Mark Scheme (Results)

Summer 2013

GCSE Geography (5GB3H) Paper 01
Geographical decisions- Higher

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.
Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

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 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:
  o How well does the response communicate the meaning?
  o What range of specialist terms is used?
  o How accurate is the spelling, punctuation and grammar?

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (a)	Accept any of: • In central / eastern Africa (1) • Along the Equator (1) • On the (northern) shore of Lake Victoria (1) • Bordered by (any one of) Kenya, Tanzania, Dem. Republic of Congo, South Sudan & Rwanda (1 max) • Landlocked (1) • Along the east African (1 – but do not double-count 'east Africa' as above) Rift Valley (1) 1 mark per correct suggestion.	Accept: • 'In the tropics' (1) • 'it has no coast' (1) • 'near the Equator' (1) • 'Between Kenya and (for instance) Rwanda' (1) • 'In the east African Highlands' (1) • 'near the Rift Valley'	General statements e.g. 'in Africa' 'upland'	3 x 1 3

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (b)	Accept any of: • Low HDI score • Low life expectancy • (Very) high fertility rate • High infant mortality • Its GDP per capita is low • Most people work in farming / agriculture • Low value of exports • Most exports are raw materials / cash crops / primary products • Most imports are manufactured goods / secondary products • Few phone lines • *plus other points on merit* Credit any development or linkage of statements e.g. 'Its GDP is low (1) which means that health care is poor (1) which explains the low life expectation (1)' Credit **1 mark max** for use of data e.g. 'Its GDP per capita ($1300) is low'	Look for statements which reflect the **significance** of the data – so not 'its GDP is $1300' but 'its GDP is low' Accept population statements **only if** developed with a context e.g. • 'Its birth rate is high, which is typical of poor countries in Stage 1 of the DTM (1)' • 'Its exports are things which have only a low value (1)'	Statements which simply reproduce the data e.g. 'Its fertility rate is 6.7', 'its GDP is $1300' Population factors e.g. 'its birth rate is high' (this is not true of all the world's poorest countries) 'its death rate is high' (it isn't!) Statements which are not specific to developing countries e.g. 'its imports are greater than its exports'	3 x 1 3

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (c) i)	Accept any of: • Steady growth 1960-1980 (1) • Rapid / faster growth since 1980 (1) • Exponential growth over the period / the rate of growth increases (1) • Any one use of data to illustrate (1) • Any accurate acknowledgment of doubling time (1) (e.g. *'every 20 years or so'*, *'nearly doubled between 1960 and 1980'*, *'nearly doubled between 1990 and 2010'*) 1 mark for each correct point	'increases by (e.g.) 3 million between 1960 and 1970' – but award a maximum of only 1 such mark. Some acknowledgment of pace of growth is needed.	'slow growth to 1980' 'it goes up' / 'increases'	2 x 1 2

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (c) ii)	Any of: • Broad base / younger age groups (1) – plus 1 mark if developed e.g. *'which shows a high birth rate'* (1) • Decline in every older age group (1) – plus 1 mark if developed e.g. '*which shows a high infant / child mortality rate'* (1) • Small numbers in older age groups (1) – plus 1 mark if developed e.g. '*which shows a low life expectation'* (1) • High proportion / about half of the population aged under 15 (1) – plus 1 mark if developed e.g. '*which shows a high dependency ratio'* (1) • plus other points on merit Credit 1 mark max for use of data in support e.g. '*about 20% of the population is aged 0-4'* 1 mark per correct point – with further marks if developed. The full 3 marks can be awarded for a single well-developed statement e.g. '*the largest age group is*	Accept general statements: e.g. • *'it is a pyramid shape'* (1) • *'the fertility rate would be high'* (1) • *'death rates are high'* (1) • *'people have a low chance of reaching old age'* (1) • '*it shows high infant mortality'* (1) • *'most people die young'* (1)	Vague answers e.g. *'Most people have lots of kids'*	4 x 1 4

	0-4 (1), showing a high birth rate (1), which occurs in countries where infant mortality is high(1)'			

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (d)	Statements **must** be comparative – no credit for simple descriptions. Allow 1 mark maximum for any simple extraction of data from the graph, but allow an extra mark if further points show data manipulation (e.g. subtractions, proportions). Accept any of: • Women infection rate is higher in younger age groups (1) **or (but not both)** men are lower in younger age groups (1) – plus 1 mark if exemplified e.g. *'from ages 15-39'* (1) • Women have greater % than men in 6 / majority of age groups (1) • Women have higher % of HIV infection overall (1) • The greatest difference between women and men is 30-34 (1) with 4% difference / 50% greater (1) • Women peak at 30-34 whereas men peak at 40-44 (1) – plus 1 mark if exemplified with data e.g. *'women 12% whereas men peak at about 7%'* (1) • Both rise and fall in roughly the same trends (1)	Accept general statements which refer to numbers rather than %: e.g. • *'overall women have more cases than men'* (1) • *'HIV is worse for women than men'* Or trends • *'there's a steeper climb in the number of cases for women in younger age groups'* (1)	Simple, non-comparative descriptions e.g. *'There are many women with HIV'*	4 x 1 4

• Both have lowest percentages 15-19 age group (1) • plus other points on merit 1 mark per correct point – with further marks if developed. Look for linked or developed statement e.g. *'infection in women is higher than men up to age 44 (1) where 12% are infected compared to 8% (1) after which percentages fall (1)'*	

Section B

Question	Correct Answer	Acceptable Answers	Reject	Marks
2 (a)	Accept any of the following points linked together: • Farming just for one's own household (1) • Little or no surplus / cash crops (1) • Farming using one's own family labour (1) and no labour from outside (1) • Farming which uses labour and hand tools (1) with few improved inputs (1) *plus other points on merit*	References to lack of a surplus or market economy e.g. *'farming for just the family'* (1) *'producing just enough to get by'* (1) *'if you sell at market then you would not have enough to get through the year'* (1) *'farmers who produce little for cash'* (1)	Vague statements e.g. *'Farmers who don't produce very much'*	2 x 1 2

Question	Acceptable Answers	Reject	Marks
2 (b)	Look for a well-developed answer for 3 marks, which connects statements into a whole explanation rather than listing three points. Accept any of: • Long distances / hard to travel / takes a long time to get to market (1) plus 1 if developed with reason e.g. *'because most of the roads are dirt roads'* (1) or *'most people have only bikes, not cars'* • Many dirt roads (1) which can get cut off / are slower when wet (1) plus 1 if developed e.g. *'so you couldn't get to market to sell'* (1) • Takes a long time to get to market (1) which reduces how much work a farmer can do (1) • Less produce sold means less income (1) plus 1 if developed e.g. *'so that school fees might not get paid'* (1) or *'the family might not be able to pay off debts'* (1) • Less income means less to invest in the farm / improve the soil (1) plus maximum 1 for examples e.g. fertiliser, pesticides (1) *plus other points on merit* Look for linked or developed combinations of the above points to get the full 3 marks.	Statements without context e.g. *'they are already poor'* *'there's no one there to sell their produce to'* *'roads aren't very good'* *'they don't have a car'*	3 x 1 3

Question	Acceptable Answers	Reject	Marks
2 (c)	Accept any of: • More people to work on the land (1) plus 1 if developed e.g. *'which might help to make the land more productive'* (1) • More people to do the domestic chores e.g. collect water (need not be exemplified to gain 1 mark) (1) • Guarantees security in old age / sickness (1) plus 1 if developed e.g. *'because there is someone to care for parents in old age'* (1) • Can combine incomes e.g. if one goes to the city and sends money home (1) plus 1 if developed e.g. *'which might help to pay off debts / pay school fees / invest in the land with e.g. fertiliser'* (1) • Family support e.g. in raising younger children (1) *plus other points on merit*	Vague reasons e.g. *'it helps a farmer if there are lots of children'*, *'it helps when the children are younger'* Or where answers are not explained or clarified e.g. *'they could earn to pay school fees'*	2 x 1 2

Question	Indicative content
2 (d)	This ought to explain how opportunities for Uganda's women are reduced. Good answers will explain the links between lack of legal title / land ownership, home pressures on girls to marry and to be mothers, and lack of schooling, and the impact of factors such as early marriage on their lives. Weak answers will describe, sticking to '*they are less likely to go to school*', without referring to how this has an impact. Valid explanations include: • women rarely inherit or own land, and so are poorer than men • they are less likely to complete schooling, kept at home to do domestic work • early marriage means that they leave school early / do not complete schooling, • with no qualifications, they rarely choose or have an independent a career • early marriage means that they spend most time in their lives raising children or doing most domestic and manual work e.g. preparing food or collecting firewood Look for **developed explanations** to take a candidate through the levels. One developed description takes a candidate to the top of Level 1 and beyond – e.g. *'Leaving school early **means that** few women have any qualifications'*. Further developed points take a candidate to mid-high Level 2, but at least one of these must be well-developed for L 3. **Well-developed explanations** (with 2 connecting statements or more) will describe connections between the changes e.g. *'Leaving school early **means that** few women have any qualification, **which means** they are less likely to have an independent career'* One well developed explanation like this can take a candidate into Level 2 and 3 marks. Look for two developed points to award 4 marks, or higher if these points are well developed. Two well-developed explanations take a candidate to the top of Level 3. Watch for candidates whose answers consist **wholly** of material 'lifted' direct from the booklet (i.e. not even paraphrased) – limit to Level 1 if all the candidate does is directly quote, unprocessed; award Level 2 if some adaptation with further meaning added. A good Level 3 answer will use own language and evidence. Do not penalise candidates who lift short phrases integrated into their own paragraphs.

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; gives 1 or 2 simply developed statements or undeveloped points, but these are limited and justified without reference to evidence or examples. Basic language, reasons given are vague and their significance is not shown – e.g. 'women have less schooling'; alternatively, statements are copied directly from the booklet without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure and some reference to evidence, with use of developed explanations (on a minimum of 2 themes to reach 4 marks) to explain some of the factors. At the top end, two points are developed but in general terms; at the bottom, a single well-developed explanation. Gives some evidence, though this is generalised e.g. '*lack of schooling means that women have less independence over their own lives*'. May include material closely lifted from booklet but with some adaptation of own. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, well developed explanations with reference to evidence to explain inequalities. Good understanding of issues, expressed in detail with specific evidence from the Resource Booklet. For the top of Level 3, two points are well developed and use specific evidence, into a coherent argument. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question	Indicative content
2 (e)	Answers should explain the impacts of both fertility rate and population growth; both must be referred to for Level 3. Expect that good answers will explain specific points from the Resource Booklet, and will link causes to change (e.g. *'increasing girls' education leads to greater independence, with later marriage and a reduced fertility rate'*) whilst weaker answers will generalise, without referring to evidence (e.g. *'women will have fewer children'*).

Cap any candidate who explains **only one of** fertility rate and population growth at top of Level 2 i.e. 4 marks.

Specific changes include:
Fertility Rate:
- Almost certain to fall – because fewer children are born, as women marry later, and have a shorter fertile period in which children are likely to be born.
- Fewer girls leave school early to marry, and impacts on fertility rate
- More women would seek medical help when pregnant, reducing infant mortality which almost always results in a reduced fertility rate
- Women would seek health care for themselves and their children, reducing maternal and child mortality rates, and in time the fertility rate

Population growth
- Educated girls have fewer children – so population growth is likely to slow down and perhaps even stabilise in the long term
- Educated mothers are more likely to seek medical care, so infant mortality and maternal mortality rates are reduced, leading to smaller families, reducing the rate of increase.

Look for **developed explanations** to take a candidate through the levels. One developed description takes a candidate to the top of Level 1 and beyond – e.g. *'Educating girls means that most are likely to marry and have children later* **which means** *a reduced fertility rate'*. Further developed points take a candidate to mid-high Level 2, but at least one of these must be well-developed for L 3.

Well-developed explanations (with 2 connecting statements or more) will describe connections between the changes e.g. *'Educating girls means that most are likely to pursue an independent career,* **which means** *marrying and having children later* **and which will lead to** *a reduced fertility rate'* One well developed explanation like this can take a candidate into Level 2 and 3 marks. Look for two developed points to award 4 marks, or higher if these points are well developed. Two well-developed explanations take a candidate to the top of Level 3. |

	Watch for candidates whose answers consist **wholly** of material 'lifted' direct from the booklet (i.e. not even paraphrased) – limit to Level 1 if all the candidate does is directly quote, unprocessed; limit to Level 2 if some adaptation with further meaning added. A good Level 3 answer will use own language and evidence. Do not penalise candidates who lift short phrases integrated into their own paragraphs.	
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; gives 1 or 2 simply developed statements or undeveloped points, but these are limited and justified without reference to evidence or examples. Basic language, reasons given are vague and their significance is not shown – e.g. 'there will be fewer children'; alternatively, statements are copied directly from the booklet without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure and some reference to evidence, with use of developed explanations (on a minimum of 2 themes to reach 4 marks) to explain some of the factors. At the top end, two points are developed but in general terms; at the bottom, a single well-developed explanation. Gives some evidence, though this is generalised e.g. '*women pursuing their own careers leads to later marriage, which reduces the fertility rate*'. May include material closely lifted from booklet but with some adaptation of own. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, well developed explanations with reference to evidence to explain inequalities. Good understanding of issues, expressed in detail with specific evidence from the Resource Booklet. For the top of Level 3, two points are well developed and use specific evidence, into a coherent argument. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Section C

Question	Indicative content
3 (a)	All five options offer room for discussion. Any could be chosen; all are 'real'. Markers should credit negative points as well as advantages if they balance the argument; e.g. Option 1 *'although tarmacking all roads would cost a lot of money, people in rural areas would be better off in the long term'*. Expect the two chosen options to be linked – e.g. '*Options 3 and 4 would bring many benefits of improved health'.* Look for **developed points** to take a candidate through the levels. One developed point takes an answer to the top of Level 1 and beyond – e.g. *'Having electricity would mean that there is less need for collecting firewood, so the woodland of the area would be protected'*. Further developed points take a candidate to mid- or high Level 2, but at least one of these must be well-developed for Level 3. **Well-developed points** (with 2 connecting statements or more) will describe connections between the changes e.g. *'Having electricity would mean that there is less need for collecting firewood, **so the woodland** of the area would be protected, **which would mean** the longer-term survival of the area's biodiversity'*. One well developed point like this can take a candidate into Level 2 and 3 marks. Look for two developed points to award 4 marks, or higher if these points are well developed. Two well-developed points take a candidate to the top of Level 3. Watch for candidates whose answers **consist wholly** of material 'lifted' direct from the booklet (i.e. not even paraphrased) – limit to Level 1 if **all** the candidate does is directly quote, unprocessed; limit to Level 2 if some adaptation with further meaning added. A good Level 3 answer will use own language and evidence. Do not penalise candidates who lift short phrases integrated into their own paragraphs
	Implications for people and the environment of Option 1 include: • Greater linkages to market towns which enables more produce to be taken to market, so people are better off. • Reduces isolation, helping people who want to work or travel to towns e.g. local taxis • Enable farmers to take produce to market and back in a day, saving time • Helps to break the cycle of poverty / debt if it helps farmers to raise incomes • Increases output of cash crops and productivity from a subsistence economy • Fewer disruptions to roads in the rainy season, so time is better used by farmers • May enable possible treatment of illness if people can get to towns more easily.

Implications for people and the environment of Option 2 include:
- Offers advice to farmers who may never have had it, thus helping to increase food supply significantly
- Breaks the cycle of poverty / debt if it helps farmers to raise incomes
- Reduces need to borrow to pay school fees, reduces need for loans and debt
- Has greatest impact on improving incomes of the vast majority
- Could help families to send children to school, and so have an impact on fertility rate.
- May make more efficient use of land resources if land can grow more (e.g. might slow down deforestation.

Implications for people and the environment of Option 3 include:
- Makes health care available to all, more accessible in isolated rural villages
- Treatment and care could reduce infant mortality & maternal mortality rates
- Reduces maternal / infant mortality on the poorest who have worst mortality rates
- Removes infected water, cutting cost of health care, increasing economic growth.
- Provides full- instead of part-time medical care, especially for those with HIV.

Implications for people and the environment of Option 4 include:
- Provides safe water and reduces impact of water-borne disease
- Saves time for families, and particularly girls
- More girls might go to school if time taken for domestic chores was reduced
- Cuts cost of health care by reducing disease, less sickness allows economic growth.

Implications for people and the environment of Option 5 include:
- Reduces dependency on firewood and the time and effort in collecting it
- By saving fuelwood, biodiversity is maintained and restored
- More girls might complete schooling if time taken for domestic chores was reduced
- Allows electricity in the evening; children could do homework, improving education
- Might develop an 'evening economy' – safety in travel with lit streets, bars and cafes
- However, many families unable to afford electricity as they lack cash income

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; 1 or 2 simple statements or one developed reason for choice of option; these are limited and justified without reference to evidence or specific examples . Basic language – e.g. 'Option 5 is best because it gives electricity', or lifted directly from the booklet without further comment or adaptation. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with some reference to evidence to show implications of their option. Generalised language – e.g. 'Option 1 is best would improve incomes if farmers could get to market more quickly', written mainly in own words, using evidence, even if unsophisticated or not fully developed. At the bottom of Level 2, develops a single point well e.g. 'Option 3 is best as it ensures that rural health is improved, and might bring a reduction in maternal mortality'. At the top end, two points are developed in general terms. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with reference to evidence to show a range of advantages for chosen option. At the top, two well-developed statements which refer to specific evidence. Must weigh up the chosen option against others. Coherent argument, expressed in detail and reference to specific evidence. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question	Indicative content
3 (b)	Expect a range of answers. For time reasons, candidates are likely to refer to particular MDGs by number. Credit the level of evaluation given to show how well particular options help in meeting particular MDGs and the evidence used. At the top end, candidates are likely to take an overview (e.g. linking together three MDGs for a particular option, or linking more than one option to attain one or more MDGs) or may focus on just one or two e.g. MDG 3 and 4 being addressed by Options 3 and 4. Level 3 can only be achieved if candidates clearly explain how at least one option is better in achieving the MDGs than others; comparison is required. Expect the following Options to meet MDGs – though this should not be treated as prescriptive as the arguments are almost totally flexible: **Option 1** Develop an all-weather road network • MDGs 1a and b plus impact of economic growth on other MDGs e.g. 2, 4 and 5 **Option 2** Create a national farm advisory service • MDGs 1a and b plus impact of economic growth on other MDGs e.g. 2, 4 and 5 **Option 3** Build rural health clinics • MDGs 3, 4, 5a and b, 6a and b, 8a and b **Option 4** Provide safe piped water for all • MDGs 3, 4, 5, 6a and b **Option 5** Develop rural electricity sources • MDGs 7a and b plus impact on other MDGs e.g. 3 Credit where candidates explain how a particular option will bring benefits even though it may not directly help Uganda to meet the MDGs (e.g. Option 1). Look for **developed points** to take a candidate through the levels. One developed statement takes a candidate to the top of Level 1 – e.g. *'Option 4 would help MDGs 3 and 4 because it would give everyone safe water **so that** there will be less disease'* Further simple or developed points take a candidate to Level 2, but at least one of these must be well-developed for Level 3. **Well-developed points** (2 connecting statements or more, as shown in bold below) will describe connections between the changes e.g. *'Option 4 would help MDGs 3 and 4 better than most, because it would give everyone safe water **so that** there will be less disease, **and then** it would help women by giving them more time and their children will be less sick so can go to school'*. One well-developed point like this can take a candidate into Level 2 and 3 marks. Look for two well-developed points to

		award 6 marks at the top of Level 2. A Level 3 answer will normally require additional discussion above this. Three well-developed points take a candidate to the top of Level 3.
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-3	Lacks structure; gives 1 developed statement or 1 well-developed reasons for choice of option; these are limited and justified without reference to specific evidence or examples. Basic language – e.g. 'Option 1 will make the roads better', or lifted directly from the booklet without further comment or adaptation. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	4-6	Some structure with some reference to evidence to show the advantages of the chosen option. Generalised language, written mainly in own words, using evidence, even if unsophisticated or not fully developed. At the bottom of Level 2, develops two points e.g. 'safe water will help meet MDG 4 … (with reason)'. At the top end of Level 2, two points are well developed. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	7-9	Well structured, with reference to evidence to show a range of advantages for chosen option. At the top, three well-developed statements which refer to specific evidence. Coherent argument, expressed in detail and reference to specific evidence. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Spelling Punctuation and Grammar

Level	Mark	Descriptor
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.
Level 1	1	*Threshold performance* 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.
Level 2	2-3	*Intermediate performance* 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.
Level 3	4	*High performance* 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.

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning