

04	1	<p>One mark for any correctly named country.</p> <p>Those named and labelled on the map: Bangladesh, Syria, Yemen. Also accept any correct that are not named: Cambodia, Tajikistan.</p> <p>AO4 – 1 mark</p>	1
04	2	<p>One mark for each correct answer.</p> <p>3</p> <p>23.07% (accept 23.1)</p> <p>AO4 – 2 marks</p>	2
04	3	<p>Answers should make use of Figure 11 through naming countries and affected areas in order to describe the pattern and should be focussed on the significant risk.</p> <p>One mark for a basic statement, eg</p> <ul style="list-style-type: none"> • Most of the countries are in Africa. (1) • All of the countries with significant risk are LICs/NEEs. (1) • There is a clear 'belt' either side of the Equator in Africa (1) <p>Two marks for development of the pattern, eg</p> <ul style="list-style-type: none"> • Most of the countries are in Africa (1) with a clear 'belt' across the Sahel (d) (1) • All of the countries with significant risk are LICs/NEEs (1) the majority of which are located next to each other in Africa (d) (1) • There is a clear 'belt' either side of the Equator in Africa (1) with isolated countries in Asia and one in the Caribbean (d) (1) <p>No credit for description of any categories other than significant.</p> <p>No credit for explanation.</p> <p>AO4 = 2 marks</p>	2
04	4	<p>Answers should be focussed on explanation of food security risk in general. There is no requirement to use figure 11 but students may do so to aid their explanation.</p> <p>One mark for a basic statement eg</p> <ul style="list-style-type: none"> • Some countries have a risk to their food supply because they are poor (1) • When there is conflict/war this creates a risk to the food supply (1) • Climatic hazards such as drought can damage the food supply (1) <p>Two marks for a developed idea eg</p> <ul style="list-style-type: none"> • Some countries have a risk to their food supply because they are poor (1) so they are unable to buy food if the prices rise on world markets. (d) (1) • When there is conflict/war this creates a risk to the food supply (1) because the infrastructure can be damaged which means that food supplies can't get through (d) (1) • Climatic hazards such as drought can damage the food supply (1) as the 	2

		crops may have lower yields and there will then be less food available (d) (1)	
		AO2 – 2 marks	

04	5	Level	Marks	Description	6
		3 (Detailed)	5-6	AO1 – Demonstrates detailed knowledge of way(s) to improve food security at a local scale in a named LIC/NEE context. AO2 – Shows thorough understanding of the concept of sustainability as part of the relationship between environment and process in relation to improving food security.	
		2 (Clear)	3-4	AO1 – Demonstrates accurate knowledge of way(s) to improve food security at a local scale in a named LIC/NEE context. AO2 – Shows sound understanding of the concept of sustainability as part of the relationship between environment and process in relation to improving food security.	
		1 (Basic)	1-2	AO1 – Demonstrates limited and/or generalised knowledge of ways to improve food security at a local scale in a LIC/NEE context. AO2 – Shows simplistic understanding of the concept of sustainability as part of the relationship between environment and process in relation to improving food security.	
			0	No relevant content	
Indicative content					
<ul style="list-style-type: none">• Level 3 responses will be well developed and reasoned.• Level 2 responses will make some link between the strategy and increased supply.• Level 1 responses will give basic links or merely assert the connection.• An understanding of sustainability should be seen in the answer (defined as meeting the needs of the present generation without compromising the ability of future generations to meet their needs) and also of food security (defined as physical and economic access to enough safe and nutritious food to meet their health and other needs).• The answer should also focus on the local scale and an example of such a scheme to improve food supply is stated in the specification and should be expected.• Clearly much of the content will depend on the example selected with likely examples being: education about farming techniques, small scale irrigation schemes such as sand dams in Kenya, Rice/fish culture in Bangladesh, Agroforestry in Mali, ‘Sacrificial’ or ‘Trap’ plants schemes in East Africa, ‘no-dig’ and cover crop/inter-cropping methods.• Students should then utilise this information to show how its small scale					

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