



GCSE MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 2023 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:

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 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 examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.

2. Tick marking

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

3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

SECTION A: CORE THEMES

THEME 5: Weather, Climate and Ecosystems

1. (a) (i) Study Graphs 1.1 and 1.2 below. Tick the two correct statements.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total		
					2		2		
Accept these responses only. Award 1 mark per correct response.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">The lowest percentages of average rainfall were in South East England and East Anglia.</td> </tr> <tr> <td style="padding: 2px;">Most regions of the UK had average high temperatures of over 20°C.</td> </tr> </table>							The lowest percentages of average rainfall were in South East England and East Anglia.	Most regions of the UK had average high temperatures of over 20°C.
The lowest percentages of average rainfall were in South East England and East Anglia.									
Most regions of the UK had average high temperatures of over 20°C.									

1. (a) (ii) Suggest an alternative technique to represent the information shown on Graphs 1.1 and 1.2	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Accept these answers only.	Choropleth map (1) Proportional symbols or pictures (1) Located bars (1)						

1. (a) (iii) Give two impacts of high-pressure hazards on people	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Award 1 mark per correct answer.	Heat stroke (1) Dehydration (1) Sunburn (1) Unable to sleep due to high temperatures / increased heat island effect (1) Increased mortality (1) Burden on emergency services (1) Reduced availability of water (1) Impact on transport, e.g. rail (1) Impact on livelihoods, e.g. crop shortages. (1) Positive impacts e.g. income from tourism (1) Accept answers which refer to winter anticyclone conditions, e.g. icy roads and pavements making conditions dangerous for pedestrians / drivers (1) Higher food prices (1) Wildfires damage property (1)						

1. (a) (iv) Give one reason why high-pressure hazards have impacts on the environment.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2				2
Award 1 mark for the idea and 1 mark for the explanation.	Lack of water (1) causes stress on plants (1) or reduction of the water table (1) High temperatures and dry vegetation (1) or lightning (1) causes wildfires. Reduced plant growth (1) impacts food chain / wider impacts on ecosystems.							

1. (a) (v) In the UK, low pressure brings different weather conditions to high pressure. Explain why.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			6					6
Band	Marks	Descriptor		Answers are likely to focus on the following: Low pressure stronger winds due to steeper pressure gradient / isobars closer together. Low pressure systems have fronts / bring steady rainfall – no fronts in high pressure systems. Low pressure has rising air which encourages cooling, condensation and rainfall. High pressure subsiding air therefore dry. Higher temperatures in summer and lower in winter with high pressure due to cloud cover / lack of cloud cover. Low pressure brings milder weather in winter. May link to air masses / global circulation of the atmosphere.				
3	5-6	Thorough and elaborated explanation of the differences between low- and high-pressure systems. Depth of understanding is demonstrated through relevant chain(s) of reasoning.						
2	3-4	Elaborated explanation of some differences / characteristics. Demonstrates depth of understanding.						
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the differences / characteristics of high- and low-pressure hazards.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

1. (a) (vi) Give one reason why weather conditions vary in different parts of the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
Award 1 mark for a correct reason and 1 mark for development	<p>Warm ocean currents (1) bring milder weather to the west in winter (1)</p> <p>Altitude (1) means temperatures decrease with height (1) or increase amounts of relief rainfall (1)</p> <p>Latitude (1) means places further south have warmer temperatures (1)</p> <p>Distance from the sea (1) keeps coastal places warmer in winter and cooler in summer (1)</p> <p>Influence of air masses (1) means south of UK can have higher temperatures in summer (1) or east of the UK has colder temperatures in winter (1)</p> <p>Prevailing winds (1) bring low pressure systems from the west and wetter / windier conditions (1)</p> <p>Urban areas have a local impact on temperature / wind (1) giving higher temperatures (1) / may be less windy due to shelter (1) may be windier due to funnelling effect of buildings (1)</p>							

1. (b) (i) Define biodiversity.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Accept this answer only.	The variety/range of living things in an area (habitat / ecosystem / biome/earth) (1)							

1. (b) (ii) Describe two ways human activity in ecosystems can have an impact on biodiversity.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Award 1 mark for each valid statement and up to 2 additional marks for development. (2+2 or 3+1)	<p>Removal of vegetation for food production destroys habitats (1) which can reduce the number and range of species (1)</p> <p>Monoculture reduces diversity of plant species (1) and can remove nutrients from the soil encouraging soil erosion (1)</p> <p>Removal of vegetation for building or fuel causes soil erosion and lack of nutrients / changes to nutrient cycle (1) which can reduce range of plants able to grow (1).</p> <p>Building dams/energy generation floods habitats (1)</p>							

1. (b) (iii) Give one strategy which can be used to manage biodiversity.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
Award 1 mark for a valid response.	Zoning / limiting access (1) Wildlife corridors (1) Habitat restoration / replanting (1) Conservation/Protecting Endangered Species (1) Legislation (1) Research (1) Reducing invasive species (1) Nature Reserves (1) Ecotourism (1) Selective logging limits deforestation (1)						

1. (c) (i) Complete the paragraph to describe the location of the wind farm, choosing the correct answers from the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
Accept these answers only	West (1) 2041 (1) 2 (1)						

1. (c) (ii) Calculate the percentage of energy generated by wind in the UK in 2020. Show your working.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Award 1 mark for calculation and 1 mark for the correct answer.	Correct calculation / working – 100 minus all other data/72.8 (1) 27.2 (1)						

1. (c) (iii) To what extent does energy production have negative impacts on the environment near Biggleswade?			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Band	Marks	Descriptor	<p>Stimulus material on the wind farm is provided, but credit can be given for use of other locations and types of energy examples to support answers. However, the focus is on this environment.</p> <p>Negative impacts may focus on use of farmland, e.g., in building wind turbines, the impact of the turbines on biodiversity and ecosystems due to the proximity of the nature reserve. Answers may also comment on the visual and noise pollution.</p> <p>Positive ideas and comments may focus on the amount electricity generated, the reduced carbon emissions through using renewables and the relatively low cost of wind energy compared to other renewables.</p> <p>Credit ideas which refer to other energy generation schemes such as solar panels, tidal barrages, hydroelectric dams and energy from fossil fuels, provided they are used to support an evaluation.</p> <p>A decision / conclusion should be reached.</p>						
4	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> Comprehensive and relevant chain(s) of reasoning provide sophisticated response. Balanced and coherent appraisal draws together wider geographical understanding to justify decision. 							
3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> Relevant chain(s) of reasoning provide elaborated response. Balanced appraisal draws together wider geographical understanding to support decision. 							
2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> Some connections provide valid but limited response. Some appraisal uses wider geographical understanding to support decision. 							
1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> Basic level 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 incorrect or wholly irrelevant.							

END OF QUESTION 1

THEME 6: Development and Resource Issues

2. (a) (i) Tick the correct definition of GNI from the table below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Accept these answers only	Gross National Income (1)							

2. (a) (ii) Describe the similarities and differences in GNI between Brazil and the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Max 2 marks if only similarities or differences. Award 1 mark for each valid statement.	Both GNI increase (1) Both fluctuate (1) UK higher than Brazil (1) Comparison of values in any given year (1) Comparison of highest (1) and/or lowest values (1) UK rises more rapidly than Brazil (1) UK rises earlier than Brazil (1) Quantification difference e.g. \$30,000 difference between the two highest GNI figures (1)							

2. (a) (iii) Give one way in which Graph 2.1 could be improved.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1				1		
Award 1 mark for a valid idea. Must be clear what the improvement is.	Scale on Y axis changed to spread out data and make differences clearer (1) Provide data before 1960 to show changes over a longer time scale (1) Use thinner lines (1)							

2. (a) (iv) Explain why using economic measures of development has limitations.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4					4
Band	Marks	Descriptor	<p>Answers likely to focus on the following: Some low-income countries may have higher levels of social development such as high literacy rates and good healthcare. Therefore, wealth alone does not indicate development. It does not show how the wealth is being used to benefit the population. Wealth doesn't give any information about standard of living or inequalities for example, therefore apparently higher income countries could have many people living in poverty.</p>						
2	3-4	Elaborated understanding of some limitations. Demonstrates depth of understanding.							
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the limitations.							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

2. (b) (i) Choose the correct definition for each of the following terms. Write the correct letter in the box below.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4						4
Accept this answer only	C B A D								

2. (b) (ii) Give two conclusions you can draw about trade in Brazil from Map 2.2 .			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
							2		2
Award 1 mark for each valid conclusion which can be seen from the information on the map only.	<p>Most regions of Brazil trade mainly with China (1) Some regions of Brazil trade mainly with countries close to them (such as the USA) (1). Some regions of Brazil trade mainly with other South American Countries (1) Only The Netherlands from Europe (1) No main trading partners are in Africa (1)</p> <p>Conclusions about imports and exports separately are not acceptable.</p>								

2. (b) (iii) International trade can have an impact on development in LICs and/or NICs. Explain why.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					4				4
Band	Marks	Descriptor	<p>Answers likely to focus on the following ideas.</p> <p>Tariffs / trading outside a bloc can make goods more expensive to import which limits money available to spend on improving health / infrastructure.</p> <p>Growth of exports can stimulate economic growth and promote development which means social development can improve.</p> <p>Accept reference to fair trade and link to social/economic development and improved incomes on local scale.</p>						
2	3-4	Elaborated understanding of an impact. Demonstrates depth of understanding.							
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the impacts.							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

2. (c) (i) Describe the pattern of household income shown on Map 2.3.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
							2		2
Award 1 mark for each valid descriptor			<p>Uneven / unequal (1)</p> <p>Higher in the south (1) especially on the coast (1)</p> <p>Lower in the North / North and west (1)</p> <p>Clusters of higher income in the central area (1)</p> <p>Medium income areas more widespread (1)</p>						

2. (c) (ii) Give one reason why there are inequalities within countries.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2					2
Award 1 mark for a correct idea and one for development.			<p>Differences in resource endowment / fertility of land (1) which means some areas have greater wealth potential than others (1)</p> <p>Differences in availability of jobs (1) which means there is greater earning potential in some areas (1)</p> <p>Differences in investment in education (1) which means some areas / people have more potential for earnings than others (1)</p> <p>Some areas are remote from trading hubs / capital cities (1) which can leave areas lacking in investment in infrastructure/opportunities (1)</p> <p>Discrimination (1) which may mean girls do not go to school (1)</p>						

2. (c) (iii) Give three social consequences of inequality.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Award 1 mark for each correct idea.		Fewer life chances and opportunities (1) Reduced earning potential (1) Poverty trap/Living in poverty (1) Poor health (1) Reduced life expectancy / higher mortality rates (1) Lower education levels (1) Poor living conditions (1) Inequality experienced by groups of people (1)						

2. (d) The demand for water in Rio de Janeiro can be easily managed. How far do you agree?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					8		4	12
Band	Marks	Descriptor			<p>A decision is expected on whether the candidate agrees or disagrees. Reference may be made to the following evidence and ideas. Reference can also be made to other locations and contexts provided they are used to support a discussion relevant to the question.</p> <p>Arguments for could include the availability of water in Brazil as a whole and the existence of treatment plants able to supply the city with water. They may also refer to the possibility of restoring the forest.</p> <p>Arguments against may also refer to forest restoration, but comment on the cost being high. Deforestation causing sedimentation of reservoirs and reduction in supply along with the high cost of treatment and increasing demand and potentially increasing costs may also be mentioned here. Candidates may also refer to issues relating to the basic needs of some not being met and local scale water supply and treatment still needing to be addressed using evidence from the photograph.</p>			
4	7-8	Exceptional application of knowledge and understanding. <ul style="list-style-type: none"> Comprehensive and relevant chain(s) of reasoning provide sophisticated response. Balanced and coherent appraisal draws together wider geographical understanding to justify decision. 						
3	5-6	Thorough application of knowledge and understanding. <ul style="list-style-type: none"> Relevant chain(s) of reasoning provide elaborated response. Balanced appraisal draws together wider geographical understanding to support decision. 						
2	3-4	Sound application of knowledge and understanding. <ul style="list-style-type: none"> Some connections provide valid but limited response. Some appraisal uses wider geographical understanding to support decision. 						
1	1-2	Some basic application of knowledge and understanding. <ul style="list-style-type: none"> Basic level 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 incorrect or wholly irrelevant.						

Once a mark (out of 8) 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	Marks	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

END OF QUESTION 2

SECTION B: OPTIONS

THEME 7: Social Development

3. (a) (i) Complete Graph 3.1 using the data in the table below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Award 1 mark for each correct skill.	Correct plot at 50 for 2020 (1) Line drawn in correctly (1)						

3. (a) (ii) Give two factors which cause high rates of infant mortality in sub-Saharan Africa.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Award 1 mark per correct idea.	Lack of attended births (1) Lack of investment in healthcare (1) Low levels of maternal education (1) Infection / disease (1) Lack of access to safe drinking water (1) Poor sanitation (1)						

3. (a) (iii) Give two reasons why levels of social development change over time.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4
Award 1 mark for each valid statement and up to 2 additional marks for development. 2+2 or 3 +1	Economic growth / higher GNI (1) which enables investment in healthcare services (1) which means people have greater access to health professionals therefore health improves. Education / literacy levels improve (1) due to government investment in education (1) / focus on MDGs / SDGs (1) which means higher levels of literacy (1). Civil war or corruption (1) means investment reduces in health / education (1) which means literacy levels and health of the population will deteriorate. Diseases such as HIV / Malaria / COVID (1) means that governments / health care services will struggle to focus resources on services such as education (1). Natural hazards (1) which mean focus is on recovery rather than social development / investment in education / health (1)						

3. (b) Mozambique is making good progress in tackling health care issues. How far do you agree?			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Band	Marks	Descriptor	<p>A decision is required on how far the candidates agree with the statement.</p> <p>Arguments for making progress could refer to graph 3.1 and the declining infant mortality rate in addition to the information on health care spending increasing, access to health care improving and the declining child mortality rates across the whole country. Specific data from the graphs would be useful in evidencing a discussion.</p> <p>Points made against this will refer to the continuing high levels of diseases, particularly HIV and malaria and the large numbers of the population still affected by malaria in particular. Reference to the climate issue linked to these diseases may be made in making the point that to an extent little can be done about some health care issues despite investment.</p> <p>Candidates are free to reach any conclusion, and may also refer to other examples they have studied in support of their discussion.</p>						
4	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> Comprehensive and relevant chain(s) of reasoning provide sophisticated response. Balanced and coherent appraisal draws together wider geographical understanding to justify decision. 							
3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> Relevant chain(s) of reasoning provide elaborated response. Balanced appraisal draws together wider geographical understanding to support decision. 							
2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> Some connections provide valid but limited response. Some appraisal uses wider geographical understanding to support decision. 							
1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> Basic level 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 incorrect or wholly irrelevant.							

END OF QUESTION 3

THEME 8: Environmental Challenges

4. (a) (i) Complete Graph 4.1 using the data in the table below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Award 1 mark for each correct skill.	Plot correct at \$2100 for 2019 (1) Line drawn correctly (1)						

4. (a) (ii) Give two negative impacts of tourism on the environment.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Award 1 mark for each correct idea.	Water/Air pollution (1) Littering (1) Increase in water consumption (1) Destruction of habitats / ecosystems/reduction in biodiversity (1) Soil erosion / footpath erosion (1) Damage to coral reefs (1)						

4. (a) (iii) Give two reasons why ecotourism is used in some locations.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4
Award 1 mark for each valid statement and up to 2 additional marks for development. 2+2 or 3+1	Ensures that tourism does not exploit the natural environment (1) which means habitats suffer little damage (1) and biodiversity is retained in the ecosystem (1). Focus on education and (1) which means that tourists understand local environments and can contribute to conservation / restoration strategies (1). Ensures that local communities are not adversely affected (1) which means that cultures and traditions are not diluted (1) Communities are consulted on plans (1) which means that any developments have local approval / fit in with the local environments / way of life (1) and have social / economic benefits for local people (1)						

4. (b) Mozambique is making good progress with restoring damaged environments and habitats. How far do you agree?			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Band	Marks	Descriptor	<p>A decision is required on how far the candidates agree with the statement.</p> <p>Arguments for making good progress could include the increased numbers of wildlife reintroduced by the restoration programme and that Gorongosa is a National Park and is therefore protected. The work of rangers in preventing poaching and tree planting may also be mentioned.</p> <p>Arguments against may comment on the scale of the damage left by the war and the fact that Mozambique is one of the poorest countries in the world therefore lacks the means to invest significantly in restoration. Current issues such as conflict, drought and COVID may be mentioned as factors which will slow progress in addition to recent reduced tourist numbers.</p> <p>Reference to other examples of attempts to restore damaged environments are valid provided they are used to support the discussion on Mozambique.</p>						
4	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> Comprehensive and relevant chain(s) of reasoning provide sophisticated response. Balanced and coherent appraisal draws together wider geographical understanding to justify decision. 							
3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> Relevant chain(s) of reasoning provide elaborated response. Balanced appraisal draws together wider geographical understanding to support decision. 							
2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> Some connections provide valid but limited response. Some appraisal uses wider geographical understanding to support decision. 							
1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> Basic level 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 incorrect or wholly irrelevant.							

END OF QUESTION 4