

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Geography B
(5GB2F/01)

Unit 2: People and the Planet

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Publications Code UG041639*

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Topic 1: Population Dynamics

Question number	Correct Answer	Reject	Mark
1(a)(i)	B It grew slowly until 1940 and then rapidly until 2010.	All other answers	1

Question number	Correct Answer	Reject	Mark
1(a)(ii)	D 4 billion	All other answers	1

Question number	Correct Answer	Reject	Mark
1(b)	State two so expect a simple statement including: <ul style="list-style-type: none"> • Birth rates (continue to) fall (1) • Death rates (continue to) fall (1) • Population size starts to increase (1) 	Changes for other stages of the DTM	2 1+1

Question Number	Acceptable Answers	Reject	Mark
1 (c)	<p>Expect basic point about age structure (1) and extension of idea (1).</p> <p>Basic points will refer to:</p> <ul style="list-style-type: none"> • Very wide at the base / high birth rate / youthful population (1) • Very 'thin' at the top / few retirees (1) • Substantial 'steps' between the cohorts (1) • More elderly women than men (1) • Wide at the top / ageing population (1) <p>Extension of idea will often refer to:</p> <ul style="list-style-type: none"> • High or low birth rates (1) • High or low death rates (1) • High or low infant mortality rates (1) • Gender differences (1) • Impact of disease / AIDs (1) • Links to international migration (1) • Life expectancy (1) 	<p>Explanations that simply state 'this is because birth rate is higher' etc.</p> <p>Do not give additional marks for simple reverse answers eg. "A has more births, B has less births".</p>	<p>4</p> <p>(1+1)+ (1+1)</p> <p>OR</p> <p>(1+1+1) +1</p>

Question Number	Acceptable Answers	Reject	Mark
1 (d)	<p>Award one mark for a basic point (1) and a second mark for extension through detailed description or explanation (1).</p> <p>Depends on named country but likely to include:</p> <ul style="list-style-type: none"> • Financial incentives (1) detail/extension of same (1) e.g. tax rebates for the third child (1) • Cheaper nurseries / childcare (1) detail/extension of same (1) • Better opportunities for a good education (1) detail/extension of same (1) • Preferential housing (1) detail/extension of same (1) • Extended maternity / paternity leave (1) detail/extension of same (1) • Paid leave of absence for childcare (1) detail/extension of same (1) <p>Max 2 for a list.</p>	<p>Answers about how a country is trying to decrease the birth rate</p>	<p>4</p> <p>(1+1)+ (1+1)</p> <p>OR</p> <p>(1+1+1) +1</p>

Topic 2: Consuming Resources

Question number	Correct Answer	Reject	Mark
2(a) (i)	B 20-39.9%	All other answers	1

Question number	Correct Answer	Reject	Mark
2(a) (ii)	C Brazil	All other answers	1

Question number	Acceptable Answers	Mark
2(a)(iii)	<p>Outline one so expect one basic point (1) and a development or partial explanation (1).</p> <ul style="list-style-type: none"> • Rising cost of fossil fuels / non-renewable sources (1) such as coal • New technology to harness power (1) e.g. PV panels for solar power (1) • Falling costs to generate electricity from renewable resources (1) with development through detail/explanation (1) • Grants from the government (1) eg. to install solar panels (1) • Growing demand for electricity (1) due to increasing wealth / population (1) • Growing environmental awareness/acknowledgement of global warming (1) and renewables do not emit greenhouse gases (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Reject	Mark
2 (b)	<p>Expect basic identification of strategy (national or local) (1) and extension of idea through detail (1) for example:</p> <ul style="list-style-type: none"> • Local government/authorities providing recycling facilities (1) detail/extension of same (1) • Central government has set local council targets to increase recycling (1) detail/extension of same (1) 	<p>Explanations which do not focus on government strategies.</p>	<p>4</p> <p>(1+1)+ (1+1)</p> <p>OR</p> <p>(1+1+1) +1</p>

Question Number	Acceptable Answers	Reject	Mark
2 (c)	<p data-bbox="416 309 1054 374">Award one mark for a basic point (1), plus a second mark for a developed point (1).</p> <ul data-bbox="467 412 1054 1084" style="list-style-type: none"> <li data-bbox="467 412 1054 584">• Population increases faster than food supply/resources (1) + arithmetically vs geometrically/exponentially idea (1) reasons for this difference (1) <li data-bbox="467 591 1054 725">• Consequence of population outstripping food supply/resources (1) leading to social tensions / war / famine /disease (1) <li data-bbox="467 732 1054 866">• Idea that ultimately these natural checks will lead to a fall in population size (1) and then another increase and so on (1) <li data-bbox="467 873 1054 1084">• Drawbacks of the theory eg. did not take into account methods of increasing production (1) which meant that food production could in fact keep pace with growing populations (1) 	<p data-bbox="1086 309 1297 443">Details of Boserupian / Club of Rome theory</p>	<p data-bbox="1329 309 1506 618">4 (1+1)+ (1+1) OR (1+1+1) +1</p>

Topic 3: Globalisation

Question number	Correct Answer	Reject	Mark
3(a)(i)	B The secondary sector increases	All other answers	1

Question number	Correct Answer	Reject	Mark
3(a)(ii)	C 32%	All other answers	1

Question number	Correct Answer	Reject	Mark
3(a)(iii)	Working in services (1) not producing a product from raw materials (1) given example, eg. teaching (1)	Answers about working conditions in a developing country	2 1+1

Question Number	Acceptable Answers	Mark
3(b)	<p>Award one mark for a basic point (1), plus a second mark for a developed point or partial explanation (1)</p> <ul style="list-style-type: none"> • Cheap labour (1) detail/extension of same, eg. in China, workers are paid considerably less than they are in the USA (1) • Cheaper production costs (land etc.) (1) detail/extension of same (1) eg. which means that larger profits are made (1) • Need for companies to find new markets for goods (1) detail/extension of same (1) • Financial incentives from the host country (1) detail/extension of same (1) • Changes in political system / idea of open-door policies (1) detail/extension of same (1) • Growth in skilled labour force (1) detail/extension of same (1) 	4 (1+1)+ (1+1)

Question Number	Acceptable Answers	Mark
3(c)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1)</p> <p>Examples of groups include factories workers, factory owners and the local/national government.</p> <p>Impacts can be positive and/or negative for example:</p> <ul style="list-style-type: none"> • Higher wages (1) detail/extension of same (1) • Improved working conditions (1) detail/extension of same (1) • Greater job opportunities (1) detail/extension of same (1) • Increased (free/international) trade opportunities (1) with bigger export markets for domestic manufacturers (1) • Greater opportunities for movement of labour (1) eg. nurses from India coming to the UK (1) which can lead to better healthcare for residents in the host country (1) • Greater range of imports (1) • Cheaper imports (1) • Exploitation of workers (1) e.g. discrimination against older women (1) and a low minimum wage (1) • Idea of improved communications and transport links (1) with detail or example (1) <p>Max 3 if only one group of people is described.</p>	<p>4</p> <p>(1+1)+ (1+1)</p> <p>OR</p> <p>(1+1+1) +1</p> <p>OR</p> <p>1+1+ 1+1</p> <p>OR</p> <p>(1+1)+ 1+1</p>

Topic 4: Development Dilemmas

Question number	Correct Answer	Reject	Mark
4(a)(i)	A Cameroon	All other answers	1

Question number	Correct Answer	Reject	Mark
4(a)(ii)	C People in Cuba live longer than people in Argentina.	All other answers	1

Question Number	Acceptable Answers	Mark
4 (b)	<p>Expect identification of a reason (1) and extension of idea through detail (1) NB. naming a country(s) is not enough</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> • Geographical location (1) not on an obvious trade route /away from potential markets (1) • Prevalence of disease (1) which means that many people are unwell and unable to work (1) • Legacy from colonialism / neo-colonialism (1) • Lack of natural resources (1) • Debt (1) which means that the majority of revenue from exports is used for repayments (1) • Political instability / corruption (1) has resulted in the mismanagement of funds (1) e.g. on military (1) • Restricted trading opportunities (1) • High risk of natural disasters / earthquakes etc. (1) 	<p>4</p> <p>(1+1)+ (1+1)</p> <p>OR</p> <p>(1+1+1) +1</p>

Question number	Acceptable Answers	Reject	Mark
4(c)	<p>Outline one so expect one basic point (1) and a development (1) for example:</p> <ul style="list-style-type: none"> • Rural-urban migration (1) as countryside dwellers move in search of jobs (1) • Increased demand for housing in urban areas (1) could lead to overcrowding (1) • Increased demand for services or (foreign direct) investment (1) creating more (higher paid) jobs (1) 	'mirrored' statements e.g. 'the economy of urban areas grows even more (1) but the economy declines in rural areas (no further mark)	2 (1+1)

Question Number	Acceptable Answers	Mark
4 (d)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) for example:</p> <p>Positive impacts include:</p> <ul style="list-style-type: none"> • Job creation (1) eg. for construction workers (1) which means that the local economy as a whole will benefit (1) • Identification of social benefits possibly linked to improved infrastructure (internet, electricity, water supply, roads etc.) (1) <p>No separate mark for naming a project, but this needs to be done within the answer to access full marks.</p>	<p>4 (1+1)+ (1+1)</p> <p>OR</p> <p>(1+1+1) +1</p> <p>OR</p> <p>(1+1)+ 1+1</p>

Topic 5: The Changing Economy of the UK

Question number	Correct Answer	Reject	Mark
5(a)(i)	C 30%	All other answers	1

Question number	Correct Answer	Reject	Mark
5(a)(ii)	A More machines used in manufacturing	All other answers	1

Question Number	Acceptable Answers	Reject	Mark
5(a)(iii)	<p>Accept any plausible industry in the primary and secondary sector where output has risen/fallen. Wide range of possible answers. Likely correct responses include:</p> <p>Output has risen:</p> <ul style="list-style-type: none"> • Construction • Manufacturing electronic goods <p>Output has fallen:</p> <ul style="list-style-type: none"> • Coal mining • Textiles manufacturing 	Reasons that relate to the tertiary sector	2 1+1

Question number	Correct Answer	Mark
5(b)	<p>Basic, initial idea (1) and a development through extension or exemplification (1).</p> <p>Increased variety of industries in an area or similar (1) + development (1) e.g. reasons for the need to diversify or + exemplification (1) e.g. an example of where economic diversification has taken place (1)</p>	2 (1+1)

Question Number		Indicative content
5 *(c) QWC i,ii,iii		<p>Positive environmental impacts include:</p> <ul style="list-style-type: none"> • Pressure on water supplies is reduced as often industry uses water • Less non-renewable resources (e.g. fossil fuels) are used • Reduction in air pollution e.g. carbon emissions / greenhouse gases • Less noise pollution as fewer articulated trucks / noise from machines • Less visual pollution as land could be landscaped and/or used for leisure purpose • Reduced traffic congestion <p>Negative environmental impacts include:</p> <ul style="list-style-type: none"> • Disused/derelict buildings make the environment look unattractive • Empty industrial areas may become a magnet for litter, fly-tipping and vandalism • Manufactured goods may have to be transported longer distances, which adds to problems of air pollution
Level	Mark	Descriptor
0	0	No acceptable response.
1	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.
2	3-4	One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, there will be at least one partial explanation and several descriptive points made. Likely to focus on either the positive or negative impacts. Some structure and clearly communicated but with limited use of geographical terminology.
3	5-6	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical vocabulary.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 6: Changing Settlements in the UK

Question number	Correct Answer	Reject	Mark
6(a)(i)	C 25%	All other answers	1

Question number	Correct Answer	Reject	Mark
6(a)(ii)	B A wide range of job opportunities.	All other answers	1

Question Number	Acceptable Answers	Reject	Mark
6(b)	<p>Accept any plausible rural area in the UK with a high/low level of deprivation.</p> <p>Make sure that examples are relative to each other.</p> <p>Wide range of possible answers. Likely correct responses include:</p> <p>Low level of deprivation: (rural areas in)</p> <ul style="list-style-type: none"> • North Yorkshire • South-East England • Cheshire • Vale of Glamorgan <p>High level of deprivation: (rural areas in)</p> <ul style="list-style-type: none"> • Cornwall / South-West • Humberside • Norfolk • South Wales • Suffolk 	Examples that relate to urban areas or rural areas outside the UK	<p>2</p> <p>1+1</p>

Question number	Correct Answer	Reject	Mark
6(c)	<p>Basic, initial idea (1) and a development through extension or exemplification (1).</p> <p>Development of run-down/impoverished areas in a town or city –or similar (1) + development (1) e.g. reasons for the need to diversify or + exemplification (1) e.g. an example of where economic diversification has taken place (1) or examples of regeneration e.g. renewal/redevelopment (1)</p>	Anything relating to rural areas	2 (1+1)

Question Number		Indicative content
6*(d) QWC i,ii,iii		<p>Strategies include:</p> <ul style="list-style-type: none"> • Green belts including the aims and management of these • National Parks including the aims and management of these • Other schemes which help to conserve the environment • Development of eco-tourism / eco-lodges • Converting old de-industrialised landscapes into nature reserves
Level	Mark	Descriptor
0	0	No acceptable response.
1	1-2	<p>One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.</p>
2	3-4	<p>One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, there will be at least one partial explanation and several descriptive points made. Some structure and clearly communicated but with limited use of geographical terminology.</p>
3	5-6	<p>Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical vocabulary.</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<p><i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>
SPaG Level 2	2	<p><i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>
SPaG Level 3	3	<p><i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>

Topic 7: The Challenges of an Urban World

Question number	Correct Answer	Reject	Mark
7(a)(i)	A 40%	All other answers	1

Question number	Correct Answer	Reject	Mark
7(a)(ii)	A It has risen steadily.	All other answers	1

Question Number	Acceptable Answers	Mark
7 (a)(iii)	Suggest one so expect a basic point (1) with an extension (1). Natural increase is high (1) as birth rates are much higher than death rates (1) Rural-urban migration (1) details of a push or pull factor (1)	2 (1+1)

Question number	Correct Answer Reject	Mark
7b	Jobs where no tax is paid / there is no contract of employment or similar (1) + development (1) e.g. little security or + exemplification (1) e.g. shoe-shining, farm labourer etc. (1)	2 (1+1)

Question Number		
7 (c) QWC i,ii,iii		<p>Strategies include:</p> <ul style="list-style-type: none"> • Improvements to slum housing including building quality, infrastructure, crime, healthcare and welfare • Developing job opportunities • Education provision • Reducing pollution (air, noise and water in particular) • Managing transport systems • Waste disposal
Level	Mark	Descriptor
0	0	No acceptable response.
1	1-2	<p>One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.</p>
2	3-4	<p>One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, there will be at least one partial explanation and several descriptive points made. Some structure and clearly communicated but with limited use of geographical terminology.</p>
3	5-6	<p>Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical vocabulary.</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<p><i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>
SPaG Level 2	2	<p><i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>
SPaG Level 3	3	<p><i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>

Topic 8: The Challenges of a Rural World

Question number	Correct Answer	Reject	Mark
8(a)(i)	C 60%	All other answers	1

Question number	Correct Answer	Reject	Mark
8(a)(ii)	A It has fallen steadily	All other answers	1

Question Number	Acceptable Answers	Mark
8 (a) (iii)	Suggest one so expect a basic point (1) with an extension (1)	2
	Rural-urban migration (1) details of a push or pull factor (1)	(1+1)

Question number	Correct Answer	Mark
8 (b)	Describe so expect one basic point (1) and a development through extension or exemplification (1)	2
	Technology which is simpler / cheaper than developed world options / environmentally friendly – <i>or similar</i> (1) + development (1) e.g uses local materials / knowledge (1) low-tech solutions (1) example of a project using intermediate technology	(1+1)

Question Number	Indicative content	
8 (c) QWC i,ii,iii	Initiatives include: <ul style="list-style-type: none"> • Fair-trade schemes • Schemes incorporating intermediate technology • Other strategies to improve water supply, crop yield and prevent soil erosion • Other schemes that encourage farmers to diversify to increase their income 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.
Level 2	3-4	One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, there will be at least one partial explanation and several descriptive points made. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical vocabulary.
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