GCSE MARKING SCHEME

SUMMER 2025

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

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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WJEC GCSE GEOGRAPHY
UNIT 2 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 mark tariff.

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
Credit up to **two** valid statements based on map evidence. Credit accurate use of compass points max 1. Credit accurate use of scale line max 1.	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)				2		**2**

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

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

2. Tick marking

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

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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.

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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.

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SECTION A

CORE THEMES

Core Theme 5, Question 1

1. (a) (i) Identify the key terms for the following definitions using the table below.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		2					**2**
Accept these answers only.	D / Climate (1) C / Weather (1)						

1. (a) (ii) Name the settlement on the map with the highest January temperature.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					1		**1**
Accept this answer only.	Falmouth (1)						

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1. (a) (iii) Suggest how one factor influences the January temperature in Haverfordwest. Use map evidence to support your answer.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			3			**3**

Only credit one elaborated factor.

Credit any factor that influences winter temperatures.

Band	**Marks**	**Descriptor**
2	**2-3**	One relevant factor given with good explanation that shows clear understanding of how it influences the temperature seen in Haverfordwest.
1	**1**	One relevant factor given but with very little or no explanation. Limited understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Band 1 is for responses that name a relevant factor but provide little explanation as how they affect temperature. For Band 2 the candidate offers explanation and the detail of which determines where in Band 2 the mark is given. (Relevant factor is one that can be applied to Haverfordwest)

For example:
Haverfordwest is located towards the west of Wales and therefore is influenced in winter months by the warm **ocean current** known as the North Atlantic Drift. This ocean current transfers heat and moisture to the air above it which in turn has a warming effect on the west coast of the UK. This can be seen on the map by the direction of the isotherms on the map with the warmest in the south-west of the UK and the coldest in the north-east.

OR

Candidates might also make reference to **latitude**. Haverfordwest is around 52 °N, a lower latitude than both King's Lynn and Perth which contributes to why it has a higher January temperature than those locations.

OR

Candidates might make reference to a being a **marine climate** as Haverfordwest is close to the ocean which cools down more slowly than land in the winter, giving rise to warmer temperatures.

OR

Prevailing winds from the SW can bring warm air up from the south / equator.

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1. (a) (iv) Study the climate graphs above. Compare the annual rainfall patterns for Haverfordwest and King's Lynn. Use data from the graphs to support your answer.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				4		**4**

Band	**Marks**	**Descriptor**
2	**3-4**	More detailed description of patterns with a comparative statement. Use of data supports description
1	**1-2**	Simple descriptive statements communicated in a basic way with little linkage between points. No or basic use of data used to support points made.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the patterns the data shows and highlights the differences between the two locations. B2 answers must have a comparative statement and data.

Example:
Overall, Kings Lynn receives less annual rainfall than Haverfordwest. E.g., every month Haverfordwest receives over 60mm of rainfall whereas in King's Lynn there are only 8 months where rainfall is 60mm or more.

Another difference is the range between rainfall amounts between months. Haverfordwest has a larger range between peak rainfall in November and the lowest amount in June (around 60mm), compared to the range in King's Lynn with peak rainfall being slightly earlier in the year in October and the lowest in February (range around 15mm)

1. (b) (i) Circle the correct answers in the passage below.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	3					**3**

Accept these answers only	Hadley (1) High (1) Low (1)

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1. (b) (ii) Explain why weather conditions are different between high pressure and low pressure systems in the UK.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		6				**6**

Band	Marks	Descriptor
3	**5-6**	Good understanding of why high and low pressure bring different weather conditions. Explanation is detailed with chains of reasoning for both pressure systems. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Some understanding of why high and low pressure bring different weather conditions. Response contains some elaboration but lacking detail. Both pressure systems are considered, or one is explained in detail.
1	**1-2**	Simple descriptive statements show limited or basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Candidates should demonstrate their understanding of the reasons why certain weather conditions are associated with high and low pressure. Band 3 candidates must show these links for both pressure systems.

Examples may include:

High pressure systems:
No fronts / subsiding air – lack of rain
Wider isobars / less pressure gradient – less wind
Lack of cloud cover - Low winter temperatures and high summer temperatures

Low pressure systems:
Fronts associated with low pressure – bring rainfall
Narrow isobars / steep pressure gradient – stronger winds
Low pressure has rising air-cools and condenses to form rainfall
More cloud cover – milder temperatures

1. (c) Describe the global distribution of the tundra biome. Use map evidence only.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				3		**3**

Award one mark for each valid point. Accept the converse of each statement but don't double credit.	All in the Northern hemisphere (1) Mostly north of 60°N / north of the Tropic of Cancer (1) Mainly N. Asia / Northern North America (1) Smaller area of Northern Europe (1) Mostly north of the Taiga / south of the Polar Ice Cap (1)

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1. (d) "Climate has a greater influence than human activity on biodiversity in ecosystems such as the Tundra." To what extent do you agree with this statement? Use evidence from the resources on page 8 to help your answer. You may also use other examples you have studied.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			6			**6**

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

Band	Marks	Descriptor
3	**5-6**	Elaborated analysis and reasoned judgement using chains of reasoning.. Discussion is balanced. Information in the resources is interpreted carefully and used to good effect to support the argument. To what extent is addressed with reasoning. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Valid but limited analysis and simple judgement. Valid points are made on one or both sides of the argument but are superficial. A few points are elaborated but lacking in sophistication. There is valid but limited interpretation of information in the resource. To what extent is addressed but lacks reasoning. Meaning is generally clear. The response is structured
1	**1-2**	Basic analysis. Valid but basic and simplistic points made with little or no elaboration. To what extent maybe addressed. 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.

Band 3 candidates will consider the role played by human activity and climate of the Tundra ecosystem and make a decision as to how far they agree with the statement.

Candidates may consider the following:

Human Activity:
Impact of tourism – people disturbing migration routes. Wildlife becoming reliant on food provided by tourist organisations.
Low population density – reduces the size of settlements which in turn reduces impact on habitat loss.
Industry – oil pipelines have minimal day to day impact but if there is an oil leak then this could have a devastating impact.
Human activity can also cause climate change which will have an impact on the ecosystem

Climate:
Temperature – average temperature and temperature range is small limiting the speed of growth and the range of species in the ecosystem.
Rainfall -
There is precipitation every month however for many months of the year this is likely to be snowfall. July and August are likely to be the main growing season for vegetation due to access to water and higher temperatures.

	5	6	9	8	-	**28**

End of Question 1

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Core Theme 6, Question 2

2. (a) (i) Give the male life expectancy in Edinburgh	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				1		**1**

Accept this answer only. Credit any number in the correct range	61-70 years (1)

2.(a) (ii) Tick the two correct statements in the table.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				2		**2**

Accept these answers only	Belfast has an average income of £17,001 - £21,000. Male life expectancy in Scotland is less than 81 years.

2.(a) (iii) Describe one political factor that may lead to varying levels of wealth across the UK.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	2					**2**

Accept one valid factor with the second mark for elaboration.	Examples may include arguments such as: Government investment in areas (1) attracts industries to locate in areas of Wales with higher unemployment rates (1) Recent / historic closure of industries by Governments (1) leaves areas of high unemployment and deprivation / low wages (1) Government departments in an area (1) often lead to more private investment in an area / higher incomes (1)

2. (a) (iv) Describe how a positive multiplier can help a region to develop.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	2					**2**

Accept two valid points.	Greater investment within the community (1) leads to more shops / factories opening (1) employs more people (1) with higher wages (1) which can then be spent in local shops and services (1) providing a boost to the local economy (1)

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2.(a) (v) Regional inequalities in the UK have greater economic impacts than social impacts. To what extent do you agree with this statement? You may use the resources on page 10, and other examples you have studied. The accuracy of your writing will be assessed in your answer to this question.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8		3	**11**

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

Band	Marks	Descriptor
4	**7-8**	Sophisticated evaluation of the social and economic impacts of regional inequalities across the UK. Chains of reasoning and balance in the discussion. To what extent is addressed and reasoned. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	**5-6**	Detailed evaluation of the social and economic impacts of regional inequalities across the UK. Chains of reasoning but some imbalance in the discussion. To what extent is addressed but may not be fully reasoned. Meaning is clear. The response has purpose, is organised and well structured.
2	**3-4**	Some evaluation of the social or economic impacts of regional inequalities across the UK. Meaning is generally clear. The response is structured.
1	**1-2**	Valid statements lack depth/breadth and with only limited evaluation. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

The question requires candidates to evaluate the social and economic impacts of regional inequalities across the UK. To gain B3 it must be clear that the candidate has considered both economic and social impacts and for B4 this must be balanced.

Example:
A social impact of regional inequalities within the UK is differences in life expectancy. Life expectancy in some areas of the south of England and eastern mid Wales is over 79 years, with some areas in the south east of England being over 82 years compared to life expectancy being as low as 51-60 years around Glasgow. This could be due to differences in income levels, where the higher the income in the region, the higher the standard of living which in turn impacts upon residents health. Healthier people tend to live to an older age and so this may explain the differences in life expectancy across the UK.

An economic impact of regional inequalities across the UK is house prices linked to wage levels. The area with highest average house prices is the south-east of England, with the highest prices of all within London. House prices appear much lower in Wales and the North of England (with exceptions in popular tourist areas). This again is probably due to average income as seen on the average income map – if your income is higher then you can afford to pay more for your house. This could also be due to demand for land – the greater the demands on land within an area then the higher the house prices will be.

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

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

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

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2. (b) (i) Describe the relationship between employment and income growth in the tourism industry. Use data from the graph to support your answer.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				3		**3**

Award one mark for each valid point. One mark reserved for accurate use of data to support written observations. One mark reserved for description of relationship.	As the number of people employed in tourism increases, the growth in global tourist income remains largely the same. (1) Anomaly e.g. 2020 saw a large decrease in number of employed in tourism matched by a sharp percentage drop in global tourist income (1) Both number employed in tourism and global tourist income show a rise and fall between 2020 and 2023 (1) Accurate quantification (both employment figures and global tourist income % at two points in time) (1)

2. (b) (ii) Give two reasons why tourism can have a negative effect on employment within a country.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		4				**4**

Credit one statement for each consequence with up to 2 marks for either awarded for elaboration. 2+2 or 3+1	Jobs are often low paid (1) therefore workers often need to work long hours to earn an acceptable family income (1) Many tourism jobs are temporary (1) e.g. summer or winter season (1) therefore workers are either unemployed or need another job when out of season (1) Income varies/is inconsistent throughout the year (1) Many people migrate to work in tourist hotspots (1) leads to higher paid roles being held by non-locals (1) Less people available for other jobs (1) e.g. farming (1)

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2. (c) (i) Explain why MNCs locate in more than one country.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		4				**4**

Band	Marks	Descriptor
2	**3-4**	Elaborated understanding of why MNCs locate in more than one country. Demonstrates depth or breadth of understanding
1	**1-2**	Simple valid statements show limited or basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Band 2 candidates will show clear links between locating in more than one country and the benefit(s) to MNCs

Reasons may include:

- Lower labour costs in other countries.
- Closer to market – cheaper costs if the product is made near where it will be sold.
- Government incentives sometimes make it cheaper to locate in another country
- Closer to raw materials
- Easier to sell inside trade barriers
- Increased brand recognition
- To avoid higher taxes

2. (c) (ii) Give one advantage and one disadvantage of MNCs to the country in which they locate.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award one mark for a valid advantage and another mark for a valid disadvantage

Advantages:
Foreign investment into a country (1)
New jobs / skills increase employment / quality (1)
Multiplier effect increases wealth in region (1)
Improvements to infrastructure that locals can use (1)

Disadvantages:
Profits are sent back to country where MNC is based (1)
Natural resources are used at a faster rate (1)
If the factory closes, then a major employer will disappear from the region (1)
Decline of traditional jobs / industries in that country (1)
Specified pollution (e.g. air, water) (1)
Loss or dilution of culture for the country (1)

	6	8	8	6	3	**31**

End of Question 2

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SECTION B – OPTIONS

Theme 7, Question 3

3. (a) (i) Complete the graph using the data below:		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					1		**1**
Accept these answers only	Accurate completion of graph line to 5 for 2025 (1)						

3. (a) (ii) Use the graph to calculate the range for death rate in Senegal from 1955 to 2025		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					2		**2**
Accept this answer only	Calculation is 29-5 (1) Answer = 24 (1)						

3. (a) (iii) Describe the changing death rate in Senegal between 1955 and 2025		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					3		**3**
Award one mark for each valid point. Reserve one mark for the overall trend.	Decreasing over time (1) Largest change 1970-1990 / Smallest change 1995-2000 (1) Quantification using two dates (1)						

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3. (a) (iv). Describe **one** economic factor that can help to reduce death rates in sub-Saharan African countries.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award one mark for a valid economic factor and the second mark for elaboration of that factor Candidates must qualify the factor for reduction of death rates	More money invested in healthcare / vaccination programmes / malaria nets (1) that will reduce the transmission of disease reducing death rates (1) More money put into education about health / hygiene (1) increased hygiene lowers transmission of disease which lowers death rates (1) Greater investment in waste disposal / water supply to lower disease (1) reduces water pollution / stagnant water which prevents bacteria growth (1) Higher wages (1) therefore people can afford a higher standard of living which leads to lower death rates (1)

3. (a) (v) Explain why political factors can influence changing birth rates in Sub-Saharan Africa.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		4				**4**

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

Band	Marks	Descriptor
2	**3-4**	Elaborated understanding of why political factors can influence changing birth rates. Demonstrates depth of understanding.
1	**1-2**	Simple valid statements show limited or basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Band 2 candidates will need to demonstrate a clear link between the political factor and how that has changed birth rates.

Examples may include:

War & conflict may reduce birth rates
Influence of contraception education / accessibility campaigns

Increased education of girls - furthering careers and starting families later in life

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3. (b) (i) Describe one challenge created by Malaria in sub-Saharan Africa.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award one mark a valid challenge with a second mark for relevant elaboration of that challenge	Answers may include: The highest infection rates are often in difficult to reach / rural areas (1) so are difficult to control / reduce (1) Mosquitos are becoming resistant to insecticides (1) and therefore it is becoming more difficult to limit their populations (1) Cost and distribution of mosquito nets is often difficult (1) as many malaria hotspots are in LICs and therefore funds to purchase the nets and roads to distribute them to rural areas present more challenges (1) Most vulnerable in the community are at higher risk (1) and therefore are more likely to become more severely ill or have longer lasting effects (1) Cost of vaccinations / anti-malaria drugs(1) many LIC cannot afford the medication needed for the whole of their population (1) Climate change is changing the areas that are affected by malaria (1) therefore the newly affected areas might not have the resources to combat it (1) Decreasing life expectancy (1) may lead to a shortage of labour in certain areas (1) Strain on healthcare system (1) which may struggle to cope, leaving less money to help with other healthcare issues (1)

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3. (b) (ii) Give one reason why an international approach to tackling malaria is necessary.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		2				**2**

Award one mark for the reason with a second mark for relevant elaboration of that reason	Large companies are involved in the research and development of a vaccine (1) and these are often not based in malaria hit countries / in different continents (1) Many countries where malaria rates are high are poor countries (1) and therefore support is needed from HIC to provide malaria nets / medication etc (1) Malaria is affecting more areas of sub-Saharan Africa due to global warming (1) therefore more countries need to learn the prevention and treatment strategies (1) Climate change is changing the areas that are affected by malaria (1) therefore the newly affected areas need education / support in managing the disease (1)

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3. (c) Evaluate strategies used to tackle Malaria in sub-Saharan Africa.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8			**8**

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

Band	Marks	Descriptor
4	**7-8**	Sophisticated evaluation of the strategies used to tackle Malaria in Sub-Saharan Africa. Answer is balanced between positives and negatives and at least 2 strategies are considered. Good chain of reasoning. Meaning is clear. Response has purpose, is organised and well structured.
3	**5-6**	Good evaluation of the strategies used to tackle malaria in Sub-Saharan Africa. Answer may not be balanced between positives and negatives of at least 2 strategies that have been considered. Good chain of reasoning. Meaning is clear. Response has purpose, is organised and well structured.
2	**3-4**	Some evaluation of the strategies used to tackle malaria in Sub-Saharan Africa. More than one strategy is considered but the answer is not balanced, or one strategy is considered in detail. Meaning is generally clear. The response is structured.
1	**1-2**	Valid statements lack depth / breadth and with only limited evaluation. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

This question requires candidates to evaluate the strategies used to tackle malaria in Sub-Saharan Africa. The candidates need to consider more than one strategy to gain band 3. The answer should be equally balanced between positives and negatives for each strategy to gain band 4.

Examples of strategies may include:
Insecticide-treated bed nets (ITNs) – a relatively cheap and effective way of preventing mosquito bites and therefore the chance of contracting the disease. However, many people in rural areas are unable to afford them.
The use of insecticides – spraying areas where mosquitos are likely to breed should see a decline in their population and therefore less chance of people being bitten by one, which in turn would reduce the spread. However, some mosquitos are becoming resistant to these insecticides and so this is becoming less effective.
World malaria day / marches / protests about malaria – raise awareness across the world not just in those areas affected. Hopes to increase investment into nets / research / production of a vaccine.
Greater accessibility to anti-malaria drugs – if an affected person can access these drugs as soon as possible then they have more chance of fighting the disease. However, the cost of the medication often prohibits this.
Distribution of vaccine – there is a vaccine that is 77% effective but distribution is difficult due to costs.

	4	6	8	6		**24**

End of Question 3

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Theme 8, Question 4

4. (a) (i) Complete the graph using the data below:		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					1		**1**
Accept these answers only	Accurate completion of graph line to £1020 for 2021 (1)						

4. (a) (ii) Use the graph to calculate the range for spending on flood and coastal erosion defences in England between 2008 and 2021.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					2		**2**
Accept this answer only	Calculation is £1020-£500 (1) Answer = £520 million (1).						

4. (a) (iii) Describe the changes in spending on flood and coastal erosion defence in England between 2008 and 2021.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
					3		**3**
Award one mark for each valid point. Reserve one mark for the overall trend.	General increase over time (1) Fluctuations whilst spending increases (1) Largest change between 2014-2015 / Significant drops between 2011-2012 and 2015-16, smaller drop between 2017-2018 Quantification using two dates (1)						

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4.(a) (iv) Describe **one** long-term effect of climate change on people.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award one mark for a valid effect of people and award a second mark for the elaboration on this effect. Candidates must qualify the effect on people	Examples may include: Changes to the type of crops that can be grown (1) may lead to people's diets / tastes may need to change (1) Increased risk of flooding affecting people (1) may lead to people may need to sell their homes / trauma of possession damage (1) Increased risk of coastal properties being lost to the sea (1) may lead to need to move / financial loss (1) Increased health risks from more prolonged heatwaves (1) may lead to increase in death rate (1) Increased risk of drought affecting people (1) may lead to disruption to food supply (1)

4. (a) (v) Explain why climate change will have a long-term impact on government spending in the UK.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		4				**4**

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

Band	Marks	Descriptor
2	**3-4**	Elaborated understanding of why climate change will have a long-term impact on government spending. Demonstrates depth of understanding
1	**1-2**	Simple valid statements show limited or basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Band 2 candidates will need to demonstrate a clear link between the long-term impacts of climate change and increased government spending.

Examples may include:
Improved sea defences – with higher sea levels and greater coastal erosion, more sea defences need to be built and maintained more frequently.

Reduce the impact of increased flow from rivers after extreme weather -improvements to storm barriers and repairs to infrastructure needed e.g. bridges washed away.

Retro-fitting insulation to reduce future use of fossil fuels or air conditioning machines into public buildings due to more frequent heatwaves.
Urban tree planting / water body
creation to cool urban areas

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4. (b) (i) Describe **one** negative impact of tourism on water resources.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
	2					**2**

Award one mark a negative impact with a second mark for relevant elaboration of that impact.	Increased demand / over-extraction (1) can lead to less water available to locals / for local industries (1) Water pollution (1) can contaminate water supplies / can change the chemical composition of the water (1)

4. (b) (ii) Give **one** reason why managing tourists in a tropical coastline / coral reef area can benefit the ecosystem.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
		2				**2**

Award one mark for the reason with a second mark for relevant elaboration of that reason	Allowing time for the ecosystem to recover from damage / zoning (1) coral reefs take a long time to grow even in optimum conditions (1) Reduce water pollution along the coastline (1) by using fewer boats / less damaging fuel ensures that less damage is done to ecosystems (1) Preventing further damage (1) keeping tourists away from walking on reefs ensures regrowth is not compromised (1) Educating tourists (1) so they cause less damage to the ecosystem (1) Investing money / donations from tourists in environmental projects (1) supports biodiversity projects (1)

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4. (c) Evaluate strategies used to make tourism more sustainable.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8			**8**

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

Band	Marks	Descriptor
4	**7-8**	Sophisticated evaluation of the strategies used to make tourism more sustainable. Answer is balanced between positives and negatives and at least 2 strategies are considered. Good chain of reasoning. Meaning is clear. Response has purpose, is organised and well structured.
3	**5-6**	Good evaluation of the strategies used to make tourism more sustainable. Answer may not be balanced between positives and negatives of at least 2 strategies that have been considered. Good chain of reasoning. Meaning is clear. Response has purpose, is organised and well structured.
2	**3-4**	Some evaluation of the strategies used to make tourism more sustainable. More than one strategy is considered but the answer is not balanced, or one strategy is considered in detail. Meaning is generally clear. The response is structured.
1	**1-2**	Valid statements lack depth / breadth and with only limited evaluation. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

This question requires candidates to evaluate the strategies used to make tourism more sustainable. The candidates need to consider more than one strategy to gain band 3. The answer should be equally balanced between positives and negatives for each strategy to gain band 4.

Examples of strategies may include:

Green / Eco-tourism awards – encourage tourism providers to ensure their businesses work towards improving sustainability within the industry / area.

Responsible tourism – encouraging everyone to consider what journeys are necessary and whether there are more sustainable ways they could travel.

Ecotourism – encouraging education of fragile environments. Providing holidays where tourists can work on a conservation project.

Ethical tourism – sourcing locally and employing locals in the tourism industry provides an income to the local community. Considering their needs before building new tourist facilities.

All strategies can be considered in terms of their benefits to people and the environment against the costs of implementing them and the number of people they can realistically impact, for example.

	4	6	8	6		**24**

End of Question 4

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