

## UNIT 2 – MARKSCHEME

### 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:

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to <b>two</b> 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 sub-question.

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

This box contains the rationale 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 examiners' 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) Complete the following passage using <b>three</b> words or figures from the box below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	under 750 (1) west (1) higher (1)			1	1 1		<b>3</b>

(a) (ii) Study Diagram 1.2 below. It shows the cross-section from X-Y on Map 1.1. Write the <b>four</b> correct numbers from Diagram 1.2 alongside each correct label in the table below. <b>One</b> of the labels is <b>incorrect</b> .		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	2 (1) X 4 (1) 1 (1) 3 (1)	4					<b>4</b>

(a) (iii) State <b>one</b> way in which the height of the land affects temperature.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> valid statement for one mark.	Temperature decreases with height (1)	1					<b>1</b>

(b) Study Weather Map 1.3 below. It shows a low pressure system (depression) over the British Isles in March 2011. (i) Complete Weather Map 1.3 by drawing the 996 mb isobar.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> mark for accurate completion of isobar	insert isobar between isobars 992 and 1000 but not crossing them at any point (1)				1		<b>1</b>

(b) (ii) Calculate the difference in temperature between the two weather stations shown on Weather Map 1.3.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	5°C (1)				1		<b>1</b>

(b) (iii) Use the key from Weather Map 1.3 to complete the table below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	20 knots (1) full cloud cover (1) rain (1) south west(erly) (1)				4		<b>4</b>

(b) (iv) Give <b>one</b> reason why it is raining at weather station B.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> valid statement for one mark, and its <i>elaboration</i> for <b>one</b> additional mark.	Warm air is forced to rise (1) <i>by the cold front</i> (1) <i>it cools</i> (1) <i>moisture condenses</i> (1)		2				<b>2</b>

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(c) Study Diagram 1.4 below. It shows a food web in the Altai Mountains in Russia. (i) Give <b>two</b> reasons why producers are an essential part of all food webs.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark, and <b>each explanation/elaboration</b> for <b>one</b> additional mark.	Producers absorb energy from the sun (1) <i>by photosynthesis</i> (1) <i>plants convert energy into food</i> (1) energy is the able to pass through the ecosystem (1) <i>via the food chain</i> (1) <i>plants are food for animals</i> (1)		4				<b>4</b>

(ii) Study Photograph 1.5 below which shows the Altai Mountains. Suggest why plant growth is difficult in the environment shown in Photograph 1.5		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> valid statement for one mark, and its <b>elaboration</b> for <b>one</b> additional mark.	high land (1) <i>temperatures are very low for much of the year</i> (1) <i>short growing season</i> (1) <i>plants have to adapt</i> (1) steep and rocky (1) <i>thin soils</i> (1) <i>soil lacks nutrients</i> (1)			2			<b>2</b>

(d) Compare the environmental impacts of two different ways of producing food in <b>one</b> ecosystem you have studied.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
					6			<b>6</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses should apply understanding of the way in which two methods of producing food can have different or similar impacts on the environment in a selected ecosystem. The responses will probably focus on the different impacts of subsistence and commercial farming (agri-business).</p> <p>Examples include: The tropical rain forest with a comparison of slash and burn (shifting cultivation) methods as opposed to plantation farming or large scale ranching. Impacts of slash and burn are generally positive in the long term as land has time to regenerate. On the other hand plantations and ranching can result in deforestation, soil erosion and negative impacts on the water cycle. The Savanna grasslands with nomadic herders like the Masai as opposed to intensive plantation farming of crops such as coffee.</p>					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
3	5-6	Applies detailed understanding of two contrasting ways of producing food together with the environmental impacts. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	Demonstrates understanding of two contrasting ways of producing food together with the environmental impacts. Response may be unbalanced. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements show basic understanding of two ways of producing food. 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.						

### End of Question 1

Totals for Question 1	AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
	5	6	9	8	-	<b>28</b>

## Core Theme 6, Question 2

(a) Study Graph 2.1 below. (i) Use Diagram 2.1 to complete the following paragraph.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to <b>three</b> valid statements, each for one mark.	import (1) manufactured (1) higher or greater (1)	1		2			<b>3</b>

(a) (ii) Name <b>one</b> Low Income Country that depends on the export of primary products. Give the name of <b>one</b> of these products.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit <b>one</b> mark for one valid name of a LIC and an additional mark for <b>one</b> valid named <b>primary</b> product.	Burkina Faso / Ethiopia / Gambia / Kenya / Lesotho / Malawi / Mali / Niger / Tanzania / Uganda / Afghanistan / Bangladesh / Cambodia / Nepal / Haiti (1) Tea / coffee / timber / oil / bauxite / iron ore (1)	2					<b>2</b>

(b) Diagram 2.3 shows where the money goes from the sale of a sack of fair trade coffee. (i) Suggest <b>one</b> other way of representing the data shown in Diagram 2.3. Justify your choice.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit <b>one</b> valid statement (for one mark) and its valid <i>justification / elaboration</i> for up to <b>two</b> additional marks.	bar graph/pie chart (1) <i>show the amount of a number of different categories (1) can be coloured or shaded (1) visually effective (1) easy/quick to interpret (1)</i>				3		<b>3</b>

(b) (ii) What is fair trade?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to <b>two</b> valid statements, each for one mark. Do <b>not</b> credit trade that is fair.	An organisation (1) that aims to guarantee (1) that the producer gets a fair price for their goods (1)	2					<b>2</b>

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(b) (iii) Outline <b>two</b> advantages of fair trade for coffee growers.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> marks for each valid statement, and valid <i>explanation/elaboration</i> for <b>one</b> additional mark for each valid point (max <b>two</b> ).	more money/reliable income (1) <i>results in more opportunities such as schooling or health care</i> (1) less exploitation (1) <i>better working conditions</i> (1) <i>better health and longer life expectancy</i> (1)			4			<b>4</b>

(c) Study the information below. It shows screenshots from a GIS website which is about poverty. (i) Use Map 2.4 to give the percentage of people living on US \$1.25 a day in South Africa.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	0 – 20 (1)				1		<b>1</b>

(ii) Use Graph 2.5 to describe the trend in the poverty headcount ratio.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark. Accept quantification for either or both marks.	increased 1981-1993 (1) improving/downward trend 1993-2013 (1) reached a peak (1) of 60% in 1993 (1)				2		<b>2</b>

(iii) Map 2.4 shows the data in different colours. What name is given to this type of map?		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	choropleth map (1)	1					<b>1</b>

(iv) Suggest <b>one</b> limitation of the technique used in Map 2.4.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit <b>one</b> valid statement for one mark, and a valid <i>explanation/reason</i> for the second mark.	Does not show variations within political boundaries (1) <i>poverty headcount could vary within countries</i> (1) Reading exact data figures is not possible (1) <i>only bands of figures given</i> (1) Colours must be chosen carefully (1) <i>so that they grade clearly into each other</i> (1) Type of data that can be displayed is limited (1) <i>cannot show absolute/discrete data</i> (1)			2			<b>2</b>

<p>(d) There is poverty in many parts of Wales.          Explain why there are areas of poverty in different parts of Wales. You should refer to places you have studied.  <i>The accuracy of your writing will be assessed in your answer to this question.</i></p>			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>																	
				8			3	<b>11</b>																	
<p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td>Thorough understanding of the causes of poverty in different parts of Wales. Specific and detailed examples are used. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Thorough understanding of the causes of poverty in different parts of Wales. Refers to specific places. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Understanding of the causes of poverty. Response contains some examples. Meaning is generally clear. The response is structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Mark	Descriptor	4	7-8	Thorough understanding of the causes of poverty in different parts of Wales. Specific and detailed examples are used. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.	3	5-6	Thorough understanding of the causes of poverty in different parts of Wales. Refers to specific places. Meaning is clear. The response has purpose, is organised and well structured.	2	3-4	Understanding of the causes of poverty. Response contains some examples. Meaning is generally clear. The response is structured.	1	1-2	Simple statements showing basic understanding of the issue. 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.	<p>Responses should demonstrate understanding of the reasons for spatial variations in poverty.</p> <p>Poverty and deprivation occur in some areas of Wales as a result of de-industrialisation.</p> <p>Poverty and deprivation also occurs in some rural areas of Wales and is associated with low earnings and lack of opportunities.</p> <p>Poverty and deprivation can also manifest itself in inner city areas or on large council estates where there is poor quality housing, high levels of crime and poor standards of health.</p>				
Band	Mark	Descriptor																							
4	7-8	Thorough understanding of the causes of poverty in different parts of Wales. Specific and detailed examples are used. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.																							
3	5-6	Thorough understanding of the causes of poverty in different parts of Wales. Refers to specific places. Meaning is clear. The response has purpose, is organised and well structured.																							
2	3-4	Understanding of the causes of poverty. Response contains some examples. Meaning is generally clear. The response is structured.																							
1	1-2	Simple statements showing basic understanding of the issue. 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.																							

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.

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

### End of Question 2

Totals for Question 2	AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
	6	8	8	6	3	<b>31</b>

## SECTION B – OPTIONS

## Theme 7, Question 3

3 (a) (i) In which continent is Pakistan?		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	Asia (1)	1					<b>1</b>

(ii) Use Map 3.1 to complete the box below to give the latitude and longitude of Karachi.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	north (1) 67/68° (1)				2		<b>2</b>

(iii) Use Map 3.1 to describe the distribution of places within Pakistan that have the highest standard of living.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each with one mark.	around cities (1) scattered (1) none in west (1)				2		<b>2</b>

(b) (i) HDI is an indicator of social development. Choose <b>one</b> other indicator of social development from the list below. Tick (✓) the correct answer.		AO1.1	AO1.2	AO2	AO3	SPAG	<b>Total</b>
Credit this response only.	Adult literacy (1)	1					<b>1</b>

(b) (ii) Describe how this indicator measures social development.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each with one mark. Credit converse.	low adult literacy reflects lack of education/schools (1) poor funding (1) and the need for children to work (1)	2					<b>2</b>

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(c) (i) Draw a line of best fit on Graph 3.2.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to <b>two</b> marks: <b>One</b> mark for the correct direction of the line <b>One</b> mark if the number of points above the line is equal to the number of points below the line (allow tolerance +/-1).	line must be drawn sloping in a negative direction (1) five points on either side of line (1)				2		<b>2</b>

(c) (ii) Use Graph 3.2 to describe the relationship between GNI and infant mortality.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to <b>two</b> valid statements, each for one mark.	negative relationship (1) infant mortality decreases with higher GNI (1)			2			<b>2</b>

(c) (iii) Explain why infant mortality rates are high in many sub-Saharan countries.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
				6				<b>6</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses should demonstrate understanding of the cause of infant mortality. Reasons for high infant mortality rates include:</p> <ul style="list-style-type: none"> <li>• the incidence of HIV/AIDS;</li> <li>• the spread of malaria;</li> <li>• poor sanitation and lack of access to safe water;</li> <li>• lack of immediate and close access to preventative medicine or health care;</li> <li>• poor diet and occurrence of famine;</li> <li>• conflict/war.</li> </ul>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
3	5-6	Detailed understanding of the causes of infant mortality rates. Specific examples are given. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	Understanding of the causes of infant mortality. Response contains some elaboration. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements show 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.						

(d) 'The education of girls is a key factor in the development of countries in sub-Saharan Africa or Asia.' How far do you agree with this statement?			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
					6			<b>6</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses must apply their knowledge and understanding to make a judgement about the relative importance of female education as a factor of development.</p> <p>Responses may make judgements about the impacts of female education (or lack of it) on development.</p> <p>Responses may focus on the benefits of female education on the development process such as the fact that educated girls usually marry later in life and thus have fewer children. It then provides learning opportunities and better health care for their children. Another benefit is that an educated girl will know how to provide a healthy diet for children. It also provides them with career opportunities.</p>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
3	5-6	Judgement is very clearly supported by detailed evidence. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	An opinion is given. The response applies some evidence to support the answer. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements showing basic understanding of the issue. 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.						

**End of Question 3**

Totals for Question 3	AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
	4	6	8	6	-	<b>24</b>

## Theme 8, Question 4

4 (a) (i) In which continent is Kenya?		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	Africa (1)	1					<b>1</b>

(ii) Use Map 4.1 to complete the box below to give the latitude and longitude of Nairobi.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	south (1) 35/36 ° (1)				2		<b>2</b>

(iii) Use Map 4.1 to describe the location of the main flower growing areas within Kenya.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each with one mark.	Between Lake Victoria and Machakos (1) Close to the equator (1) In the south west region of Kenya (1) Next to Lake Victoria / border with Uganda (1) Between 1° N and 2° S (1) Between 34° E and 38° E (1)				2		<b>2</b>

(b) (i) Kenya sells most of its flowers to countries in Europe. What name is given to people who buy products such as flowers in UK shops? Tick (✓) the correct answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	consumers (1)	1					<b>1</b>

(b) (ii) Outline <b>two</b> ways that are used to transport flowers or food from distant countries, such as Kenya, to the UK.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each with one mark.	by air (1) in bulk (1) refrigerated (1) quickly (1)	2					<b>2</b>

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(c) (i) Draw a line of best fit on Graph 4.2.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> marks: <b>One</b> mark for the correct direction of the line <b>One</b> mark if the number of points above the line is equal to the number of points below the line (allow tolerance +/-1).	line must be drawn sloping in a negative direction (1) five points on either side of line (1)				2		<b>2</b>

(c) (ii) Use Graph 4.2 to describe the relationship between GNI and the rate of rainforest destruction.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark.	negative relationship (1) rainforest destruction is highest in the poorest countries (1)			2			<b>2</b>

(c) (iii) UK shoppers have the spending power to buy products from all over the world. Explain why this can have effects on the environment.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
				6				<b>6</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses should demonstrate understanding of the effects of consumerism on the environment. These might include:</p> <ul style="list-style-type: none"> <li>• more 'food' miles which results in a higher carbon footprint;</li> <li>• pollution of the air and sea as products are exported;</li> <li>• extra packaging and the problem of waste disposal in landfill sites.</li> </ul>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
3	5-6	Detailed understanding of the effects on the environment. Specific examples are given. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	Understanding of the effects on the environment. Response contains some elaboration. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements show 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.						

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(d) 'Environmental management strategies often fail to protect ecosystems.' How far do you agree with this statement in relation to <b>one</b> ecosystem you have studied?			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
					6			<b>6</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses must apply their knowledge and understanding to make a judgement about the success of environmental management strategies.</p> <p>Responses may make judgements about the reasons for the success or failure of management strategies such as zoning within National Parks.</p> <p>These failures may be due to a number of factors such as</p> <ul style="list-style-type: none"> <li>• poaching (eg In Kruger national Park),</li> <li>• corruption (eg Virunga National park),</li> <li>• excessive visitor pressure (eg in the Peak District National Park or the Great Barrier Reef Reserve.)</li> </ul>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
3	5-6	Judgement is very clearly supported by detailed evidence. Meaning is clear. The response has purpose, is organised and well structured						
2	3-4	An opinion is given. The response applies some evidence to support the answer. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements showing basic understanding of the issue. 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.						

## End of Question 4

Totals for Question 4	AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
	4	6	8	6	-	<b>24</b>