GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)
GEOGRAPHY - UNIT 2
3110U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

UNIT 2 – MARK SCHEME Summer 2018

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.	AO1.1	AO1.2	AO2	AO3	Acc	**Total**
				2		**2**

Credit up to **two** valid 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 Thesaloniki (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 at the appropriate place on the response. The number of ticks 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 (-).

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 a range of marks. Examiners should first read and annotate, using the comment bank, 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.

Marking should be positive. Examiners should not seek to mark candidates down due to 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.

4 Assessing Writing

The quality of writing is assessed through two separate strands:
(i) Communicating and organising
(ii) Writing accurately

(i) Communicating and organising is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

Meaning: to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

Purpose: the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

Structure: well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

(ii) Writing accurately takes into account the candidate’s use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

SECTION A

CORE THEMES

Core Theme 5, Question 1

(a) (i) Give the maximum monthly temperature for Iquitos, Peru.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit this response only.	27 °C (1)				1		**1**

(a) (ii) Calculate the annual range of rainfall for Iquitos, Peru. Show your workings in the space below.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Accept these answers only.	160mm +/- 10mm (1) Appropriate workings out (March 325mm – July 165mm) (1)				2		**2**

(a) (iii) Give **one** reason why the climate of Iquitos supports the growth of tropical rainforest.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for the reason and the second mark development	Warm temperatures (1) longer growing season (1) High level of rainfall (1) plenty of water available for plant growth (1)		2				**2**

(a) (iv) Describe **two** distinctive features of vegetation in a tropical rainforest.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for each characteristic and a further mark for the elaboration (max 2) 2+2 or 3+1	Answers may include: Large diversity of species (1) contain half of the earth's plant species. (1) Adaptation example (1) further description (1) e.g. drip tips (1) leaves have pointed edge for water to run off(1) Fast plant growth (1) any gaps in vegetation on the forest floor are quickly colonized (1) Distinctive layers (1) the emergent layer, the canopy, the understorey and the forest floor.(1) Fast nutrient decomposition (1) leaves are broken down by decomposers very quickly. (1)	4					**4**

(b) (i) Give the largest flow shown on the Tundra nutrient cycle. Tick one box from the options below.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit this answer only.	Biomass to litter (1)				1		**1**

(b) (ii) Explain why decomposition is an important part of the nutrient cycle.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
		4				**4**

Use the descriptors below, working upwards from the lowest band.

Band	**Marks**	**Descriptor**
2	3-4	Demonstrates good understanding of why decomposition is an important part of the nutrient cycle. There is a clear link between decomposition and the availability of nutrients in the soil.
1	1-2	Simple statements show basic understanding of why decomposition is an important part of the nutrient cycle.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should show understanding of decomposition and the role this plays in nutrient cycling (interrelationship).

Examples include:
Decomposition is a key part of the nutrient cycle as it enables nutrients that are locked up in leaf litter to be released back into the soil so that they are available to be absorbed by plant roots. Without decomposition, the nutrients would remain locked up in dead leaf litter which would hinder growth of further generations of plants.

(b) (iii) Suggest reasons for the differences between the two nutrient cycles. Use the resources to help your answer.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
			6			**6**

Use the descriptors below, working upwards from the lowest band.

Band	**Marks**	**Descriptor**
3	5-6	Applies good understanding of the link between climate and elements of nutrient cycles. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Demonstrates some understanding of the link between climate and elements of the nutrient cycle(s) Meaning is generally clear. The response is structured.
1	1-2	Simple statements that show basic understanding of how one or more elements of the nutrient cycle impacts results in a characteristic of either the tundra or tropical grassland ecosystems. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Candidates are required to interpret and analyse the resources to make connections to apply their knowledge and understanding of the link between climate and nutrient cycles.
Examples include:
Overall the tropical grassland ecosystem has larger stores and flows of nutrients than the tundra due to there being a larger input of rainfall and weathering which will lead to a faster cycle of decomposition and uptake.
In the tropical grassland ecosystem, the largest store of nutrients is in the biomass. This may be due to the warm temperatures extending the growing season and therefore keeping the nutrients in living material for longer.

Max band 1 if climate is not linked to nutrient cycle.

Max band 2 if the candidate only refers to one nutrient cycle.

(c) (i) Define biodiversity? Tick one box from the options below:		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit this answer only.	The variety of living things (1)	1					**1**

(c) (ii) Calculate the percentage of species that are vulnerable in each group. Show your workings in the space provided		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit these answers only.	400/750 x 100(1) 53% (1)				2		**2**

(c) (iii) Describe the differences shown between mammal and coral species in the graph opposite.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit these answers only.	There are more mammals than coral species threatened / there are 5250 mammals but only 750 corals threatened(1) Correct comparison of breakdown of bar components/Most or least (1) e.g. Most mammals are least concern whereas most corals are vulnerable Comparable quantification (1)				2		**2**

(c) (iv) Suggest why biodiversity is suffering in ecosystems such as coral reefs.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for each creditworthy suggestion. Award additional marks for elaborated suggestions. Examples may be taken from other ecosystems.	Litter from boats may be swallowed by wildlife(1) Pollutants can travel from locations far away due to ocean currents (1) Tourists do not understand the fragility of the ecosystem (1) People remove coral/fish which affects the rest of the ecosystem (1) climate change is killing coral so fauna affected			3			**3**

End of Question 1

Totals for Question 1	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	5	6	9	8	-	**28**

CORE THEME 6, Question 2

(a) (i) Plot and label the information for Norway onto the graph using the following data:		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Accept these answers only	Correct plot of point (1) Labelling of Norway next to point (1)				2		**2**

(a) (ii) Add a line of best fit to the graph		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Must be a straight line.	Accept an appropriately located positive correlation (1)				1		**1**

(a) (iii) Describe the relationship shown by the scatter graph		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for each correct statement. One mark reserved for clear statement of relationship.	Positive correlation (1) as tourism as a percentage of GDP increases so does average income per person. (1) Exemplified exception. (1)				2		**2**

(a) (iv) Give **one** reason why tourism can be an important contribution to a country's average income		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for a reason and a further mark for development of a reason. Do not credit naming country or unqualified wealth	Provides employment (1) which gives people a higher income than may otherwise be available (1) Attracts investment from companies based outside of the country (1) e.g. large hotel chains opening up hotels providing employment opportunities (1) Opportunities for informal employment (1) tourists buy products from street vendors (1)		2				**2**

(a) (v) Describe **two** positive effects of tourism on the infrastructure of a LIC or NIC that you have studied.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit 1 mark for each positive effect and a further mark for development. 2+2 3+1 Do not credit the naming of a country. Max 3 if location is not clear	WIFI availability for tourists (1) enables locals to be communicate with the rest of the world more easily. (1) Improvements in transport routes for tourists (1) enable locals to travel more easily (1) Larger/new airports for tourists (1) enable greater amount of goods to be imported/exported.	4					**4**

(b) (i) Identify the correct definitions for the following terms		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit these answers only	A (1) B (1)	2					**2**

(b) (ii) Explain why enclave tourism has consequences for development in LICs/NICs?	AO1.1	AO1.2	AO2	AO3	SPAG	**Total**
		6				**6**

Use the descriptors below, working upwards from the lowest band.

Band	**Mark**	**Descriptor**
3	5-6	Good understanding and detailed explanation of why enclave tourism has consequences for development. Answer must be clearly relating to LICs/NICs. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Some understanding of why enclave tourism has consequence(s) for development. Some reference made to LICs/NICs. Meaning is generally clear. The response is structured.
1	1-2	Simple statements showing limited understanding of why enclave tourism has consequences for development. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate understanding of why enclave tourism has consequences for development in LICs/NICs. Consequences referred to may be positive or negative.

To gain the higher levels there must be a clear explanation why tourism links to development.

Max B1 if not enclave tourism

Examples may include:
Restricts economic development – as many of the hotels built in LICs/NICs are part of large multinational companies, the majority of the income generated from tourists is leaked back to the countries where these companies are located. This also applies to airlines, cruise ships etc.

Enhances economic development – the majority of tourists may look for souvenirs to purchase, this opens up opportunities in the informal economy for hand made products to be sold to tourists, generating an income for locals.

(c) (i) What is the difference in the length of the East coast mainline route between London and York, and the HS2 route between London and Leeds.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit this answer only	38 miles(1)				1		1

(c) (ii) To what extent might projects such as HS2 reduce UK regional inequalities in the future? Make use of evidence from **Resource Box 11**.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
			8		3	**11**

Use the descriptors below, working upwards from the lowest band.

Band	**Marks**	**Descriptor**
4	7-8	Applies detailed understanding of how the project(s) may reduce UK regional inequalities in the future. Acknowledges both side of the argument. A clear link should be seen between investment and economic development. Conclusion is justified using a sophisticated chain of reasoning. To what extent do you agree is clearly addressed. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	5-6	Demonstrates understanding of how project(s) may reduce UK regional inequalities in the future. Some attempt to answer 'to what extent do you agree' is made. A valid conclusion is justified Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Demonstrates some understanding of how project investment may reduce UK regional inequalities in the future. Meaning is generally clear. The response is structured.
1	1-2	Simple statements that show basic understanding of how project investment may reduce UK regional inequalities in the future. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

Candidates are required to analyse and interpret the resources and apply their knowledge and understanding of regional inequalities to make a decision. For Band3 there should be a clear link to a reduction in inequalities and why the HS2 or other projects may contribute towards this.

Examples include:

Extension of commuter belt - a higher number of people may be able to travel from greater distances to London to work due to faster commute times. People who live further away from London will be able to access the higher salaries that are available in the capital and so increase their standard of living.
Encouragement of investment in locations along the HS2 route. This will lead to a positive multiplier effect in locations that may have struggled for investment previously.
Development of industrial locations close to stops along the HS2 route

After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 3).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

Band	Marks	Performance descriptions
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

End of Question 2

Totals for Question 2	AO1.1	AO1.2	AO2	AO3	SPAG	**Total**
	6	8	8	6	3	**31**

OPTIONS THEME 7, Question 3

(a) (i) Give the country with the highest number of asylum applications to the European Union from the five countries shown.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Credit this answer only	Syria (1)				1		**1**

(a) (ii) Describe the pattern of the top 5 countries of origin of asylum seekers into the European Union.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for each correct statement.	Mainly in Asia (1) South east of Europe (1) One in Africa (1) Concentrated (1) Reference to comparative quantification e.g. 289000 more from Syria than Nigeria(1)				3		**3**

(a) (iii) Describe **one** way in which the map could be adapted to illustrate these movements more clearly.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
One mark for relevant suggestion and one mark for development.	Vary the width of arrows to reflect migration data (1) more visually representative of the data/easier to interpret (1) Include more countries (1) shows a fairer representation (1) Use colour to represent different values (1) Include more years (1) show change over time (1)				2		**2**

(a) (iv) Explain why there are large numbers of refugees and asylum seekers originating in sub-Saharan Africa/Asia.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
		6				**6**

Use the descriptors below, working upwards from the lowest band.

Band	**Marks**	**Descriptor**
3	5-6	Good understanding of why there are large number of refugees and asylum seekers originating in sub-Saharan Africa/Asia. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Some understanding of why there are large number of refugees and asylum seekers originating in sub-Saharan Africa/Asia. Meaning is generally clear. The response is structured.
1	1-2	Simple statements that show basic understanding of why there are large number of refugees and asylum seekers originating in sub-Saharan Africa/Asia. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should show a good understanding of why there are large number of refugees and asylum seekers originating in sub-Saharan Africa/Asia.

For level 3 there should be a clear explanation of why the push factors cause people to leave in large numbers.

Examples include:

War torn countries – people fear for their lives, infrastructure is destroyed and so their home country becomes inhabitable.
Starvation and lack of medical supplies.
Harsh regimes/unstable political landscape – lack of freedom of expression. Lack of jobs and quality of education.
Genocide/Religious discrimination - Rohingya persecution in Myanmar
Lack of health care, Disease e.g. malaria, Ebola,
Lack of water/drought leading to disease e.g. polio

<table>
<tr><th colspan="2">(b) (i) Add the letter of the correct definition to each of the terms below. One of the definitions will not be used.</th><th>AO1.1</th><th>AO1.2</th><th>AO2</th><th>AO3</th><th>SPaG</th><th><b>Total</b></th></tr>
<tr><td>Accept these answers only</td><td><table>
<tr><th>Term</th><th>Definition</th></tr>
<tr><td>Development Gap</td><td>C</td></tr>
<tr><td>Continuum of social development</td><td>A</td></tr>
<tr><td>Gender measures of social development</td><td>B</td></tr>
<tr><td>Health measures of social Development</td><td>E</td></tr>
</table></td><td>4</td><td></td><td></td><td></td><td></td><td><b>4</b></td></tr>
</table>

(b) (ii) 'Bottom up approaches to development are the better option to address health care issues in sub-Saharan Africa' To what extent do you agree with this statement.	AO1.1	AO1.2	AO2	AO3	SPAG	**Total**
			8			

Use the descriptors below, working upwards from the lowest band.

Band	**Mark**	**Descriptor**
4	7-8	Detailed and good understanding of the relative success of bottom up and top down management of health care issues in Sub-Saharan Africa. To what extent do you agree is clearly addressed. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	5-6	Detailed understanding of the relative success of bottom up and top down management of health care issues in Sub-Saharan Africa. Some attempt to answer 'to what extent do you agree' is made. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Some understanding of the relative success of either bottom up or top down management of health care issues in Sub-Saharan Africa. Meaning is generally clear. The response is structured.
1	1-2	Simple statements which reference the benefits of health care management in Sub-Saharan Africa. Mainly repeats the resources. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate understanding of both bottom up and top down strategies to manage health care issues in Sub-Saharan Africa.
The resources refer to Malaria and it is expected that this should be referenced in the answer.

To gain the higher levels there must be reference to both top down and bottom up approaches and the candidate must make a judgement as to how far they agree with the statement.

Examples may include:
Bottom up approaches – local school education programs that teach how malaria is transmitted and how to avoid being bitten by mosquitos ensures that everyone in the community is aware of the issue and how to avoid it. Little cost and the infrastructure is already in place through existing schools.

Top-down approaches – a UN driven vaccination program. Everyone living in affected areas are given a vaccine to prevent catching malaria. This would be very affective but would cost a lot in terms of money and logistics.

End of Question 3

Totals for Question 3	AO1.1	AO1.2	AO2	AO3	SPAG	**Total**
	4	6	8	6	-	**24**

OPTIONS THEME 8, Question 4

(a) (i) Give the country with the highest estimated flow of e-waste from the USA shown on the map.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	Accept Hong Kong or China				1		**1**

(a) (ii) Describe the pattern of e-waste destination sites shown on the map.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Award one mark for each correct statement	Mostly Asia(1) One in North America/Africa (1) None in other named region (1) Reference to comparative quantification e.g. 8 million more tonnes between Kenya and Hong Kong(1)				3		**3**

(a) (iii) Describe one way in which the map could be adapted to illustrate the flow of e-waste more clearly.		AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
One mark for relevant suggestion and one mark for development.	Vary the width of arrows to reflect e-waste data (1) more visually representative of the data/easier to interpret (1) Use colour to represent different values (1) Include more countries (1) shows a fairer representation (1) Include more years (1) show change over time (1)				2		**2**

(a) (iv) Explain why e-waste has an impact on the environment.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
		6				**6**

Use the descriptors below, working upwards from the lowest band.

Band	**Marks**	**Descriptor**
3	5-6	Good understanding of why e-waste impacts the environment. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Some understanding of why e-waste impacts the environment. Meaning is generally clear. The response is structured.
1	1-2	Simple statements that show basic understanding of impacts on the environment. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should show a good understanding of why e-waste is in particular has an impact on the environment.

For Band 3 there should be a clear explanation of the impact of e-waste components on the environment and may consider transportation.

Examples include:

The transportation of e-waste to their destination sites causes CO2 and NO2 pollution. This will contribute to the greenhouse effect and climate change. If transported by sea then there is a risk of water pollution.

The large volume of e-waste causes landfill issues in their destination countries and may cause destruction of the natural ecosystem.

E-waste contains substances such as copper, iron and nickel and if not extracted for recycling they can cause soil or water contamination.

Max Band 1 if not specifically e-waste

(b) (i) Add the letter of the correct definition to each of the terms below. One of the definitions will not be used.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
Accept these answers only	4					**4**

Term	**Definition**
Conservation project	A
Ethical tourism	E
National park	D
Wildlife Corridors	C

(b) (ii) 'Sustainable tourism is the best option for managing natural habitats.' To what extent do you agree?	AO1.1	AO1.2	AO2	AO3	SPAG	**Total**
			8			

Use the descriptors below, working upwards from the lowest band.

Band	**Mark**	**Descriptor**
4	7-8	Detailed and good understanding of the relative success of sustainable tourism and at least one other strategy in managing natural habitats. To what extent do you agree is clearly addressed. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured
3	5-6	Detailed understanding of the relative success of sustainable tourism and at least one other strategy in managing natural habitats. Some attempt to answer 'to what extent do you agree' is made. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Some understanding of the relative success of sustainable tourism and/or some reference to another strategy in managing natural habitats. Meaning is generally clear. The response is structured.
1	1-2	Simple statements which reference strategies for managing natural habitats. Only one method will be referred to or more if just named. Mainly repeats the resource. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate understanding of both sustainable tourism and at least one other method for managing natural habitats. Other methods may include wildlife corridors, debt for nature swaps, wetland restoration etc.

The resources refer to both wildlife corridors and debt for nature swaps and it is expected that one of these should be referenced in the answer.

To gain the higher levels there must be reference to both sustainable tourism and another method, and the candidate must make a judgement as to how far they agree with the statement.

Examples may include:
Sustainable tourism on the Great Barrier Reef – visitor numbers are limited and zones have been created to restrict activities in certain areas in an attempt to protect the reef. This has been effective in allowing the coral to recover in certain areas whereas other areas where tourists are still able to access are recovering more slowly.

Debt for nature swap in USA and Indonesia agreed to divert $28.5 million which was to replay Indonesia's debt to the USA into environmental strategies to protect areas of rainforest in Borneo. This reduced the economic pressure on Indonesian government to develop the land which in turn enabled the rainforest to remain undeveloped.

End of Question 4

Totals for Question 4	AO1.1	AO1.2	AO2	AO3	SPAG	**Total**
	4	6	8	6	-	**24**