

GCE

Edexcel GCE

Geography B (6474)

January 2006

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Mark Scheme (Results)

Brief Explanation of Criteria Based Mark Schemes

These are used for the extended writing end parts of all questions, and for selected open-ended responses within questions.

Three criteria bands are used:

Highest criteria band answers:
Will show a good range, depth of detail, relevance, precision, answering the question in a logical structured way.
Medium criteria band answers:
Will show some of these characteristics but have limitations on a number of features, especially at the bottom of the band, whereas at the top of the band, they will have many features of the highest band material.
Lowest criteria band answers:
Will be limited in range, vague, using basic terminology and expression, lacking in detail, often of peripheral relevance with limited reference to rubric.

There is no restriction to the number of candidates achieving each band. It is possible that in some tasks, 40% of candidates may achieve highest band work, but because of a lack of consistency or performance, or particular strengths and weaknesses, the performance will not be sustained across a whole paper.

The **first** stage in marking therefore is to decide on the band, and **secondly** to decide on the position in the band. Note that not all points mentioned in the criteria description need to be met for an answer to be placed in the band.

Quality of Written Communication

QWC will be credited within all parts of each question. This will include structure, clarity, the use of geographical terminology and the correct use of grammar, spelling and punctuation.

6474 MARK SCHEME - January 06

1. Study Figure 1. It shows air masses over the British Isles.

(a) Describe and explain the influence of these air masses on the weather of the British Isles. (12)

Air mass	Origins & track	Characteristics over UK
Arctic maritime (Am)	Polar cell over the cold, frozen Arctic Ocean - tracks south across Arctic Ocean and North Sea	Very cold - some moisture picked up which may fall as snow over east and north-facing coasts and hills. Blizzards in Scotland. Mainly occurs in winter months.
Polar continental (Pc)	Polar cell over land especially Northern and Eastern Europe. Moves west across the North Sea	Cold dry air but some moisture picked up across the North Sea giving rise to some snow in eastern districts. Mainly occurs in winter months.
Polar maritime (Pm)	Originating over North America as Pm but picking up characteristics of the North Atlantic. Tracks south-eastwards to Western Europe	Moisture picked up over North Atlantic, so therefore unstable. Cumulus clouds and heavy showers. Cool weather to north and west. Affects all seasons.
Returning Polar maritime (Pmr)	Pm air that has moved south into the Atlantic before approaching the UK from the west or south-west	Variant of above where air has tracked to UK from south west. Sea fog in summer. Can be similar to Tm below.
Tropical maritime (Tm)	From Azores High. Tracks north east	Warm moist air is being cooled and therefore stable. Rainfall may be heavy and accentuated by relief (orographic) and summer convection. Mild in winter. Warm and humid in summer.
Tropical continental (Tc)	Originates over the Sahara, North Africa or Central Europe (tracks north and north west)	Brings hot, dry, stable heatwave conditions mainly in summer. If originates in Eastern Mediterranean it is more humid and prone to convectional storms. Heatwave often ended by violent storms - moisture from seas.

Level 3 10-12 marks	Well organised explanation and description. Shows good knowledge of air mass impact. Understands role of the source and impact of track modification. Terminology apparent. Detailed account across resource.
Level 2 6-9 marks	Some structure. Effective description of weather brought by air masses. Shows satisfactory knowledge and some understanding of basics of source and track. May just cover 4 basic routes.
Level 1 1-5 marks	1-2 basic ideas on impact of air masses. Likely to get confused but does understand general ideas of polar/tropical sources.

(b) Examine the management problems caused by the variability of the weather in the British Isles. (13)

Possible inclusions:

- Problems of accurate forecasting for events etc.
- Risk of crop damage
- Delays with construction projects, (buildings, roads, etc)
- Insurance claims
- Variable demand for energy (heating, lighting)
- Affects product demand / retailing
- Affects tourism and recreation patterns
- Disruption to road and rail journeys

Level 3 10-13 marks	Well organised, structured account with a clear focus on the effect of weather variability. Shows good knowledge of a range of management problems. Clear exemplification.
Level 2 6-9 marks	Some structure - a descriptive account which looks at several management problems, but with variable depth/detail
Level 1 1-5 marks	1-2 basic ideas. Not well linked to variable weather effect.

2. Study Figure 2. It shows the possible consequences of global warming in North and South America.

(a) Examine the possible consequences shown in Figure 2. (12)

Global warming = The consequence especially of the enhanced Greenhouse effect, i.e. the increased impact of human activities (land use changes, urbanisation & industrialisation) on the process through increased amounts of greenhouse gases.

Consequences	Reasoning
Rising temperature + more droughts /fires	Incoming short-wave ultraviolet radiation passes through natural gases to reach the earth's surface. Increased levels of greenhouse gases produce constantly rising levels of CO ₂ & 'trap' heat. An increase in certain gases in particular, (e.g. CFC's) have a large impact as their chemical stability means their effects can last for many years.
Increased precipitation & floods Increased storm activity More ice melt/sea level rise	Increased storm activity likely due to changes (a likely shift polewards) in the climatic belts. This also affects the hydrological cycle Rising (eustatic) sea levels largely due to thermal expansion as a result of rising ocean temperatures + some influence of melting ice. This, in turn, could increase the frequency and magnitude of El Nino events and storms/hurricanes and weather could be more extreme and unpredictable.

Consequences are likely to be linked to particular locations eg more fires in California, increased precipitation and floods in New Orleans, ice melt in Greenland.

Reward any feasible suggestions and candidates' own knowledge beyond the resource.

Level 3 10-12 marks	Well organised examination. Shows good knowledge of the consequences of global warming. Understands role of the enhanced greenhouse effect. Uses data/locations from the map effectively. Terminology apparent. Some detail across a range of consequences.
Level 2 6-9 marks	Some structure. Shows satisfactory knowledge and some understanding of the basic consequences of global warming. Lacks range of consequences or limited depth.
Level 1 1-5 marks	1-2 basic ideas on global warming. Likely to get confused but does understand some limited consequences.

(b) Assess the attempts of one country to reduce the impacts of global warming. (13)

- Action may be directed towards:
 - Modifying the causes
 - Mitigating and managing the effects

- Ideas might include:
 - Retain threatened forest, (carbon sink)
 - Cut private vehicle use
 - Improve generation and use of energy
 - Signing up to international agreements, e.g. Kyoto
 - Climate Change levy/taxation to encourage a cut in the output of gases through increased fuel efficiency
 - More recycling efforts
 - Greater energy efficiencies in the home and offices, (e.g. more efficient heating systems)

Level 3 10-13 marks	Well organised, structured assessment with a clear focus on one country's attempts to reduce the impacts of global warming. Shows detailed knowledge of a range of management ideas.
Level 2 6-9 marks	Some structure - a descriptive account which looks at several management initiatives, but with variable depth/detail. Likely to show some linkage to chosen country.
Level 1 1-5 marks	1-2 basic ideas. Little or no detail. Tenuous links to one country.

*If more than one country select the best.

3. Study Figure 3. It shows the present condition and changing capacity of three types of ecosystem. Choose one of the ecosystem types.

(a) Explain its scorecard results

(12)

Ecosystem	Condition	Changing capacity	Explanation
Forest	Food production is good Biodiversity is poor Water quality and quantity + carbon storage are fair	Increasing Declining Declining	Likely to be linked to deforestation, agriculture & perhaps the impact of tourism & other developments. May mention impact on nutrient cycles.
Grassland	Food production & biodiversity are fair. Carbon storage and recreation are good	Declining Declining	Likely to link to management techniques and nutrient cycles. + perhaps the impact of tourism & other developments.
Marine	Recreation is good Food production, water quality and biodiversity are fair Shoreline protection is poor	Change is unknown Water quality shows a mixed picture but the other two are declining Declining	Likely to link to management / shore line protection techniques, cost-benefit considerations + the impact of growing tourism & other developments. Impact of fishing on biodiversity mangrove & reef destruction.

A number of aspects have not been assessed at all in the survey and some candidates may argue that this therefore only gives a partial picture of an ecosystems status.

Level 3 10-12 marks	A sound understanding of resource. Well structured report with a clear explanation of data/trends across the scorecard.
Level 2 6 - 9 marks	Some structure - a descriptive account which looks at several aspects from the scorecard, but with variable depth/detail. Limited explanation
Level 1 1- 5 marks	1-2 basic ideas. Little or no detail. Poorly related to the scorecard.

(b) Examine the conservation difficulties it faces

(13)

Ecosystem	Reason(s) for conservation difficulty
Forest	<p>Little pristine forest remains. Escalating demands for timber - for building, fuelwood, etc.</p> <p>Often forest areas are exploited, any replacement forest often consists of fast growing non-native species.</p> <p>Accelerated demands for forest land for agriculture, mining, roads and urbanisation.</p> <p>This can lead to fragmentation, which accelerates the impact of hunting and poaching and makes the forest areas more vulnerable to pests & diseases.</p> <p>Certain forests e.g. Tropical rainforests, tend to be more fragile, because of biomass as a nutrient store. Also, because of the high biodiversity, many ecological niches are specialised and, if lost, affect the food chain.</p> <p>Increasing visitors due to recreation & tourism</p>
Grassland	<p>Scant, variable rainfall makes these areas particularly susceptible to damage by human activities. Areas are often associated with intensive arable farming such as cereals and/or ranching. They are also slower to recover from degradation. Issues of savanna wildlife management (game parks).</p>
Marine	<p>Very dynamic environment of the sea/waves/currents; erosion/deposition. No fixed boundaries. Depending on the location, increasing visitor/tourism pressure. Coastal pressures on ecosystems such as mangroves & reefs.</p>

Reasoning is likely to be supported by specific examples. Perhaps there is more to say about a rainforest, especially TRF. Candidates may argue that the selection of areas and the design of reserves and their degree of formal protection may also influence likely conservation success.

Level 3 10 - 13 marks	Structured examination of the challenges faced. Detailed coverage. Sound understanding. Clear exemplification.
Level 2 6 - 9 marks	Some structure - a descriptive account which looks at several aspects, but with variable depth/detail. Likely to focus on one conservation area. Little or no exemplification.
Level 1 1- 5 marks	1-2 basic ideas. Little or no detail of conservation difficulties.

4. Study Figure 4. This shows contrasting government policies on population growth in selected countries.

(a) Suggest reasons for the two contrasting policies. (10)

Reasons will focus on pro- and anti-natalist policies. Reasons for such policies are likely to reflect:

- Level of economic development
- Education levels especially female schooling, qualifications & employment prospects
- Cultural traditions which may affect the use of contraception etc.
- Population structure - youthful populations obviously having a higher growth rate than ageing ones
- Initiatives to promote birth rates such as Singapore, Italy, France, or government schemes to limit population growth such as India, China.
- Ratio of population to resources.

Level 3 8-10 marks	Structured account which includes a range of detailed reasons for both viewpoints. May include exemplification. Likely to take an overview.
Level 2 5-7 marks	Some structure and understanding but with variable depth/detail. Little range in reasoning or unbalanced account.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure. Likely to be very descriptive.

(b) Compare any two countries in terms of the ways they have attempted to manage population growth and their success in doing so. (15)

Clearly answers will vary depending on the two countries selected. Common themes might include:

- Promotion of contraception
- Incentives/ tax credits to promote births/ expansion of families
- Investment in health & welfare services
- Policies on immigration
- Guest worker schemes
- Colonial links

Level 4 13-15 marks	Structured account with a clear focus on comparison. A sound understanding for different approaches to managing the resource-population balance. Clear exemplification detail on both countries. Likely to take an overview.
Level 3 9-12 marks	Structured account which includes a range of differences between the two countries policies. A sound understanding of the reasons for the differences in approach. Some attempt to compare.
Level 2 5-8 marks	Descriptive account. Some structure and understanding but with variable depth/detail. Lacks comparison.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure. May contain inaccuracies.

**Maximum 8 marks for one country only.*

N.B. Two separate country accounts would be a common approach. Look for comparative words, e.g. however, whereas.

If account focuses on decline credit any references to reversing this trend.

5. Study Figure 5. It shows a migration model

(a) With reference to examples, analyse the main causes of international migration shown in Figure 5 (12)

Key causes:

- Population pressure
- Perceived improvement in the Quality of life.
- Employment opportunities
- Harsh environment
- Life stage changes such as marriage or retirement
- Forced migrations due the war, persecution, ethnic cleansing
- Refugees following disasters

Specific examples should be valid and further illustrate the point being made. Only credit *international* migration.

Level 3 9-12 marks	Structured analysis with sound understanding of the causes of migration and the migration model. Likely to take an overview. Clear exemplification.
Level 2 5-8 marks	Some structure and understanding of the causes of migration but with variable depth/detail. Limited exemplification.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure. Likely to be one type only, e.g. push & pull and no exemplification.

(b) Evaluate the costs and benefits of international migration to receiving host countries. (13)

	Benefits	Costs
Demographic	Demographic replacement for declining populations with low negative change	White flight - migration of original population Gender concentrations, e.g. where only males migrate.
Resources	Human resources enhanced	Pressure on resources might grow unless contribution to economy raises living standards.
Economic	Labour force needs filled (temporary or permanent). Unwanted jobs by host society filled Higher pay for skilled workers who then pay taxes	Social support if unemployed, educational demands. Illegal labour on poor, often illegal wages - bad reputation Low pay for unskilled
Social	Multicultural society - religions, languages, food, retailing music.	Areas dominated by group - ghettoisation and segregation. Racial tension.

Do not credit source country information.

Level 3 10-13 marks	Structured evaluation which includes supporting exemplification. A sound balance of benefits and costs.
Level 2 6-9 marks	Some structure and understanding. Variable depth/detail or biased towards either benefits or costs. Little exemplification.
Level 1 1-5 marks	1-2 basic ideas. Little or no detail. Will lack structure. No exemplification.

6. Study Figure 6. It gives information about the production and trade in bananas.

(a) Examine the patterns of production and trade in bananas. 10)

Examination is likely to focus on:

- Production is concentrated in the hands of a few large producers, e.g. Dole (25%) Chiquita (25%)
- Exports dominated by South American producers
- Only 5% of the cost of a banana goes back to the producer
- Imports dominated by populated areas such as USA, Japan and countries in Europe.

Trends are likely to be supported by data from the resource.

Level 3 8-10 marks	Structured account which includes a range of aspects. A sound examination of trends/differences in the data. Likely to offer some overview statements.
Level 2 5-7 marks	Descriptive with some detail/data from the resource. Little use of own knowledge.
Level 1 1-4 marks	1-2 basic comments only. Likely to be undeveloped lift offs.

(b) With reference to examples from one industry, analyse the factors that have caused its global distribution to change in recent years.
(15)

Answers will depend on the industry selected, and exemplification would be expected but central themes might be:

- Stage of economic development/industrialisation of different countries
- Globalisation & the global shift
- Balance of manufacturing/service industries in a national economy, (This may also include models such as the Clarke-Fisher Model)
- Policies of TNC's (MNE's)
- The role of governments to attract industry on an international basis & inward investment
- New technologies - remove the need to be localised
- Changing markets for final products

Level 4 13-15 marks	Structured analysis with a clear focus on an appropriate industry. Clear exemplification and industry specific detail on a variety of localities. A sound understanding of the relative importance of a range of different factors affecting global distribution.
Level 3 9-12 marks	Some structure which includes some specific detail on the given industry. A sound understanding of the factors/players impacting on the industry. Some attempt to analyse distributional factors.
Level 2 5-8 marks	Descriptive account. Likely to give a 'story of' a changing industry. Variable depth/detail.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure. Poorly focused on an industry.

*N.B. Single TNCs, e.g. Sony, max 8 (Level 2).
Allow Primary, Secondary or Tertiary industry.

7. Study Figure 7. It shows key global threats posed by human activities. Select one of the threats.

(a) Explain how human activities have led to it. (15)

Issue	Possible factors.....other valid ones may be suggested
Famine	Occurs when the resources are insufficient to sustain a growing population without a reduction in living standards. This reflects the economic, technological and social conditions of a country. These, in turn, impact on immigration policies, contraception advice, development of resources, etc. Famine, war and disease may reduce over-population.
Fossil fuel dependency	Level of economic development/stage of industrialisation affects energy demand; historical legacy; attitude/policy towards nuclear energy or recycling schemes.
Pollution	Level of economic development/stage of industrialisation; attitude/policy towards nuclear energy or recycling schemes; wealth; car ownership and levels of traffic/congestion; marine pollution issues.
Deforestation	Accelerated demands for forest land for agriculture, mining, roads and urbanisation. This can lead to fragmentation, which accelerates the impact of hunting and poaching and makes the forest areas more vulnerable to pests & diseases. Increasing visitors due to recreation & tourism.
Loss of biodiversity	Often ecosystems, e.g. forest areas, are exploited; many ecological niches are specialised and, if lost, affect the food chain; any replacement often consists of non-native species.
Desertification	Generally due to poor land management / impact of livestock / removal of vegetation in semi-arid areas. Unreliable rainfall / climate change compound the impact.

Level 4 13-15 marks	Structured explanation with a clear focus on a range of factors. A sound understanding of the terminology. Detailed exemplification. Likely to take an overview.
Level 3 9-12 marks	Structured account which includes a range of factors/influences in some detail. Some attempt to explain.
Level 2 5-8 marks	Descriptive account. Some structure and understanding but with variable depth/detail. No obvious attempt to explain. Likely to be generalised.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure.

(b) With reference to examples, evaluate different approaches to the management of the chosen threat. (15)

Again answers will depend on the issue selected but many of the issues have similar management approaches.

Issue	Possible management approaches.....other valid ones may be suggested
Famine	Provision of short-term emergency food aid combined with longer term palliative measures such as appropriate technology, irrigation schemes, new seeds, etc. May also look at population control & other indirect approaches such as 'making poverty history'.
Fossil fuel dependency	attitude/policy towards reduction in demand or recycling schemes; development of alternative energy sources; development and adoption of new technologies
Pollution	Development of public transport systems, attempts to reduce industrial pollution/traffic congestion; development of alternative energy sources
Deforestation	Controls on the use of forest land for agriculture, mining, roads and urbanisation; use of legislation to protect designated areas; management of recreation & tourism; development of ecotourism initiatives
Loss of biodiversity	Controls on the development of land / use of legislation to protect designated areas; management of recreation & tourism in sensitive areas; development of ecotourism initiatives; breeding/conservation programmes. In situ v. Ex situ - gene pools v. zoos.
Desertification	Soil & water conservation/ agro-technology, e.g. magic stones. Longer term water storage/dams & transfer, and ultimately cloud seeding.

Level 4 13-15 marks	Structured account with a clear focus on evaluation. A sound understanding of different approaches to managing the issue. Clear exemplification detail. Likely to take an overview.
Level 3 9-12 marks	Structured account which includes a range of management approaches and some exemplification/e.g. detail. Some attempt to evaluate.
Level 2 5-8 marks	Descriptive account. Some structure and understanding but lacks range or detail. No obvious attempt to evaluate.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure.

8. Study Figure 8. It shows the linkages that make MEDCs and LEDCs interdependent.

(a) With reference to either linkages A or linkages B, explain how they have developed. (15)

Linkage A:

Aid/trade concessions	Usually MEDC to LEDC for particular initiatives or disaster relief. Trade links often reflect colonial ties or a common grouping.
Political/defence support	Shared goals or membership of an organisation (e.g. EU, NATO); could be defence arrangement to ensure protection of resources, eg. oil
Technical knowledge/ research	From research facilities /universities in MEDC's; could be sharing of info between researchers; possible technology transfer at various levels; Influence of MNE's
Finance/capital	Usually MEDC to LEDC for particular initiatives or disaster relief. Trade links often reflect colonial ties or a common grouping.

Linkage B:

Raw materials/food/fuel supplies	Often LEDC to MEDC; reflects stage of industrialisation, resource availability and specialism; growing demand for organic and fair-trade materials
Labour/immigration	Often LEDC to MEDC in order to gain improved QoL, employment or to avoid persecution. May be an element of forced migration due to natural hazards.
Cheap finished goods	LEDC to MEDC resulting from globalisation
Political dependency, strategic concessions	LEDC to MEDC - former/present day colonial ties; tied aid for military presence/base.

Level 4 13-15 marks	Structured explanation with balanced coverage across the different linkages for A or B. A sound understanding of MEDC/LEDC relationships. Clear exemplification detail. Likely to take an overview.
Level 3 9-12 marks	Structured account which includes explanation. Unbalanced account between the different linkages. Some exemplification and understanding of MEDC/LEDC interdependence.
Level 2 5-8 marks	Descriptive account. Some structure and understanding but lacks coverage or exemplified detail. No obvious attempt to explain.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure.

*N.B. If accounts include both A and B linkages credit the best.

(b) With reference to examples, examine the relationships between a country's level of economic development and the size of its ecological footprint. (15)

Discussion of this relationship is likely to focus on:

- Definition of ecological footprint.
- Pre-industrial LEDC - limited use of resources and waste provision - generally small footprint.
- Take off phase of economic development - heavy use of fossil fuels with inherent environmental impact.
- Later move towards manufacturing with industrialisation and increased personal transport and a shift to increased energy demand, pollution, disposal of waste issues.
- Later phases with an awareness of the finite nature of resources - move towards conservation, alternative energy and recycling with an attempt to minimise the ecological footprint.
- Direct relationship with economic development with anomalies, e.g. OPEC.
- Different countries have different history and political will - therefore difficult to assume that all will follow UK.
- Some countries have given more initial thought to impacts on ecosystems and developed more ecosystem-friendly schemes, ecotourism, energy efficient.

Level 4 13-15 marks	Structured examination of the overall relationship. A sound understanding of different approaches to this relationship; may recognise anomalies. Perhaps contrast more historical approach to more recent examples. Clear exemplar detail. Likely to take an overview.
Level 3 9-12 marks	Structured account which examines the overall relationship. Some attempt to examine supported by exemplification.
Level 2 5-8 marks	Descriptive account. Some structure and understanding but lacks range or detail. No obvious attempt to examine. Sporadic exemplification.
Level 1 1-4 marks	1-2 basic ideas. Little or no detail. Will lack structure. Fails to identify relationship but 1 or 2 relevant environmental statements such as China as a black cloud.

9. Study Figure 9. It shows pathways to a more sustainable future.

(a) Explain why these pathways are needed. (15)

Explanation is likely to focus on:

- the Brundtland futurity idea of the need for sustainability
- Achievement of a fairer global trade system, which in turn may help to alleviate debts in developing countries
- Preservation of existing 'green' areas, valuable ecosystems and mineral reserves
- Reduction in the demand for energy and the development of alternative, more environmentally-friendly fuels
- Address issues associated with global warming and/or the global dimming effect.

Credit any feasible ideas here on suitable approaches.

Level 4 13-15 marks	Structured explanation of a range of pathways. May offer some exemplification. Likely to take an overview.
Level 3 9-12 marks	Some structure in an account which explains some appropriate pathways. More limited exemplification.
Level 2 5-8 marks	Describes some pathways but lacks range or detail. Little or no exemplification
Level 1 1-4 marks	1-2 basic ideas only. Will lack structure. Ideas will be poorly related to a sustainable future.

(b) For two of the pathways, evaluate the success of actions taken by governments and organisations to achieve a more sustainable future. (15)

Answers will reflect the pathway chosen but are likely to focus on an assessment of examples and/or case studies of different actions taken. For example:

- Fair trade arrangements might include the positive aspects such as better prices, higher levels of employment and therefore better quality of life. However, the account might also explore issues of non-unionised labour and certain countries dominating the global Fairtrade market.
- Recycling of materials - positive aspects such as less demand for original material, lower levels of landfill / disposal of waste. Negative aspects include dependency on demand for recycled materials, price and the fact that some recycling uses as much energy as it saves.
- Use of NGOs to address the development gap - positive aspects include being small scale, locally effective and cost-effective. They often address everyday issues that make a difference at a local level. However, NGOs often depend on donations / public subscription to continue their work. It could also be argued that governments should be tackling this issue rather than relying on "charities".

Up to 8 marks for each pathway, (8 marks x 2), but within a maximum of 15 marks overall.

Level 3 7 - 8 marks	Structured evaluation with a clear focus on sustainability. Clear exemplification detail. Likely to take an overview.
Level 2 4-6 marks	Descriptive account. Some structure and understanding but lacks range. Limited exemplified detail. More limited focus on sustainability.
Level 1 1-3 marks	Basic ideas only. Little or no e.g. detail. Likely to lack structure. Some actions described to tenuous links to sustainability.