



GCSE MARKING SCHEME

SUMMER 2019

**GEOGRAPHY SPECIFICATION A
COMPONENT 2
C111U20-1**

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.

EDUQAS GCSE GEOGRAPHY SPEC A

COMPONENT 2

SUMMER 2019 MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

This box contains the sub-question	The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.					
3 (a) (i) Describe the location of the island of Lefkada.	AO1	AO2.1	AO2.2	AO3	AO4	Total
				2	2	
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)					
This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.	This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open-ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.					

2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked at the appropriate place on the response. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question, then the examiner should enter a dash (-) or use the not attempted icon on E-marker.

3. Banded mark schemes

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

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.

CORE Theme 5: Weather climate and ecosystems

Q.1 (a) Study Graph 1.1 below and Map 1.2 on page 3.							
(i) Complete the paragraph to describe the temperature and rainfall pattern for Kisangani.							
Choose the correct answers from the box below		AO1	AO2.1	AO2.2	AO3	AO4	Total
Award one mark for each correct answer.	26°C Fluctuates October 98					4	4
Accept these answers only.							

(ii) Give one reason why tropical rainforest ecosystems are located in this part of the world.							
Award one mark for the correct identification of the reason, and one for development of the explanation which makes a link to location. 1+1	High amounts of rainfall or sunshine (1) giving high levels of growth/productivity (1).		2				2

Q.1 (b) (i) Diagram 1.3 shows flows and stores in the nutrient cycle for a tropical rainforest. Complete the table below to identify store X and flow Y on the diagram.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Award one mark for each correct answer.	X = Biomass /plants /organisms/trees/ living things Y = Decay / decomposition /decomposing	2					2

(b) (ii) Give one reason why nutrient cycling occurs rapidly in rainforests.							
Award one mark for identifying the reason why nutrient cycling occurs rapidly and the second mark for elaboration which makes a clear link to rapid nutrient cycling. 1+1	The forest floor is hot and humid (1) <i>decomposition occurs quickly</i> (1) Abundant in decomposers / bacteria / fungi (1) <i>breaks down litter</i> (1) Decomposers release nutrients (1) <i>which are taken up by living plants</i> (1)			2			2

(b) (iii) Give two examples of human activities that lead to deforestation in tropical rainforests							
Award one mark for each correct answer.	Crop production (1) mining (1) road construction (1) urbanisation (1) cattle ranching (1) HEP (1) logging (1) paper production (1) shifting cultivation (1)	2					2

(b) (iv) Explain why deforestation in tropical rainforests has an impact on both climate and nutrient cycles.

6

6

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of the link between deforestation and impacts on climate and nutrient cycle. Depth of understanding is demonstrated through chains of reasoning.
2	3-4	Elaborated understanding of the links between deforestation and impact(s). Demonstrates breadth of understanding.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the link.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Answers are likely to focus on the following reasons:

Deforestation removing supply of vegetation, therefore lack of dead organic matter for decomposition and nutrient cycling.

Removes protective canopy which means soil and nutrients may be washed away by heavy rainfall.

Less evapotranspiration if vegetation removed which can influence rainfall on a local and regional scale, reducing the productivity or remaining forested areas, therefore reducing availability of nutrients.

Larger scale deforestation can lead to changes in the biome and desertification due to lower rainfall levels.

Removal of trees removes a carbon sink and can contribute to warming on a global scale.

Shifting cultivation and plantation agriculture – will influence nutrient cycling by changing the size of stores and flows.

Q.1 (c) (i) The UK uses the natural environment to generate some renewable energy. Complete the Divided Bar Graph 1.5 below using the data provided in Table 1.4.		AO1	AO2.1	AO2.2	AO3	AO4	Total
One mark for correct plot. Additional mark for correct shading.	Line between wind and bioenergy in the correct place at 30 or 78 (1) Correct shading (1)					2	2

(c) (ii) Tick two other appropriate techniques that could be used to present the data in Table 1.4.							
Credit these responses only	Proportional circles (1) Pie chart (1)					2	2

(c) (iii) Describe two impacts of energy production on the environment							
Allow one mark for each impact and an additional mark for elaboration (2 + 2) or (3+1) An example is not elaboration	<p>Descriptions of impacts likely to focus on the following issues:</p> <p>Air pollution Visual pollution Noise pollution Water pollution Habitat destruction Loss of biodiversity Soil pollution Climate change / global warming</p> <p>Example: Loss of biodiversity (1) <i>when land is flooded for HEP generation (1)</i></p> <p>Release of CO₂ (1) <i>causing climate change (1)</i></p> <p>Accept positive impacts on environments.</p>	4					4

<p>(d) Study the information in Resource Box 1.6 about Storm Brian, a low-pressure system which affected some parts of the UK in October 2017.</p> <p>The hazards created by low pressure systems pose a greater risk to the economy than to people in HICs. To what extent do you agree with this statement?</p>	AO1	AO2.1	AO2.2	AO3	AO4	Total													
				8		8													
<p>Use the descriptors below working upwards from the lowest band.</p> <table border="1" data-bbox="156 589 943 1865"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td> <p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). </td> </tr> <tr> <td>3</td> <td>5-6</td> <td> <p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) </td> </tr> <tr> <td>2</td> <td>3-4</td> <td> <p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). </td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table>	Band	Marks	Descriptor	4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 	3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) 	2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). 	1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). 		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse, evaluate and make a decision. All elements of AO3 are targeted.</p> <p>Use of evidence: Candidates may refer to impacts as shown in the photographs, or data from the fact box. They may refer to evidence from their own knowledge in support of the discussion.</p> <p>Likely discussion points include disruption to transport and the economic cost to businesses such as bus companies and airlines as opposed to danger to life from falling trees and the inconvenience or coastal communications being inaccessible.</p> <p>Danger to life on coasts may be weighed up against the cost of repair to sea defences, and the cost of erecting temporary defences, e.g. In Fowey as shown in the photograph.</p> <p>High wind speeds and flood risks pose a risk to human life and this may be weighed up against the potential damage to property and the economic cost.</p> <p>A decision is required as to whether candidates agree or disagree with the statement. They may partially agree / disagree based on some impacts being less significant than others. Better candidates may recognise that the two are interlinked.</p>
Band	Marks	Descriptor																	
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 																	
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) 																	
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). 																	
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). 																	
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.																	

CORE Theme 6: Economic development and resource issues

Q.2 (a) Study Map 2.1 below. The map shows the level of income inequality within countries.							
(i) Tick the two correct statements in the table below which correctly describe the pattern of inequality shown on Map 2.1		AO1	AO2.1	AO2.2	AO3	AO4	Total
Award one mark for each correct answer.	A and D are correct					2	2

(ii) Describe the patterns of regional inequality in one named LIC or NIC.							
Allow 1 mark per correct descriptor or credit elaboration of an idea (4x1, or 3 +1, or 2+2)	Answers will vary depending on country studied by the candidate in addressing this part of the specification.	4					4
Max 2 with no named country or specific reference to country.	<p>Elaboration points might include reference to specific data or specific locations within the country studied.</p> <p>Do not credit reasons.</p> <p>Location of capital city (1) Urban-rural disparity (1) North – south divide (1) Coastal – inland differences (1) Core-periphery (1) Use of correct located example(s) (1)</p>						

(iii) Give two reasons for inequality within countries.							
Credit two reasons plus elaboration. (2 + 2) or (3 + 1)	<p>Reasons identified may vary depending on the specific countries studied by candidates.</p> <p>Social class / caste system (1) <i>may limit opportunities e.g. employment (1)</i></p> <p>Other issues likely to be covered: Lack of economic growth within a country with wealth concentrated within a small proportion of society / high levels of unemployment. Lack of investment in public services leading to inequalities in access to health and education / skills services, and quality of this provision. Access to resources / land ownership / inheritance laws. Transport Climate Race Gender</p>	4					4

(b) Study graph 2.2 below.							
(i) Calculate the difference in hourly pay between Inner London and the Sheffield region. Show your working.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Award one mark for working, and one mark for the correct answer.	36 – (-13) (1) 49 (1)					2	2

(ii) Describe two social impacts of regional inequality in the UK.							
<p>Allow (2+2) or (3+1). Must address two different issues</p> <p>A comparative example can be used as an elaboration (1)</p>	<p>High unemployment in some areas / reliance on benefits / living on low income (1) means people may not be able to afford basic needs (1) such as adequate housing (1).</p> <p>Poverty can lead to health issues (1) which may reduce life expectancy (1)</p> <p>May encourage migration of young/educated (1) leads brain drain (1)</p> <p>Quality of education may vary depending on postcode (1) which can affect life chances and opportunities (1) which can contribute to a cycle of poverty in some areas (1).</p> <p>Conflict/division (1)</p>	4					4

Q.2 (c) (i) Study the Graphs 2.3 and 2.4 below. What conclusions can you reach about overseas aid provided by the UK from the information shown in the graphs?						AO1	AO2.1	AO2.2	AO3	AO4	Total												
										4	4												
<table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>Clear conclusion(s) reached. Connections made between the resources and evidence may be used to support conclusions.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Simple conclusion(s) which may not go beyond describing the resources.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table>						Band	Marks	Descriptor	2	3–4	Clear conclusion(s) reached. Connections made between the resources and evidence may be used to support conclusions.	1	1–2	Simple conclusion(s) which may not go beyond describing the resources.		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>Accept any logical reasoned conclusions supported by the resources provided.</p> <p>The UK is spending more and more on aid to a peak in 2015, although the levels fluctuate year on year. This could be because of a variation in need or affordability.</p> <p>These could be the countries in greatest need, or those with whom the UK government has a stronger relationship.</p> <p>Accept any logical reasoned conclusions supported by the resources provided.</p>					
Band	Marks	Descriptor																					
2	3–4	Clear conclusion(s) reached. Connections made between the resources and evidence may be used to support conclusions.																					
1	1–2	Simple conclusion(s) which may not go beyond describing the resources.																					
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.																					

(ii) Explain why long-term development aid can be more effective than emergency aid.							6				6															
<table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Thorough and elaborated understanding of the reasons. Depth of understanding is demonstrated through chains of reasoning.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>Elaborated understanding of the reasons.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Simple, valid statement(s) demonstrate basic understanding of the reasons.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table>						Band	Marks	Descriptor	3	5-6	Thorough and elaborated understanding of the reasons. Depth of understanding is demonstrated through chains of reasoning.	2	3–4	Elaborated understanding of the reasons.	1	1–2	Simple, valid statement(s) demonstrate basic understanding of the reasons.		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>Accept ideas which focus on advantage of long-term aid or disadvantages of emergency aid linked to effectiveness. Answers may include both perspectives.</p> <p>Development aid: long term, enables communities to develop skills, more sustainable as can be passed on to future generations. Develops self-reliance. Often targeted to reduce poverty which can have positive multipliers in communities.</p> <p>Emergency aid: Short term, can create dependency, may not target groups in greatest need, not always effective in reaching all those who need it.</p>					
Band	Marks	Descriptor																								
3	5-6	Thorough and elaborated understanding of the reasons. Depth of understanding is demonstrated through chains of reasoning.																								
2	3–4	Elaborated understanding of the reasons.																								
1	1–2	Simple, valid statement(s) demonstrate basic understanding of the reasons.																								
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.																								

(iii) Study the information about the Liverpool City Region Enterprise Zone in Resource Box 2.5. Evaluate the success of investment in creating growth in deprived regions of the UK.			AO1	AO2.1	AO2.2	AO3	AO4	Total
						8		8
Use the descriptors below working upwards from the lowest band.			<p>Candidates may refer to ideas as shown in the photographs, or information from the fact box. They may refer to evidence from their own knowledge in support of the discussion. Likely discussion points include the impact on the economy of redevelopment such as offices and hotels, and the extent to which this has an effect on improving some of the deprivation indicators in the area, e.g. health, education, crime, skills. Jobs will and have been created but in a narrow sector (tourism and retail) of the economy. Redevelopment improves the attractiveness of the area and may attract further investment, but will this be the investment that is needed to improve the deprivation and inequality in the area? The jobs created may not reflect the skill base of the population, and therefore may not address the creation of growth needed for sections of the population. Candidates should reach a conclusion as to whether they believe this redevelopment project is / can be a success in creating growth in deprived regions.</p>					
Band	Marks	Descriptor						
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent evaluation draws together wider geographical understanding to justify decision(s). 						
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced evaluation draws together wider geographical understanding to support decision(s) 						
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited evaluation uses wider geographical understanding to support decision(s). 						
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). 						
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.						

Once a mark has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

Band	Mark	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2 – 3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

OPTIONS Theme 7: Social Development Issues

Q.3 (a) Study Map 3.1 below							
(i) In the world in total there are 168 million child labourers. How many are found in the 'Rest of the World'? Show your working.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Accept this answer only and award 1 mark	One mark for workings 168m-158.2m Answer: 9.8 million (1)					2	2

(ii) Explain why child labour is more common in some parts of the world.							
		AO1	AO2.1	AO2.2	AO3	AO4	Total
			4				4

Band	Marks	Descriptor	
2	3-4	Detailed understanding of the reasons. Response contains some elaboration and clear link between child labour and why it is more prevalent in some locations.	<p>In countries where there are high levels of poverty, children forced to work to supplement the family income, or may be forced into prostitution because of poverty.</p> <p>Lack of education, particularly or girls means that they may be forced into work to survive. Where large families are common, older children may work as unpaid domestic servants while parents work to bring in money.</p> <p>Children may be sold for work to clear debts.</p> <p>AIDS orphans may be forced into work as they are now the only breadwinners for the family.</p> <p>Contractors may have a demand for cheap labour, so children are employed rather than adults to increase profits. Children are also less aware of their rights so may be less likely to complain with poor working conditions.</p>
1	1-2	Basic understanding demonstrated by a list of possible reasons. Ideas are not elaborated.	
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.	

(b) (i) Give two factors that result in people becoming refugees.		A01	A02.1	A02.2	A03	A04	Total
2x1 Award 1 mark for each correct idea. Accept one-word answers.	Persecution (1) War (1) Hunger (1) Climate change (1) Natural disasters (1)	2					2

(b) (ii) Study the information in Resource Box 3.2 about refugee movements from Syria. To what extent have initiatives to tackle issues associated with international refugee movements been successful?		A01	A02.1	A02.2	A03	A04	Total
					8		8

Use the descriptors below working upwards from the lowest band.			<p>A balanced discussion is required, and candidates should reach a conclusion as to whether initiatives can be successful. Candidates may refer to ideas as shown in the photographs, or information from the fact box. They may refer to evidence from their own knowledge in support of the discussion. Likely discussion points include provision of schooling for children as a success, but since many refugees are children, this could have impacts on long term socioeconomic development. Shelter and other humanitarian aid are provided so some basic needs being met, but this does not offer a long-term solution. Efforts are coordinated by the UN in working with charities and governments but how successful can these efforts be when the longer-term issue is the conflict itself. The scale of the problem makes issues difficult to tackle.</p>
Band	Marks	Descriptor	
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 	
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) 	
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). 	
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). 	
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.	
Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.			

OPTIONS Theme 8: Environmental challenges

Q.4 (a) Study diagram 4.1 below.							
(i) Calculate the mean ecological footprint of the top 6 African countries. Show your working.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	2.8 / 2.82 / 2.8216 (1) Working out (1) Total/6					2	2

(ii) Explain why ecological footprints vary throughout the world.							
		AO1	AO2.1	AO2.2	AO3	AO4	Total
			4				4

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Band</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td>Detailed understanding of the reasons. Response contains some elaboration and clear link between ecological footprints and why they are higher in some locations.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td>Basic understanding demonstrated by a list of possible reasons. Ideas are not elaborated.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table>	Band	Marks	Descriptor	2	3-4	Detailed understanding of the reasons. Response contains some elaboration and clear link between ecological footprints and why they are higher in some locations.	1	1-2	Basic understanding demonstrated by a list of possible reasons. Ideas are not elaborated.		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>Answers likely to focus on variations in lifestyle and level of development. May focus on differences within or between countries and both approaches are valid. Ideas may include:</p> <p>Wealth / GDP and the resulting impact on consumerism and level of investment in infrastructure and technology. Some societies in LICs may have a smaller footprint due to low technology, and low levels of consumerism. Use of resources may be lower in some societies, reducing the footprint. Political factors may have an influence here in terms of decisions made about investment in green technology. Footprints may vary within countries due to local government policy.</p>
Band	Marks	Descriptor											
2	3-4	Detailed understanding of the reasons. Response contains some elaboration and clear link between ecological footprints and why they are higher in some locations.											
1	1-2	Basic understanding demonstrated by a list of possible reasons. Ideas are not elaborated.											
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.											

Q.4 (b) Give two impacts of consumerism on the environment.							
		AO1	AO2.1	AO2.2	AO3	AO4	Total
2x1 Award 1 mark for each correct idea. Accept one-word answers.	Greenhouse gas emissions / other sources of air pollution (1) Deforestation (1) Climate change (1) Depletion of natural resources (1)	2					2

<p>Q.4 (c) Study the information in Resource Box 4.2 about habitat restoration on the Sefton Coast in north-west England.</p> <p>To what extent have strategies to restore habitats damaged by human activity been successful?</p>			AO1	AO2.1	AO2.2	AO3	AO4	Total																		
						8		8																		
<p>Use the descriptors below working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td> <p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). </td> </tr> <tr> <td>3</td> <td>5-6</td> <td> <p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) </td> </tr> <tr> <td>2</td> <td>3-4</td> <td> <p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). </td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is wholly incorrect or irrelevant.</td> </tr> </tbody> </table> <p>Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.</p>			Band	Marks	Descriptor	4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 	3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) 	2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). 	1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). 		0	Award 0 marks if the answer is wholly incorrect or irrelevant.	<p>A balanced discussion is required, and candidates should reach a conclusion as to whether strategies can be successful. Candidates may refer to ideas as shown in the photographs, or information from the fact box. They may refer to evidence from their own knowledge in support of the discussion. Likely discussion points include successes in restoring the habitats such as removal of invasive species, habitat creation for endangered species and grazing being permitted. In addition, Christmas trees reduce dune erosion, but this is only a temporary solution to the issue of dune erosion. In addition, less money has been invested in conservation therefore longer term the success of restoration may be limited, particularly when climate change could make the problem worse. Increased pressure from visitors and other developments may mean that the success of strategies may be limited in the long term.</p>					
Band	Marks	Descriptor																								
4	7-8	<p>Exceptional application of knowledge and understanding:</p> <ul style="list-style-type: none"> Comprehensive chains of reasoning provide sophisticated analysis Balanced and coherent appraisal draws together wider geographical understanding to justify decision(s). 																								
3	5-6	<p>Thorough application of knowledge and understanding:</p> <ul style="list-style-type: none"> Chains of reasoning provide elaborated analysis Balanced appraisal draws together wider geographical understanding to support decision(s) 																								
2	3-4	<p>Sound application of knowledge and understanding:</p> <ul style="list-style-type: none"> Some connections provide valid but limited analysis. Limited appraisal uses wider geographical understanding to support decision(s). 																								
1	1-2	<p>Some basic application of knowledge and understanding:</p> <ul style="list-style-type: none"> Basic levels of meaning ascribed to the information/issue Limited and weak appraisal uses some wider geographical understanding to support decision(s). 																								
	0	Award 0 marks if the answer is wholly incorrect or irrelevant.																								