GCSE MARKING SCHEME

SUMMER 2022

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

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

WJEC GCSE GEOGRAPHY – UNIT 2

SUMMER 2022 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.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
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)				2		**2**

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open-ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.

2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks **must** equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should strike through the available dotted lines with a diagonal line.

3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of 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.

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.

5. Marking Core and Options questions

Core Themes Mark **both** questions

Options Themes Learners 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) Define the term biome. Tick (✔) one box from the options below	AO1.1	AO1.2	AO2	AO3	SPaG	Total
	1					**1**

Credit this response only.	A large-scale ecosystem (1)

(a) (ii) Describe the global distribution of tropical rainforests.	AO1.1	AO1.2	AO2	AO3	SPaG	Total
				2		**2**

Credit two valid points	Between the Tropics of Cancer and Capricorn (1) Clustered along the Equator (1) On all continents except Europe & Antarctica (1)

(a) (iii) Explain why tropical rainforests are found in these areas.	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	More sophisticated explanation of why the pattern of distribution is seen. Clear link between the location of tropical rainforests and the factors that influence their location
1	1-2	Simple descriptive statements communicated in a basic way with little linkage between location & factors.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the reasons why tropical rainforests are located where they are. For B2 the link should be clear.

Examples include:
The Equatorial climate provides the optimum conditions for rapid plant growth. High temperatures and high amounts of rainfall provide the humid conditions plants can thrive in. With little seasonality these optimum conditions are present throughout the year resulting in constant growth of flora.

(b) (i) Give two types of human activity that lead to deforestation in Tropical Rainforests.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	2					**2**

Credit two valid points	Mining (1) Farming / agriculture / monoculture / palm oil / soya (1) Cattle ranching (1) Shifting cultivation / subsistence farming (1) Logging (1) Energy production/HEP /Reservoir Construction (1) Building on Communication routes/ roads/railways (1) Settlement development (1)

(b) (ii) Describe the trend shown in the bar chart above. Use data in your answer.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
				2		**2**

Accept these answers only. Must be about trend.	The estimated forest covered has decreased (1) Quantification (1)

(c) Draw conclusions from the graph above.	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	Draws conclusions of rainforest destruction in the Amazon. Understanding of the data shown and **a link** between deforestation and the price of beef is evident. Conclusions drawn. Meaning is generally clear
1	1-2	Simple statements and basic understanding of rainforest destruction in the Amazon. Description of the trends rather than linking the two factors. Meaning may lack clarity in parts
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate an understanding of the data shown and draw conclusions from it. For Band 2 candidates should demonstrate clear link between deforestation and the price of beef.

Examples include:
The rate of deforestation peaked in 1995 and then decreased, decreasing sharply from 2010. The price of beef began to rise significantly from 2005 with its largest increase in 2015. This may have acted as a financial incentive to use more of the rainforest as grazing land for cattle. There are many other factors involved in deforestation but an increase of $2 in the price of cattle to farmers in Brazil who have a low income is a large incentive. Likewise the lower deforestation rates in recent years may cause a shortage in grazing land which in itself may have caused an increase in the price of beef.

(d) (i) Suggest why the rainforest in this photograph is being cleared.	AO1.1	AO1.2	AO2	AO3	SPaG	Total
			3			**3**

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

Band	Marks	Descriptor
2	2-3	Good suggestions for rainforest clearance seen. Clearly uses the resource and their own knowledge to interpret it. Meaning is generally clear. The response is structured.
1	1	Simple statements that suggest reasons for rainforest clearance but not necessarily relating to the photograph. 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 an understanding of why small areas of the rainforest are being cleared to grow crops. The answer must be focused on small scale clearance.

Examples include:
Small areas of rainforest are often cleared by farmers to grow food for their families. They are often on a low income and growing their own food is the only way they can feed their family. They may use slash and burn technique as the rainforest is the only land they have access to that they can cultivate.

(d) (ii) Mono-culture is a type of farming found in tropical rainforest areas. Describe mono-culture.	AO1.1	AO1.2	AO2	AO3	SPaG	Total
	2					**2**

Credit one type of food description with the second mark for elaboration	The growth of one crop (1) For commercial purposes to sell for profit (1) Intensive farming (1) e.g. palm oil (1)

(d) (iii) Give one reason why food production reduces biodiversity in tropical rainforests	AO1.1	AO1.2	AO2	AO3	SPaG	Total
		2				**2**

Credit one reason with the second mark for elaboration	Destroys the natural ecosystem/habitat (1) negatively affects the balance within an ecosystem (1) Removes large areas of rainforest (1) Rare species maybe killed and could lead to extinction (1) Clearing rainforests removes the biomass (1) Nutrients removed from the ecosystem (1)

(d) (iv) Food production at different scales result in a number of challenges to tropical rainforest ecosystems. Evaluate these challenges.	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 evaluation of the impact that different scales of farming have on the tropical rainforest. Answer is balanced between scales of farming and the challenges they present. Meaning is clear. Response has purpose, is organised and well structured.
2	3-4	Evaluation of the impact that different scales of farming have on the tropical rainforest. More than one scale of farming is considered but the answer is not balanced. Meaning is generally clear. The response is structured.
1	1-2	Valid statements lack depth/breadth and with only limited evaluation. 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.

This question requires candidates to evaluate the challenges caused by farming on the tropical rainforest. The candidates need to consider farming at more than one scale to gain band 2. A candidate can get full marks by discussing more than one scale of farming and more than one challenge with equal balance.

Examples include:
Large scale deforestation for cattle ranching or palm oil plantations has a large impact on the ecosystem and biodiversity as they involved the removal of trees. Not only does this alter the flora of that part of the forest but also the fauna that use it for their habitat. As such the number of species found will decrease. Small scale subsistence farming on the other hand will have less of an impact as only a small area of forest is cleared, usually by slash and burn which returns nutrients keeps the soil fertile. As it is a smaller area that is cleared less impact is had on the biodiversity and this type of farming is generally better for maintaining the habitat.
Farming will also impact on soil erosion. The removal of trees will result in soil being exposed and so the soil will be vulnerable to erosion from the heavy rain. Also machinery used in farming will compress the soil and damage the structure. Both of these will have more of an impact from large scale farming as opposed to small scale farming.

End of Question 1

Core Theme 6, Question 2

(a) (i) Identify the correct key terms for the following definitions using the table below. Put the correct letter next to the definition.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	2					**2**

Accept these answers only	D Global Inequalities (1) A National Wealth (1)

(a) (ii) Give one reason why economic measures of development have limitations.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
		2				**2**

Award one mark for a reason and the second for elaboration	Only considers one factor of the country (1) development (1) The social/environmental indicators may be very different (1)

(b) (i) Calculate the percentage increase in GNI per capita for the UK	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
				2		**2**

Accept these answers only	Working: 42340-38540 = 3800 **3800/38540 x 100 = 9.85** **(1)** Answer: **9.9/10%** (1) Accept answers that haven't been rounded e.g. 9.85%

(b) (ii) Compare the patterns of GNI per capita between the HICs and LICs in the table.	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	Comparative description of patterns. Use of data supports description.
1	1-2	Simple descriptive statements communicated in a basic way with little linkage between points. No data used to support points made.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the trends the data shows and highlight the differences between HIC and LIC countries. B2 answers must have a comparative statement and refer to data in their answers.

Examples include:
For both HIC and LIC countries the trend has generally been an increase in GNI per capita over the time period with two exceptions – Japan as a HIC with a -2 % change and Angola as a LIC with a -15% change.
Overall the biggest percentage changes are seen in LIC countries, with the largest change being in Kenya with a 108% increase I GNI per capita.

(c) Fair trade projects are the best way to help the development of LICs. To what extent do you agree with this statement?	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8		3	**11**

Band	Marks	Descriptor
4	7-8	Detailed application of knowledge and understanding of how Fairtrade projects help development in LICs. Another factor that contributes to a countries development should also be referenced. A clear **link** should be seen between Fairtrade projects and at least one other factor and development in LICS 'To what extent' is clearly addressed. A range of detailed and elaborated points are made through chains of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	5-6	Demonstrates understanding of how Fairtrade projects help development in LICs. Another factor maybe briefly referenced. Some attempt to answer 'To what extent'. A range of elaborated points are made through chains of reasoning. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Demonstrates some understanding of how Fairtrade projects help development in LICs. Meaning is generally clear. The response is structured.
1	1-2	Simple statements that show basic understanding of Fairtrade projects. 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 clearly show whether Fairtrade projects help the development of LICs. For bands 3 & 4 the 'to what extent' element of the question should be addressed. For band 4 another factor such as the amount of aid received should be considered.

Candidates may use the information given in their answer or draw on other examples they have studied.

Examples:

Fair trade ensures that the farmers get a fair price for their goods which increases their income. With increased income comes the multiplier effect as they have more income to spend on other goods – hence benefiting other businesses in the local area. This would have a big impact on the development of the country that the product is produced in as it helps to ensure more certainty of price and hence income.

Fair trade also helps to market the farmers goods and enables them to reach a bigger market which hence increases sales. A larger volume of sales, lead to more income for more people. More income lead to more taxes paid which helps the development of the region or country. e.g. Divine Fairtrade milk chocolate is a scheme where Ghanan farmers receive a share of the profits from the sale of the chocolate as well as receiving a fair price for their cocoa beans. This higher price allows the farmer to have an income to support his family as well as investing in new equipment to grow a larger crop in the future.

However, factors such as the amount of aid a country is given will also help the development of LICs as they maybe used to pay for infrastructure such as roads and railway which in turn may increase the level of trade and hence income for the country.

Therefore, I think that fair trade is an important element of a bigger picture. With both aid and fair trade combined it helps the country to become more financially independent and less reliant on aid in the future.

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

(d) (i) Describe how a negative multiplier affects a deprived region in the UK.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	4					**4**

Award one mark for each effect Up to 3 further marks can be given for elaboration (1+1+1+1) (1+1+1)+1 (1+1)(1+1) 1+1+1+1	Examples may include: Closure of a factory (1) Loss of jobs (1) Reduction in family income (1) Closure of shops and facilities (1) Lack of facilities leads to out-migration (1) More facilities close due to lack of population (1)

(d) (ii) Explain why investment can create growth in deprived regions	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		6				**6**

Band	**Marks**	**Descriptor**
3	5-6	Good understanding of why investment creates growth in deprived regions. Explanation uses detailed chain of reasoning. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Some understanding of why regional investment creates growth in deprived regions. Response contains some elaboration through chains of reasoning but lacking detail or is partial/imbalanced. Meaning is generally clear. The response is structured.
1	1-2	Simple statements show limited or basic understanding. 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.

For band 3 candidates are expected to show a clear link between the initial input and how this this creates growth in deprived regions (positive multiplier).

Examples

Investment into a deprived region can attract industry to the area. This investment can set off the positive multiplier effect which results in the region developing. With investment this industry can provide stable jobs for unemployed people in the area, giving them a regular wage. With more disposable income, these employees will spend more in their local community which will benefit other businesses such as shops. This in turn, increases their income and attracts people to the area. The higher income leads to an increase in revenue from taxes which provides more opportunity for investment in infrastructure and public services.

End of Question 2

THEME 7: Social Development

(a) (i) Tick (✓) two correct statements about the graph from the box below.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
				2		**2**

Accept these answers only.	B. The birth rate has decreased over time E. The death rate was 6 per 1000 in 1985

(a) (ii) Give two social factors that influence death rates.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	2					**2**

Award one mark for each factor	Examples may include: Poor health care (1) Poor living conditions (1) Disease (1) Population Structure (1) War (1)

(a) (iii) Suggest why the death rate shown in the graph opposite has changed.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
			2			**2**

Award one mark for each credit worthy point.	Answers may include: Aging population (1) If a greater proportion of the population are elderly then the death rate will increase. (1) Lack of food available (1) people dying from starvation (1) Disease (1) a disease may have affected the population which could lead to deaths for which the treatment is not widely available (1) War (1) Conflict may have occurred which caused deaths of people in action (1)

(a) (iv) Explain why social factors can influence changing birth rates in Sub-Saharan Africa.	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 social factors can influence changing birth rates in SSA. Explanation uses detailed chain of reasoning. Meaning is clear. The response has purpose, is organised and well structured
2	3-4	Some understanding of why social factors can influence changing birth rates in SSA. Response contains some elaboration through chains of reasoning but lacking detail or is partial/imbalanced. Meaning is generally clear. The response is structured.
1	1-2	Simple descriptive statements communicated in a basic way. Meaning is clear. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the explanation of why social factors can influence changing birth rates in SSA. At B3 candidates will show a clear link between a social factor and why that changes birth rates through detailed chain of reasoning.

Examples include:
There are many factors that can influence birth rates in SSA. For example the improvement of literacy rates, especially amongst women. With increased levels of literacy, there is more understanding about contraception and pregnancy prevention. Improved literacy will also increase the number of people in work which in turn may lead to people starting to have children at a later age. Both of these factors will have an overall decrease in birth rates.
Religion may also have an affect on birth rates. For example some religions dissuade the use of contraception. If there is an increase in the number of people who follow that religion, then the less contraception may be used and an increase in birth rates is likely to be seen.

(b) (i) Describe the pattern of change in HIV Rates shown on the map.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
				4		**4**

Award one mark for each correct point and additional marks for elaboration 1+1+1+1 (1+1)(1+1) (1+1+1)+1	Large changes are seen in urban areas (1) Reference to Pongola, Richards Bay or Pietermaritzburg (1) Large areas of change seen on the coast (1) Smaller changes seen in the centre/ NE and SW of the area (1) closer to other regions in South Africa (1)

(b) (ii) Describe **one** challenge created by HIV in Sub-Saharan Africa	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
	2					**2**

Award one mark for the challenge and another mark for elaboration	Reduction in life expectancy (1) Reduced working life/contribution of each adult (1) Adults too ill to work (1) increase in poverty levels (1) Country's development is limited (1) due to reduction in tax incomes (1) Pressure on healthcare (1) So hospitals/doctors are overwhelmed (1) Additional cost of medication (1) negatively impacts family income (1)

(c) Evaluate strategies used to tackle HIV in sub-Saharan Africa.	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 evaluation of the strategies used to tackle HIV in Sub-Saharan Africa. Answer is balanced between positives and negatives and at least 2 strategies are considered. Good chain of reasoning. Meaning is clear. Response has purpose, is organised and well structured.
2	3-4	Some evaluation of the strategies used to tackle HIV in Sub-Saharan Africa. More than one strategy is considered but the answer is not balanced. Meaning is generally clear. The response is structured.
1	1-2	Valid statements lack depth/breadth and with only limited evaluation. 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.

This question requires candidates to evaluate the strategies used to tackle HIV in Sub-Saharan Africa. The candidates need to consider more than one strategy to gain band 2. The answer should be equally balanced between positives and negatives

Examples include:
HIV drugs aim to stop the HIV virus turning into an AIDS infection. By using drugs to manage the symptoms of the infection limits how poorly the person feels and so enables them to carry on with their work and contributing to their family income. They can also help reduce the spread of the HIV virus and so limit further increases in infection rates. However, people who take HIV drugs will need to take them for the rest of their lives and to take them at strict times during the day. They are also expensive and often paid for via charities.
Promotion of HIV testing is a vital component of tackling HIV rates in Sub-Saharan Africa. Infection rates are likely to increase if people are unaware that they have the infection. Those people are also more likely to become ill from the infection if it is left untreated. Therefore, finding out if someone has HIV benefits both that person and the wider community. However, being diagnosed as HIV positive can be viewed negatively in some areas and may mean that people are pushed out of communities.

End of Question 3

OPTIONS THEME 8, Question 4

(a) (i) Tick (/) two correct statements about the graph from the box below.	AO1.1	AO1.2	AO2	AO3	SPaG	Total
				2		**2**

Accept these answers only.	2.Natural resources have decreased over time 5.The ecological footprint was 2.5 hectares per person in 1995

(a) (ii) Suggest one issue that arises after 1970 on the graph.	AO1.1	AO1.2	AO2	AO3	SPaG	Total
			2			**2**

Award one mark for credit worthy point and one for elaboration.	Ecological footprint overtakes natural resources per hectare (1) which results in environmental challenges (1)

(a) (iii) Describe two factors that influence the size of a person's ecological footprint.	AO1.1	AO1.2	AO2	AO3	SPaG	Total
	4					**4**

Award one mark each for each factor (up to a max of 2). Further marks for elaboration. (1+1)(1+1) (1+1+1)+1	Examples may include: Lifestyle/Culture (1) driving cars/taking foreign holidays (1) Level of income (1) More disposable income, the more 'goods' are bought and therefore manufactured/transported (1) Climate (1) hotter climates may have more air conditioning/colder climates may have more heating (1)

(a) (iv) Growing consumerism may lead to further environmental impacts. Explain why monitoring ecological footprints is important to future environmental planning.	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 monitoring ecological footprints is important to future environmental planning. Explanation uses detailed chain of reasoning. Meaning is clear. The response has purpose, is organised and well structured
2	3-4	Some understanding of why monitoring ecological footprints is important to future environmental planning. Response contains some elaboration through chains of reasoning but lacking detail or is partial/imbalanced. Meaning is generally clear. The response is structured.
1	1-2	Simple descriptive statements communicated in a basic way. Meaning is clear. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the explanation of why monitoring ecological footprints is important to future environmental planning. At B3 candidates will show a clear link between a ecological footprints and environmental planning for the future through detailed chain of reasoning.

Examples include:
Ecological footprints measure the impact that each person/company/country are having on the environment. Measuring these footprints means that each person is aware of the impact that they are having on the environment which gives them the opportunity to try to mitigate it. For example, planning trees to absorb the amount of carbon they have produced. This is turn will make them more aware of their activities and hopefully in the future will reduce these activities.
Another benefit is knowing the likely amount of carbon that is produced per person for each country. If environmental planners know this then they can estimate the yearly emissions per country. This information can then be used to model the environmental effects of these emissions and therefore planning can take place to be able to help communities live with these changes.

(b) Describe the pattern of areas at risk of desertification in Africa as shown on the map.	AO1.1	AO1.2	AO2	AO3	SPaG	**Total**
				4		**4**

Award one mark for each correct point and additional marks for elaboration 1+1+1+1 (1+1)(1+1) (1+1+1)+1	The highest areas at risk are next to the desert areas (1) either side of the desert in the North/ to the west of the desert located on the east of Africa/ to the north and east of the desert in the south of Africa/reference in relation to a named desert (1) The further away from the deserts the lower the risk of desertification (1) Low area of risk along the equator (1) The main band of high risk is between 10-20° N & S (1)

(c) Evaluate strategies used to tackle climate change at an international level.	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 evaluation of the strategies used to tackle climate change at an international level. Answer is balanced between positives and negatives and at least 2 strategies are considered. Good chain of reasoning. Meaning is clear. Response has purpose, is organised and well structured.
2	3-4	Some evaluation of the strategies used to tackle climate change at an international level. More than one strategy is considered but the answer is not balanced. Meaning is generally clear. The response is structured.
1	1-2	Valid statements lack depth/breadth and with only limited evaluation. 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.

This question requires candidates to evaluate the strategies used to tackle climate change at an international level. The candidates need to consider more than one strategy to gain band 2. The answer should be equally balanced between positives and negatives

Examples include:
International conferences on climate change bring world leaders together to discuss and agree on strategies to cut greenhouse gas emissions and agree support for countries facing climate change hazards. Having international co-operation is a positive step as it brings together all research and forecasts of what the future may hold. However, many of the international agreements that have come out of these conferences are not legally binding and some countries, such as the USA, have withdrawn from their obligation.
Global protests motivate people within a country to try and do their 'bit' in cutting greenhouse gas emissions. They also put pressure on world leaders to make changes that will make a difference. However often protests can be seen negatively by other members of the public which in turn does not promote the climate change message in a good way.

End of Question 4