



GCSE MARKING SCHEME

SUMMER 2025

**GEOGRAPHY SPECIFICATION B
COMPONENT 1
C112U10-1**

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 SPECIFICATION B COMPONENT 1

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.

Theme 1, Question 1

1.(a) (i) Complete the table below by adding the correct letter from Fig 1.1 to give the correct definition of the terms.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Credit these responses only. One mark for each correct response.	Commuter F Teleworker D							

(a) (ii) Give one advantage and one disadvantage of working from home.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Credit two simple statements. Don't credit opposites	<u>Advantages –</u> - less time travelling (1) - saves money (1) - more flexible working hours (1) - less stress (1) - less air pollution from traffic (1) <u>Disadvantages –</u> - need suitable place to work/suitable technology (1) - increased cost of electricity (1) - never away from job (1) - isolation/don't socialise with colleagues (1) - possible distractions at home (1) - more stress (1)							

(a) (iii) Explain why numbers of commuters in the UK have changed over time.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4					4
Credit valid reasons with further marks for elaboration (1+1)(1+1) (1+1+1)+1 (1+1+1+1)	Could refer to either an increase or decrease in numbers. <u>Increases</u> - Increasing counter-urbanisation (1) mean people have to travel to work (1) - People prepared to travel further (1) to enjoy better lifestyle (1) with access to countryside (1) - Differences in houses prices between city and surrounding area (1) so can buy better/bigger house (1) - Better rail links (1) cuts commuting time (1) and reduces costs (1) - More fuel-efficient/electric cars (1) which can reduce costs (1) <u>Decreases</u> - Closure of local rail station (1) makes journey harder/more expensive (1) - Higher cost of rail fares/fuel (1) makes it too expensive (1) - Events like pandemic (1) mean people prefer to work from home (1) as more convenient (1) - Increasing availability of technology (1) no longer need to work in office (1)							

(a) (iv) Describe some of the issues in UK villages that have become commuter settlements.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Credit valid statements and/ or elaborations (1+1) (1+1) (1+1) 1+1 (1+1+1) +1 1+1+1+1	Issues could be social, economic or environmental. Responses could include: - Increased demand for housing (1) means higher house prices (1) - Young people may have to leave villages (1) - New housing estates built on edge of villages on greenfield sites (1) which change character of village e.g. overcrowding (1) - Increased traffic (1) caused noise and air pollution. (do not allow just pollution) (1) - Closure of small shops/post offices (1) as commuters visit shops in cities (1) - Decline of rural bus/train services (1) due to lack of customers during working hours (1)							

(b) (i) Tick the two correct statements about commuting from Fig 1.2		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit these responses only	London has the longest average commuting time (1) Wales has the highest % of workers who travel by car (1)							

(b) (ii) What is the median value for the average commuting distance shown in Fig 1.2 ?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit this response only.	22							

(b) (iii) Calculate the range of the data for the average commuting time shown in Fig 1.2. Show your working in the box below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit one mark for correct response. Credit one mark for working.	Highest = 85 85 – 48 (1) = 37 (1) Lowest = 48							

(c) (i) OS Map extract of Castleton, a honeypot area of the Peak District National Park in the UK. Give three pieces of map evidence (other than named caverns) to suggest why Castleton became a honeypot site.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Credit three valid statements. Map evidence could be grid references or names of places/features	(Losehill Hall) Youth Hostel (1) Camping/Caravan Site (1) Peveril Castle (1) National Cycleway No 6 (1) Limestone Way/National Trail (1) National Trust/Mam Tor (1) Visitor Centre (1) Picnic Site (1)							

(c) (ii) Give two reasons why too many visitors can cause damage to honeypot sites.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit up to two statements, each with elaboration. (1+1) (1+1) (1+1+1) +1	– visitors can drop litter (1) which is unsightly (1) – too many cars (1) causes air/noise pollution (1) – car parks become full (1) so people park on grass verges (1) which can damage the ecosystem (1) – footpaths become overused (1) so become wider and muddy (1) causing soil erosion (1) – walkers trample plants (1) which causes damage to ecosystem/loss of diversity (1) – people leave gates open (1) so animals escape and get injured (1)							

(d)	Study Fig 1.4 The Liverpool Waters Project, an example of a multi-purpose zone. Evaluate the advantages and disadvantages of developing multi-purpose zones like the Liverpool Waters Project.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				8			4	12
Use a banded mark scheme. Work upwards from the lowest band.								
Band	Mark	Band descriptor						
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive chain(s) of reasoning provide sophisticated response. - Balanced and coherent appraisal draws together wider understanding of both advantages and disadvantages - Clear evidence of evaluation.						
3	5-6	Thorough application of knowledge and understanding. - Relevant chain(s) of reasoning provide detailed/elaborated analysis - Wider geographical understanding of both advantages and disadvantages but may not be balanced. - Evidence of evaluation.						
2	3-4	Sound application of knowledge and understanding. - Some connections provide valid but limited analysis - Limited appraisal from wider geographical understanding to support points - May refer to just advantages or disadvantages						
1	1-2	Some basic application of knowledge and understanding. - Limited and weak appraisal of the arguments - May be generic with little evidence of evaluation.						
	0	Award zero marks if answer is incorrect or wholly irrelevant.						
Do not credit copied statements from the resources.								
		This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this to analyse advantages and disadvantages. <u>Possible advantages</u> - Infrastructure already in place such as transport which would reduce costs. - Is making good use of a brownfield site like derelict docks, so sustainable - Access to retail, leisure/tourism all in one place. - Pedestrianised areas and cycleways improve safety - Will create new jobs - May attract further investment in the future <u>Possible disadvantages</u> - May take customers away from existing shops in CBD which may close. - High-cost development- locals may prefer other schemes which benefit a wider community. - Jobs may only be short term or in limited skill areas - New stadium may result in excess noise and disrupt lives of nearby residents - May only be limited affordable housing as developers prefer luxury apartments which generate greater profit. There should be a clear attempt to evaluate , either in the form of a conclusion, or as statements made throughout the response.						

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	• 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

END OF QUESTION 1

Theme 2: Changing Environments

2 (a) (i) River landscapes are the result of many different processes. Match the process with the correct definition by drawing lines to link them. One has been done for you.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						4
Credit these responses only.	Process Definition Abrasion The movement of rocks and material down a slope. Mass movement Rocks carried by the river smash against the river bank Weathering The breaking down of rocks in situ Attrition The dissolving of minerals in river water. Solution Rocks carried by the river smash against each other						

(a) (ii) Within a river basin, there are flows, stores and outputs. Circle the correct answers in each of the following sentences.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	3						3
Credit these responses only.	Vegetation is a store (1) Infiltration is a flow (1) Transpiration is an output (1) and a flow (1)						

2 (b) (i) Explain why creating a reservoir affects natural river processes.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4
Credit valid reasons with further marks for elaboration. (1+1) (1+1) (1+1+1) +1 (1+1+1+1)	– dam traps sediment (1) so less gets downstream (1) and less deposition (1) – water is trapped behind dam (1) which increases the store of water in the reservoir (1) so less flood risk downstream (1) – flow of water is controlled (1) affects river regime with less peak flows and more low flow (1) – reduction in amount of erosion (1) as less energy in water below dam (1)						

(b) (ii) Give one economic impact of managing a river by hard engineering methods.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit one mark for a valid statement.	– high cost of construction/maintenance (1) – fewer road and infrastructure repairs needed (1) – businesses lose less income from flood risk (1) – lower insurance costs for homeowners (1)							

(c) (i) Describe the trend for global sea level change between 1990 and 2100 shown in Fig 2.1. Use figures in your answer.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Credit one mark for each correct statement. Maximum 2 marks if no figures used.	– overall increase from 1990 to 2100 (1) – from 0cm in 1990 to 140cm in 2100 (1)/overall increase of 140cm (1) – steady rise from 1990 to 2020 (1) of 15cm (1) – more rapid rise from 2030 to 2050 (1) – sharp rise from 2070 to 2100 (1)							

(c) (ii) Give two reasons why a line graph is the most appropriate technique to show the data in Fig 2.1.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit two simple statements. Do not credit generic statements such as 'easy to read' or 'easy to draw'	– data is continuous/not discrete (1) – Shows data between the intervals (1) – shows change over time (1) / trend (1) – only one category (1) – allows predictions to be made (1)							

(c) (iii) Explain the consequences of changes in sea level for people living in coastal communities.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
(1+1) (1+1) (1+1+1) +1 Maximum 2 marks for listing statements.	Could refer to examples from the UK or LECZs or SIDS. -) Greater risk of flooding of homes and businesses (1) due to rising sea levels (1) - Income from tourism decreases (1) due to lost/damaged beaches (1) - Economic aspects of loss of income from farming (1) if frequent floods (1) so can't support family (1) - May have to make structural changes to houses e.g. stilts (1) due to rising sea levels (1) - contamination of freshwater supplies (1) and health issues (1) from saltwater intrusion on SIDS (1) - Environmental refugees (1) because homes flooded (1) - Higher cost of protection/maintaining (1) defences so taxes increase (1) due to greater erosion (1)							

(c) (iv) One cause of global warming is greenhouse gas emissions. Complete the graph in Fig 2.2. (Source of Global Greenhouse Gas Emissions) by adding the following data.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit one mark for the correct line and one mark for completing the correct shading. No mark for just shading.	Electricity 28% Industry 30%							

(c) (v) Choose one other appropriate graphical technique which could be used to show the data in Fig 2.2.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit this response only.	Pie chart (1)							

(d) Study Fig 2.3. 'It is only actions by governments and not actions by individuals that will reduce the global impacts of climate change'. How far do you agree?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8			8
Use a banded mark scheme. Work upwards from the lowest band.		This question requires candidates to synthesise links between different areas of knowledge and understanding. They should discuss a range of issues that relate to both governments and individuals to reach Band 3 and 4. Responses may include some of the following ideas. <u>Governments</u> - International conferences like the UN's COP bring world leaders together. - Discussion can lead to strategies to reduce emissions but are not legally binding. - Governments need to give more support to poorer countries to help them make sustainable decisions. - International co-operation essential is impact is to be on a global scale. - Some governments cannot afford green technology, - LICs/NICs have greater priorities of industrialisation and development. - Can encourage reduction is use of cars with improved public transport and cycleways or congestion charges/ULEZ in London <u>Individuals</u> - Efforts such as recycling will only be effective if enforced. - Cost of electric cars still very high so not accessible to all and charging points still not adequate especially in rural areas. - Individual actions can put pressure on governments to make changes. - Protests by individuals/groups may give negative publicity to their cause.						
Band	Mark	Band descriptor						
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider geographical understanding of climate change in some detail and refers to both governments and individuals. • Clear indication of a detailed level of agreement/disagreement with the statement. • Makes detailed use of evidence						
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated response. • Balanced appraisal draws together wider geographical understanding of climate change and refers to both governments and individuals. • There is a discussion of a level of agreement/disagreement with the statement. • Makes good use of evidence						
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal from wider geographical understanding of climate change. • May be little evidence of agreement/disagreement. with statement						
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • May be generic points. • Limited and weak appraisal of issue.						
	0	Award zero marks if answer is incorrect or wholly irrelevant.						

END OF QUESTION 2

Theme 3: Environmental Challenges

3 (a) (i) There are many processes that occur in an ecosystem. Complete the sentences using words from the box.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Credit these responses only	primary producers (1) sun (1) photosynthesis (1)							

(a) (ii) Describe the nutrient cycle in an ecosystem. You may draw a labelled diagram if you wish.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Credit three simple statements either as labels on a diagram or as statements.	- Plant and animals die and fall to ground (1) - Decomposers such as bacteria and earthworms break down material (1) - Nutrients released into soil (1) - Plants take up nutrients from soil (1) - Consumers eat the plants (1) - Some nutrient lost by leaching and surface run-off (1)							

(a) (iii) Name a small-scale ecosystem in the UK you have studied. Explain why managing this ecosystem can be challenging.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					4				4
Use a banded mark scheme. Work upwards from the lowest band.			Will depend on chosen ecosystem – could be forest area, sand dune, nature reserve. <u>Must</u> be UK so not tropical rainforests, coral reefs or hot semi-arid grasslands. Challenges could include- - People have different views according to their needs. - Naturalists want to preserve plants and animals and provide areas for protection of rare species. - Residents may feel money is being wasted on preserving areas when more housing is needed. - Visitors want access to ecosystems but may damage by walking on dunes/vegetation and cause erosion or damage to habitats. - Funding issues in challenging economic times, May be low priority for local authorities or costs of maintaining nature reserves with paths and fences.						
If not UK ecosystem award 0 marks									
Band	Mark	Band descriptor							
2	3-4	Clear understanding through some elaborated statements. Could refer to more than one challenge and relates to a specific UK ecosystem.							
1	1-2	Simple valid statement (s) Lacks elaboration. May be more generic ecosystem.							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							

(b) (i) Changes in Global Forest Area 1990-2020. Tick (✓) the three correct statements about Changes in Global Forest Area 1990-2020		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Credit these responses only.	Asia has had the greatest gain in forest (1) South America has had the greatest loss of forest (1) Europe has gained less forest than Asia (1)							

(b) (ii) Calculate the % loss of forest in South America between 1990 and 2020. Show your working in the box.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit working for one mark. One mark for correct response.	$\frac{130}{974} (1) \times 100 = 13.3\% (1)$ Allow 13%							

(c) (i) Global water supply and demand is constantly changing. What is meant by the term 'water footprint'?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit one mark for a correct definition	The amount of water used to make an item of food, a product or service. (1) (or similar)							

(c) (ii) Tick (✓) the correct definition of the term 'over-abstraction' of water.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit this response only	Where water is taken out of a source at a faster rate than it is recharged.							

(c) (iii) Describe the pattern of water stress in England, as shown in Figure 3.2.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Credit one mark for each correct statement. Do not credit vague non-geographical terms like 'top of' or 'middle bit'. Do not credit references to small areas in England where water stress is not assessed. Do not credit references to Wales.	- Greatest around South-east England (1) - Small area in Eastern England (1) - Least in north and parts of south-west (1) - Moderate in Central England/Midlands (1) and extreme south-west (1) - Decreases going northwards (1)							

(c) (iv) Explain two ways that individuals could help to reduce water stress.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit two valid statement each with an elaboration. (1+1) (1+1) (1+1+1) +1	Possible suggestion might include. - Showers not baths (1) use less water (1) - Plant drought-resistant plants (1) so need watering less often. - Don't leave taps running (1) as it wastes water (1) - Fit water efficient dishwashers/washing machines (1) so less water used (1) - Collect rainwater in water butts (1) means don't use tap water for the garden (1)							

(d) Study Fig 3.3 Global Water Issues. Analyse the environmental and economic reasons why water supply and demand vary in different parts of the world.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8			8
Use a banded mark scheme. Work upwards from the lowest band.		This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this to analyse advantages and disadvantages. <u>Possible environmental</u> - over abstraction of water means ground water supplies and rivers dry up - increasing temperatures due to global warming mean less reliable rainfall supplies and more frequent droughts - some areas geologically have more groundwater sources than others <u>Possible economic</u> - improvements in agricultural practice especially in LICs/NICs mean more water for irrigation is needed to supply growing population - cost of providing water to remote areas in LICs very high and villages often rely on charities like Water Aid - costs of dams and reservoirs to increase stores is very high and may need international projects/transfers across borders - manufacturing often requires water as part of processing, so LICs/NICs demand increases as they develop. - Houses with swimming pools cost more to build but are in great demand as a country's wealth increases. There should be a clear attempt to analyse, either in the form of a conclusion, or as statements made throughout the response.						
Band	Mark	Band descriptor						
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider understanding of both environmental and economic reasons. • Clear evidence of analysis.						
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated analysis • Wider geographical understanding of both environmental and economic reasons but may not be balanced. • Evidence of analysis.						
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis • Limited appraisal from wider geographical understanding to support points • May refer to just environmental or economic.						
1	1-2	Some basic application of knowledge and understanding. • Limited and weak appraisal of the arguments • May be generic with little evidence of analysis.						
	0	Award zero marks if answer is incorrect or wholly irrelevant.						
Do not credit copied statements from the resources.								

END OF QUESTION 3