GCSE MARKING SCHEME

SUMMER 2019

GEOGRAPHY SPECIFICATION B
COMPONENT 1
C112U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.
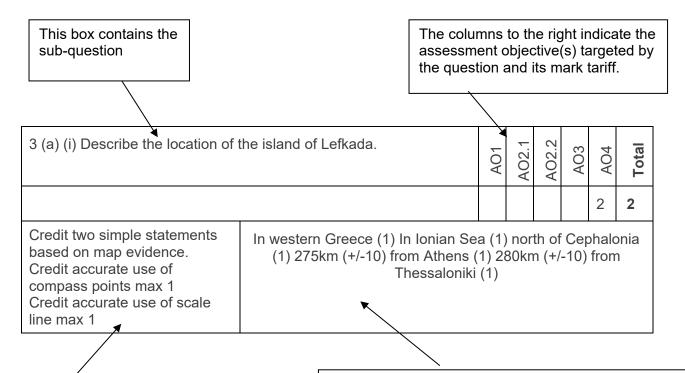
GCSE GEOGRAPHY B
COMPONENT 1

SUMMER 2019 – MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1. Positive marking

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

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

This box contains the sub-question

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

3 (a) (i) Describe the location of the island of Lefkada.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**

Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)

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

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

2. Tick marking

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

3. Banded mark schemes

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

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

Theme 1, Question 1

Q.1 (a) Most towns and cities in the UK have distinctive zones. One of these is the zone of deprivation. Q.1 (a) (i) Tick (✓) three features in the list which are indicators of deprivation		AO1	AO2.1	AO2.2	AO3	AO4	Total
		3					3
Award one mark for each correct answer. No marks if more than three answers given.	High level of overcrowding (1) Low level of employment (1) Low level of good health (1)						

Q.1 (a) (ii) Study Fig 1.1 below. Fig 1.1 Levels of deprivation in the city of Newcastle-upon-Tyne, NE England. Describe the pattern of deprivation shown on this map.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						4	4
The answer must identify **patterns.** Credit up to **four** simple valid statements **or** **two** statements each with an elaboration. 1 mark if just a list of ward names. 1+1+1+1 or (1+1)+ (1+1)	Highest deprivation in the south (1) in wards such as Byker (1) Highest deprivation is along the River Tyne (1) The city centre is in an area of high deprivation (1) Large area of high deprivation to the west of the city centre(1) Least deprivation in the north/north east (1) in wards such as Castle (1).						

Q.1 (b) (i) Tick (✓) which of the following statements best describes the land use of the CBD (Central Business District).		AO1	AO2.1	AO2.2	AO3	AO4	Total
		1					1
Credit correct response only for one mark.	Mainly shops, offices and restaurants						

Q.1 (b) (ii) The amount of traffic flowing out of the CBD at Point A between 9.00am and 9.05am was 100 vehicles. Which of the following arrows show the traffic at Point A on Figure 1.2? Tick the correct box	AO1	AO2.1	AO2.2	AO3	AO4	Total
					1	1

Credit correct response only.	
	Tick (√) in third box: √

Q.1 (b) (iii) Complete the table below to show information for traffic going **into** the CBD: • names of road in rank order of vehicle numbers • the number of vehicles on each of the roads • the total number of vehicles going into the CBD.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					3	3

1 mark for correct ranking sequence

1 mark for correct use of scale line (number of vehicles). Must be within tolerance for both.

1 mark for overall total (within tolerance).

Rank Order	Name of Road	Number of Vehicles
Highest ↑ ↓ Lowest	Western Avenue	125
	Eastview Road	**100 (accept 95-105)**
	Southpark Drive	**75 (accept 70-80)**
	Northgate Street	50
		Total: **350 (accept 340-360)**

Q.1 (b) (iv) Suggest one advantage and one disadvantage of creating pedestrianised zones in a city centre.		AO1	AO2.1	AO2.2	AO3	AO4	Total
		4					**4**
Two simple statements each with elaboration (1+1) (1+1) Or 3+1 Do not credit opposites.	**Advantages** - Safer for pedestrians (1) because no traffic (1) - Easier to shop (1) because more space for people to walk (1) - No traffic (1) so less air pollution (1) **Disadvantages** - Difficult for shops to get deliveries (1) because lorries can't park outside(1) - May create traffic congestion elsewhere (1) to avoid town centre(1) - Shoppers may not be able to park near the shops(1) so have to carry heavy shopping longer distances(1)						

Q.1 (c) (i) Give one reason why the population of cities in the UK is increasing.		AO1	AO2.1	AO2.2	AO3	AO4	Total
			2				**2**
Credit one statement with elaboration only.	- More people moving to the UK from abroad (1) to look for work (1) - Greater employment opportunities available in cities (1) - People are attracted by the greater range of services (1) such as retail, health and entertainment (1)						

Q.1 (c) (ii) Explain why improving transport systems can help to make cities more sustainable.	AO1	AO2.1	AO2.2	AO3	AO4	Total
This question targets AO2.1 the concept of sustainability.		6				6

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	Thorough and elaborated response where the candidate shows a clear understanding through a chain of reasoning.
2	3-4	Elaborated understanding of the reasons why improving transport leads to more sustainable cities.
1	1-2	Simple, valid statements that demonstrate a basic understanding of sustainability.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Responses should demonstrate an understanding of sustainability.
There may be references to examples of transport systems from various parts of the world such as integrated transport systems in Hong Kong or Curitiba in Brazil, or local examples such as new London taxis being zero-emissions by 2018.

Points may include:

- If less cars on road there will be less air pollution.
- Use of new electric public transport vehicles is a more efficient use of resources.
- Greater connectivity means people can access services more easily.
- Making use of new technology such as advanced software improves management of resources and increases efficiency and safety.
- Building cycle lanes further reduces the use of cars and has added health benefits.

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Q.1 (d) What conclusions can you reach about the social and economic issues facing rural areas of the UK?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				8		3	8

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify conclusions.
3	5-6	Thorough application of knowledge and understanding. • Chain(s) of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support conclusions.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support conclusions.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support conclusions.
	0	Award zero marks if answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information that requires judgement. All elements of AO3 are targeted.

Responses should apply their knowledge and understanding and evaluate the relative importance of both social and economic issues. They should make a judgement supported by a rationale.

May include references to the resources.

To reach Band 4 both economic and social must be referenced.

Social issues may include.
• Large number of retired people puts pressure on health and welfare services.
• Young people can't find work so leave-leading to imbalanced pop structure.
• Elderly people/non-drivers have problems accessing services including doctors and post offices/banks.
• Limited broadband access makes it harder to work from home.

Economic issues may include
• Closure of services leads to more closures/spiral of decline.
• Loss of services means less money in local economy.
• Lack of jobs/low paid jobs
• In rural areas items such as petrol cost more because of lack of competition and increased supply costs.
• Rise in house prices can lead to wealthy buying them as second homes.
• Rising house prices mean young people find it harder to get on property ladder.

After awarding a level and mark for the geographical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

Band	Marks	Performance descriptions
High	4	• 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 - 3	• 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

End of Question 1

Component 1 Theme 2: Changing Environments

Q.2 (a) Coastal areas are affected by many different physical processes. Complete the sentences below by adding the correct word from the box.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
	4					**4**
Credit these responses only. One mark for each correct response.	joints (1) weathering (1) hydraulic action (1) abrasion (1)					

Q.2 (b) (i) What is the distance along the **Tennyson Trail footpath** from the Coastguard Cottages at 301848 to the viewpoint at 325853?	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					1	**1**
Credit one mark for a correct response.	2.6km (allow an answer between 2.4 – 2.8km)					

Q.2 (b) (ii) In which direction was the photograph taken?	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					1	**1**
Credit this response only.	South-west.					

Q.2 (b) (iii) The photograph Fig 2.2 shows part of the area on the map extract. Name the features marked A-C on Figure 2.1, using the map in the Resource Folder.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					3	**3**
Credit one mark each correct answer. No marks if more than three answers given.	(see table below)					

Feature	Letter
White Cliffs	B
Scratchell's Bay	
The Needles	A
Alum Bay	C
West High Down	
Totland Bay	

Q2 (b) (iv) The Needles are an example of the coastal landform 'stacks'. Describe how a stack is formed. You may draw diagrams in the space below to support your answer.	AO1	AO2.1	AO2.2	AO3	AO4	Total
	4					4

Use a banded mark scheme.
Work upwards from the lowest band.

Band	Mark	Band descriptor
2	3-4	Clear description of sequence of landform formation. Process(s) named and applied to the landform. The response is organised and well structured.
1	1-2	Some attempt at sequence of landform formation. Process(s) may not be named Statements are linked by a basic structure.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Expect description to include the sequence of cave – arch- stack.

Reference could be made to named erosion processes such as abrasion, hydraulic action.

Maximum marks can be awarded for detailed annotated diagram(s).

Q2 (c) (i) The median value for potential erosion is 15.23m. Give one limitation of using the median as a measure of potential erosion.		AO1	AO2.1	AO2.2	AO3	AO4	Tot(al
						1	**1**
Credit any valid statement.	It doesn't acknowledge the range/extreme values (1)						

Q2 (c) (ii) Calculate the mean of potential erosion rate between 2015 and 2065?		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	**2**
Credit one mark for correct working. Allow max one marks if no working is shown.	78.09÷5 (1) Mean = 15.6 metres (allow 16, 15.62 and 15.618)						

Q2 (c) (iii) Explain one way in which human activity can increase coastal erosion.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				2			**2**
Credit one mark for a valid point and one mark for elaboration.	Examples might include: - Building groynes to trap sediment (1) cause more erosion further down coast (1) - Coastal housing developments (1) foundations weaken cliffs leading to slumping (1) - Walking on coastal footpaths (1) weakens structure of cliff / can lead to collapse (1) - Dredging (1) more powerful wave action (1) - Climate change increasing frequency/magnitude of storms (1) leads to more powerful wave action (1)						

Q2 (c) (iv) To reduce erosion rate some planners support the 'hold the line' method of coastal management. Explain why there are conflicting views on this method of coastal management.	AO1	AO2.1	AO2.2	AO3	AO4	Total
		6				6

Use a banded mark scheme. Work upwards from the lowest band.	Hold the line is where hard engineering such as rock groynes and sea walls are used to protect the coastline.

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	Thorough and elaborated response where the candidate shows a clear understanding through a chain of reasoning. Must include references to views for and against.
2	3-4	Elaboration in the response shows a clear understanding. Should refer to views both for and against but may not be detailed or balanced.
1	1-2	Valid but basic points are made with no elaboration.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Hold the line is where hard engineering such as rock groynes and sea walls are used to protect the coastline.

Points may include.

For
- Protects the coast from further erosion.
- Houses and businesses near the coast are protected, maintaining land values.
- Plan ahead for climate change and sea level rise

Against
- High cost of hard engineering e.g. sea walls cost £6000 per metre
- Rising sea levels mean defences have to be maintained and replaced.
- May accelerate erosion further down the coast.

There may be references to named examples to illustrate key points.

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Q2 (d) Study Fig 2.3 "The increased frequency of storms and rising sea levels will have a greater impact on coastal communities in LICs/NICs compared to HICs." How far do you agree with this statement?	AO1	AO2.1	AO2.2	AO3	AO4	Total
				8		**8**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive chains of reasoning provide sophisticated analysis. - Balanced and coherent appraisal draws together wider geographical understanding.
3	5-6	Thorough application of knowledge and understanding. - Chain(s) of reasoning provide elaborated analysis. - Balanced appraisal draws together wider geographical understanding.
2	3-4	Sound application of knowledge and understanding. Some connections provide valid but limited analysis. Limited appraisal used wider geographical; understanding.
1	1-2	Some basic application of knowledge and understanding. - Basic level of meaning ascribed to the information/issue. - Limited and weak appraisal uses some wider geographical understanding.
	0	Award zero marks if answer is incorrect or wholly irrelevant.

Balance acknowledges both LICs/NICs and HICs as part of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information that requires judgement. All elements of AO3 are targeted. Responses should apply their knowledge and understanding of the impacts of rising sea levels on countries at different levels of development before evaluating their relative importance and reaching a decision. Responses should make reference to the resources, using them to support their argument.

The question can be answered through different approaches. Some responses could look at LICs/NICs and HICs separately and then evaluate at the end, or they could examine various economic and social impacts in a comparative way. Impacts could be both short and long term.

The student may agree/disagree/partially agree with the statement based on their reasoning.

Answers
Possible impacts that could be referred to:

Economic
Effects on agricultural production or fishing.
Tourism especially effects on unique ecosystems such as coral reefs and associated marine life.
Transport.
Coastal defence schemes, insurance and cost of storm damage to properties.
Lack of money to import food if crops fail.

Social
Loss of homes and relocation leading to possible loss of culture and community cohesion.
Changing population distribution within a country.
Increase in the number of refugees.
Changing lifestyles.
Health issues caused by contamination of groundwater resources.

End of Question 2

Component 1 Theme 3: Environmental Challenges

Q.3 (a) Study Fig 3.1 which shows the climate of a hot semi-arid grassland area. Q.3 (a) (i) Tick the two correct statements about the graph.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**

Credit these responses only. One mark for each correct response. No marks if more than two answers given.	

Statements	Tick (√)
March is the wettest month	
June has the greatest range of temperature	
February is the hottest month	✓
The minimum temperature never drops below 20° C	
July and August have low rainfall and low maximum temperatures	✓
There is more rain in November and December than there is in May and June.	

Q3 (a) (ii) Calculate the range of temperature in February. Show your working	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**

One mark for working out. One mark for correct answer.	30-14 (1) Range = 16°C (1)

Q3 (a) (iii) Complete the hot semi-arid grassland food chain using the words from the box in the correct sequence.	AO1	AO2.1	AO2.2	AO3	AO4	Total
	4					**4**

Credit one mark for each correctly completed box.	Grass – zebra – cheetah - lion

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Q3 (a) (iv) Explain why vegetation can survive in the climate of hot semi arid grasslands.	AO1	AO2.1	AO2.2	AO3	AO4	Total
			4			4

(1+1) (1+1)
(1+1+1) +1
(1+1+1+1)
Allow one well elaborated idea for full marks.
 	
Max two marks if just lists of features.
 	
No marks for naming vegetation.
	Responses could include:
	
	Acacia –
	    Flat canopy shape(1) reduces water loss (1)
	    Long tap roots (1) so they reach deep ground water (1)
	    Small leaves have waxy skins (1) to reduce water loss/transpiration (1)
	
	Baobab tree -
	    Shallow roots (1)collect surface rainwater (1)
	    Thick bark(1) so is fire-resistant (1) because in drought period fire is common (1) so tree survives and recovers (1)
	    Few leaves (1) so reduce water loss (1)
	    Large barrel-like trunk (1) stores water (1)

Q.3 (b) For a NAMED ecosystem you have studied (other than hot semi-arid grassland) describe how the ecosystem has been managed.	AO1	AO2.1	AO2.2	AO3	AO4	Total
	4					4

Use a banded mark scheme. Work upwards from the lowest band.	Choice of ecosystem could be large or small scale. e.g. tropical rainforest, tundra, deciduous woodland, sand dunes. Management will depend on ecosystem, but possible strategies could include:

Band	Mark	Band descriptor
2	3-4	Detailed description of one or more management strategies for chosen ecosystem.
1	1-2	Limited attempt to describe management of an ecosystem but may be just simple statements.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

- creating National Parks/Nature Reserves.
- visitor centres/ wardens
- boardwalks/nature trails
- limiting access
- tree planting projects
- wildlife corridors
- ecotourism projects
- creation of land use/activity zoning.

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Q.3 (c) (i) Complete the sentences below using the information from Figure 3.2.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**
Credit these responses only.	Africa (1) Australasia (1)					

Q.3 (c) (ii) Suggest two other appropriate techniques which could be used to represent this data.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**
One mark each for appropriate techniques Do not accept inappropriate e.g. scatter graph, histogram, line graph	Proportional circles (1) Choropleth map (1) Bar chart (1) Divided bar graph (1) Located bar charts (1) Table of data (1)					

Q.3 (c) (iii) Explain why human activity can increase the process of desertification.	AO1	AO2.1	AO2.2	AO3	AO4	Total
This question targets understanding the interrelationship between people and the environment.			4			**4**
Allow fully elaborated or two partially elaborated answers to show understanding of the interrelationship. (1+1+1+1) (1+1) (1+1) (1+1+1)+1	Possible responses include: - overgrazing(1) kills vegetation(1) so no roots to hold soil (1) so increased soil erosion(1) - increasing population (1) means more firewood needed(1) so more trees cut down (1) - trees cut down (1) less roots to stabilise soil (1) more intensive use of land (1) means less fallow period (1) so poorer drier soils(1)					

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Q.3 (d) Evaluate how successful strategies like these could be in reducing the spread of desertification.	AO1	AO2.1	AO2.2	AO3	AO4	Total
				8		8

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
4	7-8	Exceptional application of knowledge and understanding. Comprehensive chains of reasoning provide sophisticated evaluation and analysis of more than one strategy. Balanced and coherent appraisal draws together wider geographical understanding to justify the evaluation.
3	5-6	Thorough application of knowledge and understanding. Chain(s) of reasoning provide elaborated evaluation and analysis. Balanced appraisal draws together wider geographical understanding to support evaluation.
2	3-4	Sound application of knowledge and understanding. Some connections provide valid but limited evaluation and analysis. Limited appraisal used wider geographical understanding to support evaluation.
1	1-2	Some basic application of knowledge and understanding. Basic level of meaning ascribed to the information/issue. Limited and weak evaluation and/ or appraisal uses some wider geographical understanding to support ideas. May be generic points.
	0	Award zero marks if answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this understanding to analyse novel information that requires judgement. All elements of AO3 are targeted.

Responses should apply their knowledge and understanding to the issue of desertification and evaluate the likely success of the various strategies shown in the resources.

Making land more sustainable – may have small scale local success as a short-term strategy but unlikely to be of global significance.

Using alternative modern farming techniques – successful in HICs such as USA where resources are readily available, but unlikely to be affordable in LICs .

Green wall – slow progress being made in most countries, apart from Niger, but is having some success. Illustrates the benefits of working together to make use of NGO money and can have added benefits such as improving soil fertility and diversifying incomes.

Relocation of settlement – could be successful in HICs as people will be more flexible in their willingness to move, but cultural constraints and lack of funding mean it will probably only have limited benefits elsewhere.

There may also be references to other strategies such as stone bunds, terracing, rainwater harvesting, drip irrigation, drought tolerant crops etc.

End of Question 3