strategies/targets have been successful. They will need to evaluate progress and weigh up the limitations and strengths of efforts by applying knowledge and understanding of the problems of combatting malaria and/or the successful strategies that may be employed.</p> <p>Allow for candidates arguing either that progress is being made or that it isn't being made.</p> <p>Arguments that progress <u>is</u> being made in relation to targets (such as Sustainable Development Goals) could be based on evaluating the strengths and weaknesses of different strategies that are used to combat the disease including the use of development aid, education programmes and/or the use of treated bed-nets.</p> <p>Arguments that progress is <u>not</u> being made could be based on evaluating the health data that indicates the scale of the problem, the lack of money to combat the disease and the inaccessibility of many rural areas.</p>					
Band	Mark	Descriptor																								
4	7-8	Exceptional application of knowledge and understanding. Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).																								
3	5-6	Thorough application of knowledge and understanding. Balanced appraisal draws together wider geographical understanding to support decision(s).																								
2	3-4	Sound application of knowledge and understanding. Limited appraisal uses wider geographical understanding to support decision(s).																								
1	1-2	Some basic application of knowledge and understanding. 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

Theme 8, Question 4

4 (a) Study the graph below. (i) Use Graph 4.1 to describe the trend in the export of flowers from Kenya between 2006 and 2012.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Reserve one mark for statement of overall trend. Credit either qualification or quantification with one mark.	Overall trend: Increase / gone up (1) Qualification or quantification: from 60000/62000 to 120000/122000 (1) it has doubled (1) Particularly steep between 2009 and 2010 (1)					2	2

(ii) The export of flowers is one way in which the UK and Kenya are interdependent. Apart from trade (exports and imports) outline one other way in which countries are interdependent.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one mark for a valid statement and up to one mark for its development.	Mobile systems/internet/satellite (1) link ideas/communications between countries (1) Flows of people/migrants/refugees (1) creates family connections between countries (1) Political alliances/agreements (1) create regional/global co-operation (1) Common culture/sport/music (1) shared by different countries (1) Travel/tourism (1) create financial dependency (1) Banking/investment/MNCs (1) link countries financially(1)	2					2

(b) Explain why the transport of food products across the world has impacts on the environment.			AO1	AO2.1	AO2.2	AO3	AO4	Total												
<p>This question assesses AO2.2, the interconnection between human activity and its impacts on the environment. Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Detailed understanding of a number of ways in which the transport of food products impacts on the environment.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic understanding of how the transport of food products impacts on the environment or a simple list of general effects.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Mark	Descriptor	2	3-4	Detailed understanding of a number of ways in which the transport of food products impacts on the environment.	1	1-2	Basic understanding of how the transport of food products impacts on the environment or a simple list of general effects.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.			4			4
Band	Mark	Descriptor																		
2	3-4	Detailed understanding of a number of ways in which the transport of food products impacts on the environment.																		
1	1-2	Basic understanding of how the transport of food products impacts on the environment or a simple list of general effects.																		
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																		
<p>Responses should demonstrate understanding of the link between globalised transport and its impact on the environment. Responses may discuss one or more of the following:</p> <ul style="list-style-type: none"> • more 'food' miles, higher carbon footprints • pollution of the air and the sea • extra packaging • the problem of waste disposal. 																				

(c) To what extent are consumers in the UK to blame for damage to tropical ecosystems? In your answer you should consider the ways in which consumer demand in the UK has an impact on tropical farms and ecosystems compared to other factors.			AO1	AO2.1	AO2.2	AO3	AO4	Total
						8		8
Use the descriptors below, working upwards from the lowest band.			<p>This question requires candidates to develop material beyond pure conceptual understanding when they develop lines of argument to evaluate and make judgements on the geographical issue of consumerism. Elements (c) and (d) are targeted.</p> <p>Responses should apply knowledge and understanding of the impacts of consumerism on tropical ecosystems and make a judgement about the extent to which consumers can be held responsible for this damage.</p> <p>They will evaluate the impacts of individual consumers against the impacts made by big business and/or governments.</p> <p>Allow for candidates arguing either that consumers are to blame or that they are not to blame.</p> <p>Responses may argue that consumerism has greater impacts on the tropical environment than other factors. These might be due to increasing demand for:</p> <ul style="list-style-type: none"> the products of tropical agribusinesses in UK supermarkets, such as palm oil or soya whereas consumers could avoid these processed items. Travel to exotic tropical locations such as Caribbean islands that result in damage to coral reefs or mangrove ecosystems (due to clearance for tourist resorts) whereas consumers could choose to take holidays close to home/staycations. Prawns and other fish/shellfish that are over-fished or farmed in tropical waters whereas consumers could choose to only buy sustainably caught fish/shellfish. <p>However, the counter-argument is that big business is exploiting weak governance, for example, the incentives (paid by African and European governments) for the growth of bio-fuels to create 'eco-alternatives' for vehicles. Some may argue that individuals cannot operate on a large enough scale to influence corporate or government decisions.</p>					
Band	Mark	Descriptor						
4	7-8	Exceptional application of knowledge and understanding. Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s).						
3	5-6	Thorough application of knowledge and understanding. Balanced appraisal draws together wider geographical understanding to support decision(s).						
2	3-4	Sound application of knowledge and understanding. Limited appraisal uses wider geographical understanding to support decision(s).						
1	1-2	Some basic application of knowledge and understanding. 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.						