



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE in
Geography B (5GB2H/01)
Unit 2: People and the Planet

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General Marking Guidance

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

Placing a mark within a level mark band

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

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

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

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

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

Spelling, Punctuation and Grammar Marking Guidance

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

Topic 1: Population Dynamics

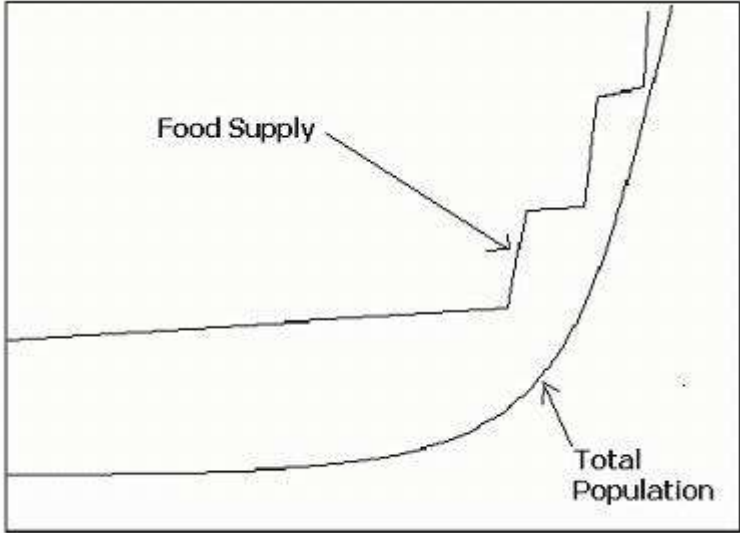
Question Number	Answer	Mark
1(a)	<p>One mark for a correct statement (1) and a second mark for the use of supporting data or further detail (1)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Overall there are more men than women (1) population data to support (1) • More middle-aged men than women (1) population data to support (1) • Identified age group(s) where there is more men than women (1) population data to support (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
1(b)	<p>Award one mark for a reason/change that has reduced the death rate (1) and a second mark for further development about why this change has reduced the death rate (1).</p> <ul style="list-style-type: none"> • Improvements in medical/health (1) as there are a larger number of doctors/resources available in hospitals (1). • Improvements in transport systems (1) which means that doctors/medicines can be transported to patients more effectively (1). • Improvements in sanitation/water supply (1) which reduces the number of people catching diseases in the first place (1). • Improved welfare services (1) which means that the elderly are cared for more effectively (1). • Improved food supply/diet (1) reducing the number of people dying from starvation/malnutrition (1). • Arrival of young migrant population (1) which reduced the average age of the population (1) • Reduction in war/famine (1) which means that fewer people are being killed/dying of starvation (1) <p>Max 2 for a list.</p>	<p>4</p> <p>(1+1)+ (1+1)</p> <p>or</p> <p>(1+1+1) + 1</p>

Question Number	Indicative content	
*1 (c) QWC i-ii-iii	<p>Reasons why some countries have policies to promote immigration may include:</p> <ul style="list-style-type: none"> • Providing an economic boost for a country and helping to increase GDP – for example though increased consumer spending due to the larger population size. • Addressing skill shortages with skilled, well qualified workers. • Increasing the cultural diversity of a country and the associated benefits (food/shops/ideas, etc.). • Countering potential problems associated with an ageing population – many migrants who settle in a country are of child-bearing age; this will increase the birth rate, leading to a more balanced population pyramid. • Reducing the average age of the working population – reducing the potential burden on the government in terms of pensions and welfare. • Compensate for a lack of natural resources with human resources • To provide cheap labour / low skilled labour <p>Credit other sensible suggestions.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Explanation is absent – mainly descriptive. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. Likely to focus on why immigration is beneficial to the economy. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	5-6	Response has at least two clear explanations about why immigration is beneficial for the host country. Examples could be used with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.

Topic 2: Consuming Resources

Question Number	Answer	Mark
2(a)	<p>One mark for a comparative statement (1) and one mark for the use of supporting data or further detail (1).</p> <p>e.g.</p> <p>Overall, Germany has generally a larger energy consumption from renewables (1) with supporting data (1)</p> <p>Germany uses more than France in 2012 (1) with supporting data (1)</p> <ul style="list-style-type: none">• In Germany, energy consumption from renewable resources has risen faster than it has in France (1) except between 2007-2008 (1).• Between 2010 and 2011, energy consumption went up in Germany but down in France (1) to 18 000 (1). <p>Max 1 mark for a statement with correct data for both countries, but comparison unclear.</p>	2 (1+1)

Question Number	Answer	Mark
2(b)	<p data-bbox="373 275 1153 398">Award one mark for a basic point (1), plus a second mark for further description or exemplification (1). Credit information on the diagram if it does not appear in the text.</p> <div data-bbox="392 412 1134 943" style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> <ul data-bbox="424 972 1134 1386" style="list-style-type: none"> • Optimistic outlook – population growth will not necessarily lead to famine/war (1) as food resources will be able to keep up with population growth (1). • Idea that population growth spurs a response from people to find new ways of keeping up with demand (1) for example through new farming – or other named type of technology (1) such as chemical fertilisers/GM crops (1). • Idea that population growth is necessary for scientific/technical progress (1) and without it, there will be no development/progress of agriculture (1) 	<p data-bbox="1182 275 1359 309">4</p> <p data-bbox="1182 338 1359 371">(1+1)+(1+1)</p> <p data-bbox="1182 405 1206 439">or</p> <p data-bbox="1182 468 1337 501">(1+1+1)+1</p> <p data-bbox="1182 535 1206 568">or</p> <p data-bbox="1182 598 1359 631">(1+1) + 1+1</p>

Question Number	Indicative content	
*2 (c) QWC i-ii-iii	<p>The question is about the reasons why there are likely future pressures on the supply of non-renewable energy resources – rather than the negative impacts of developing non-renewable resources:</p> <ul style="list-style-type: none"> • Non-renewable resources are running out/becoming increasingly more difficult/controversial to extract. • Economic growth – as countries around the world strive to raise their level of development/industrial output, the demand for non-renewables increased, placing pressure on supplies. • Population growth – demand for essential and consumer goods will rise, placing further strain on supplies of non-renewable resources. • Increased affluence – for example, as parts of the developing world experience rising living standards and a growth in disposable incomes, the demand for consumer goods will also grow – indirectly reducing the overall supply of non-renewable resources. • Potential new sources, such as fracking and tar sands, pose major environmental challenges which might delay extraction/use • Era of 'cheap' oil has passed and most regions are now beyond 'peak oil' • Issue of the extraction of non-renewables only benefitting a small section of the population, but impacting negatively on 'local' populations <p>Credit other sensible suggestions.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>Response has a list or small range of ideas, with one or two briefly described.</p> <p>May only be partially linked to the question and quite generic – for example focussing on the negative environmental impacts of supplying non-renewables.</p> <p>Explanation is absent – mainly descriptive.</p> <p>Examples are not appropriate, unclear or absent.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	3-4	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some detail about a named non-renewable energy resource is used to support explanation.</p> <p>Likely to focus on the finite nature of non-renewable energy resources.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>
Level 3	5-6	<p>Response has at least two clear explanations about why there are likely future pressures on both the supply and consumption of non-renewable energy resources.</p> <p>The named example used is accompanied by good detailed description.</p> <p>For the top of Level 3, expect development of the answer by either range or depth.</p> <p>Clear structure and well communicated with good use of geographical terminology.</p>

Topic 3: Globalisation

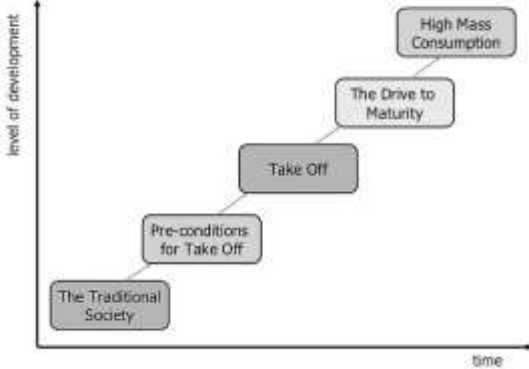
Question Number	Answer	Mark
3(a)	<ul style="list-style-type: none"> Overall negative relationship / as GDP per capita increases, the percentage of people working in primary sector decreases (1) with supporting data – either GDP or percentage (1) or the identification of Bhutan or Luxembourg as the country with the highest or lowest percentage in primary sector (1). <p>Max 1 mark for a statement with correct data for both countries, but comparison unclear.</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
3(b)	<p>Award one mark for a basic point (1), plus a second mark for further description or exemplification (1).</p> <ul style="list-style-type: none"> Promotes free trade between countries (1) by removing (trade) barriers that exist between countries (1) for example by persuading countries to lower their import tariffs (1) for example Russia's average import tariffs declined from 9.4% to 6.4% on industrial goods in 2012 (1). Works with countries to settle trade disputes (1) example of same (1). Supports countries in making (transparent) trade agreements with other countries (1) and has the power to impose fines where agreements have been broken (1). Prosecuting countries (1) who have broken trade rules (1) such as subsidising the production of steel (1) 	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>(1+1+1+1)</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Indicative content	
*3 (c) QWC i-ii-iii	<p>Reasons why a TNC operates in different parts of the world may include:</p> <ul style="list-style-type: none"> • Increase profits / reduce costs • Headquarters in a developed world country. • Research and development may also be in developed country as this is where there are many skilled, well qualified workers, although this is changing as levels of development (education) are improving around the world. • Take advantage of tax breaks • Main areas of manufacturing have shifted from the developed to the developing world to maximise profits. • Sales take place in a different location to where manufacturing has taken place – made possible by the ongoing process of globalisation. • Operations are dynamic – for example there are new markets for goods and new areas of manufacturing as a result of changing social, economic, environmental and political factors. <p>Credit other sensible suggestions.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>Response has a list or small range of ideas, with one or two briefly described.</p> <p>May only be partially linked to the question and quite generic.</p> <p>Explanation is absent – mainly descriptive.</p> <p>Examples are not appropriate, unclear or absent.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	3-4	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some detail about a named TNC is used to support explanation.</p> <p>Likely to focus on outsourcing/manufacturing operations.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>
Level 3	5-6	<p>Response has at least clear two explanations about why a TNC operates in different parts of the world.</p> <p>The named example used is likely to be accompanied by good detailed description.</p> <p>For the top of Level 3, expect development of the answer by either range or depth.</p> <p>Clear structure and well communicated with good use of geographical terminology.</p>

Topic 4: Development Dilemmas

Question Number	Answer	Mark
4(a)	<ul style="list-style-type: none">• Uneven distribution (1)• Europe/North America/Oceania dominates (1)• A few in Asia/South America (1)• None in Africa (1)• Mainly in the western hemisphere – pre reverse (1)• None on the equator (1)• Mainly in the northern hemisphere/few in the southern hemisphere (1)• Mostly outside (above or below) the tropics (1)• Mainly above to Tropic Cancer (1)• Few on/below Tropic of Capricorn (1) <p>No credit for just naming a country</p>	2 1+1

Question Number	Answer	Mark
<p>4(b)</p>	<p>Award one mark for a basic point (1), plus a second mark for further description (1). Credit information on the diagram if it does not appear in the text.</p>  <ul style="list-style-type: none"> • Idea that modernisation is needed (1) to allow capitalism/industrialisation to develop (1) which will facilitate/ raise a country's level of development (1). • Model asserted that all countries exist on a linear spectrum (1) and that there are 5 stages that a country must pass through to become developed (1) one stage named (1) plus details of what happens during this stage (1). • Before a country can industrialise, certain factors need to be present/available (1) such as transport infrastructure/skilled work force (1). • Growth slows down in stages 4/5 (1). • Appreciation that the model is one-way (1) and not all countries pass through all of the stages (1). • Reformed/modernised legal/banking system is needed (1) to stabilise the currency (1) and attract (foreign) investment (1) • Manufacturing is central to economic development (1) and the take-off is about the growth of this, rather than the modernisation of existing industry (1) <p>Max 2 for naming stages of the model Max 3 for description, without explanation about why a country moves through these stages (i.e. modernisation)</p>	<p>4</p> <p>(1+1)+(1+1) or (1+1+1)+1 or (1+1) + 1+1 or (1+1+1+1)</p>

Question Number	Indicative content	
<p>*4 (c) QWC i-ii-iii</p>	<p>Reasons why a country in Sub-Saharan Africa might struggle to improve its level of development may include:</p> <ul style="list-style-type: none"> • Factors linked to its geographical location (in relation to other countries and parts of the world), for example a country may be landlocked which makes imports/ exports harder as trade flows depend on the cooperation of another country; this could also increase costs for business and could make connections such as the internet harder to put in place. • Other physical factors such as extreme climates, soil infertility, high relief and deserts also present challenges, for example the growing of crops or the building of transport and other communication links. • Prevalence of disease e.g. Ebola or HIV/Aids. High health care costs, money that could be spent elsewhere for instance on education. Widespread disease in a country also reduces the number of healthy people in the workforce which could restrict economic development. • Other human factors such as civil war or rapid population growth – for example a country with a youthful population will have very high healthcare and education costs, money which could be spent on developing the country through infrastructure improvements. • Colonial history – with economy based on the export of raw materials / agricultural goods • Local elite / corruption, with a small number of people profiting from the available resources – whilst the majority do not (or any other version of resource curse theory) <p>Credit other sensible suggestions.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>Response has a list or small range of ideas, with one or two briefly described.</p> <p>May only be partially linked to the question and quite generic. Explanation is absent – mainly descriptive.</p> <p>Examples are not appropriate, unclear or absent.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	3-4	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some detail about a named Sub-Saharan country is used to support explanation.</p> <p>Likely to focus on the implications of being landlocked.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>
Level 3	5-6	<p>Response has at least two clear explanations about why a country in Sub-Saharan Africa might struggle to improve its level of development.</p> <p>The named example used is accompanied by good detailed description.</p> <p>For the top of Level 3, expect development of the answer by either range or depth.</p> <p>Clear structure and well communicated with good use of geographical terminology.</p>

Topic 5: The Changing Economy of the UK

Question Number	Answer	Mark
5(a)	<p>Award one mark for the identification of one possible impact of deindustrialisation shown on Figure 5 (1) and an extension mark for further detailed description or explanation (1).</p> <p>e.g.</p> <ul style="list-style-type: none"> • The land/buildings have become derelict (1) and look unattractive (1). • Buildings have to be demolished (1) which is expensive (1). • The area has become less desirable (1) which might deter potential investors in the future/house prices fall (1). • More land becomes available for new housing developments/recreation (1) which will help to regenerate this area (1). • The factory is knocked down (1) so the area becomes unattractive/unsafe (1). • Unemployment (1) so people leave the area (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
5(b)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1).</p> <p>e.g.</p> <ul style="list-style-type: none"> • Cheaper production overseas/in developed world countries compared with the UK (1) due to cheap labour costs/government grants/lack of rules and regulations (1). • Developments in the internet/communications/transport have facilitated outsourcing of manufacturing away from the UK (1) as it is now easier to keep in with producers/move goods around the world (1). • Government policy may encourage/discourage industrial developments in an area (1) example of same (1). • Demand for products made in the UK has fallen (1) due to shifts in consumer spending /global recession (1). <p>Do not credit reasons for industrialisation (e.g. increased automation/mechanisation) unless used to extend the idea of cheaper production overseas.</p>	<p>2</p> <p>(1+1)</p>

Question Number	Indicative content	
*5 (c) QWC i-ii-iii	<ul style="list-style-type: none"> The digital economy is based on digital technology and has seen a marked growth in recent years as internet (e.g. high speed broadband) has improved and more people are shopping and banking online. The growth of the digital economy has triggered an increase in demand by companies for IT infrastructure such as cables, PCs, servers, Wi-Fi networks and phone lines. The digital economy has also triggered a growth in the number of people working from home (teleworking). The growth of the digital economy may benefit online training events, seminars, etc. Skype and other PC-based activities have opened up opportunities for people living in more remote parts of the UK or with accessibility issues. The growth of the digital economy may also have costs: increased personal security risks (from hackers / internet fraud) and loss of face-to-face interaction during the conducting of business. <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question and quite generic. Explanation is absent – mainly descriptive. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. Likely to focus on the digital economy/growth of internet banking and shopping. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	7-8	Response has at least two explanations. Some examination of the increasing contributions made by the digital economy. Examples are used to add depth to the answer. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 6: Changing Settlements in the UK

Question Number	Answer	Mark
6(a)	<p>Award one mark for the identification of one possible impact of urban regeneration shown on Figure 6 (1) and an extension mark for further detailed description or explanation (1). e.g.</p> <ul style="list-style-type: none"> • The appearance of the area has been made more attractive (1) with flower beds/trees planted (1). • Increase in house prices (1) as the area has become more attractive (1) • The environment/area has been improved (1) attracting more visitors (1) • Footpaths/steps with railings have been built (1) which provides good accessibility around the area/to the lake (1). • A lake looks like it has been built (1) which will attract wildlife to the areas (1). 	<p>2 (1+1)</p>

Question Number	Answer	Mark
6(b)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1). e.g.</p> <ul style="list-style-type: none"> • People are moving away from some areas (1) reason why i.e. push or pull factor (1). • Natural decrease/fewer children being born (1) reason for falling birth rate (1). 	<p>2 (1+1)</p>

Question Number	Indicative content	
*6 (c) QWC i-ii-iii	<p>The exact nature of the answer will depend on the areas chosen, but expect details of:</p> <ul style="list-style-type: none"> • Some areas are very remote and isolated e.g. Scottish Highlands; in these areas population density is low and depopulation may be occurring due to the lack of services; this may actually trigger a cycle of deprivation where existing services then close down as it is no longer economically viable to remain open (e.g. primary schools, post offices and bus services). • Distances and travel costs are large in more remote areas of the UK (contributing further to income deprivation). • Choices of educational establishments may be limited in some areas schools may be under-resourced, having a negative impact on attainment/qualifications. • Some areas that are better connected may experience a population growth – explained by the push-pull factors associated with counter-urbanisation. • Some rural areas have seen jobs decline e.g. in fishing and farming (mechanisation) and not been replaced by other jobs (tourism) , so opportunity remains low; jobs are often low paid and part time/seasonal adding to income deprivation. • Other rural areas have seen a growth in their economy as populations have risen – for example as villages become popular with commuters, retirees and/or tourists. <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question and quite generic. Explanation is absent – mainly descriptive. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. Likely to focus on an area experiencing decline/depopulation. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth and the response is likely to include two contrasting rural regions. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	7-8	Response has at least two explanations. Some examination of the variations in the quality of life and levels of deprivation for two contrasting rural regions in the UK. Examples are used to add depth to the answer. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses 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.
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Topic 7: The Challenges of an Urban World

Question Number	Answer	Mark
7(a) (i)	<ul style="list-style-type: none"> • Overall, (cities in) developed countries produce more CO₂/greenhouse gas emissions compared to (cities in) developing countries (1) • Anomaly of London/Beijing (1) • Use of supporting GHG data (1) <p>No mark for just naming a country.</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
7(a) (ii)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1). e.g.</p> <ul style="list-style-type: none"> • Incomes are higher in developed world (such as the USA) countries (1) so people consume more goods and energy/afford more cars (1). • Transport systems/infrastructure is more advanced in developed world countries (1) which burn fossil fuels and emit greenhouse gases (1). • Fewer fossil fuels naturally available in developing world countries (1) so a different energy resource is used (1). • Government policy – may focus on the development of renewable resources (1) which do not emit CO₂ (1). • Some countries may have a warmer/colder climate (1) which will decrease/increase the need for energy resources for heating (1). 	<p>2</p> <p>(1+1)</p>

Question Number	Indicative content
*7 (b) QWC i-ii-iii	<p>'Pollution' is likely to include air, water and waste.</p> <p>The exact nature of the answer will depend on the areas chosen, but expect details of:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • There is a clear link between the strategy and how it is going to prevent pollution being created in the first place – this is going to have a more positive impact in terms of sustainability. • Improvement of existing (public) transport services may have been successful in reducing the air pollution in the chosen city because this is the source of greatest pollution. • The development of more sustainable transport systems and the introduction of traffic calming/reduction schemes may have successfully improved air quality as this reduces the volume of traffic on the roads. • Construction of water treatment plants, water storage facilities and more sustainable forms of extraction has been successful in reducing water pollution levels. • Where funds are available, more sustainable methods of waste disposal, such as shifting from the use of landfill and incineration to recycling and reusing have been successful as this reduces air pollution as less waste is being burnt. <p>Disadvantages:</p> <ul style="list-style-type: none"> • The initial causes of pollution may not have been tackled and therefore the strategy used might be unsustainable. • Improvements to water supplies and quality may not have been wholly successful due to a lack of funds available for maintenance, and therefore water quality may begin to decline again with time. • Encouraging more sustainable domestic and industrial practices, e.g. the reusing or recycling of waste materials may have been less successful in reducing pollution as there is a lack of (financial) incentives available for those who comply. • Use of more environmentally-friendly methods of waste disposal have been less successful as there are limited funds to develop the infrastructure that is designed to deal with recyclable materials and the processing of them to create new products. <p>Credit other sensible suggestions.</p>

Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas about how pollution can be tackled or the impact an unnamed strategy, with one or two briefly described. May only be partially linked to the question and quite generic. Explanation is absent – mainly descriptive. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. Likely to focus on the advantages of different attempts to reduce pollution. For the top of Level 2, two or more partial explanations or one clear explanation that

		offers good depth and the response is likely to include two different strategies used to tackle pollution. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	7-8	Response has at least two explanations. Some examination of the success (advantages and disadvantages)of strategies to reduce pollution levels in cities in the developing world. Examples are used to add depth to the answer. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 8: The Challenges of a Rural World

Question Number	Answer	Mark
8(a) (i)	<ul style="list-style-type: none"> • Overall, developed countries have a smaller contribution made by agriculture compared to developing countries (1) • Anomaly of Greece/Botswana • Use of supporting percentage data (1). <p>No mark for just naming a country.</p>	2 (1+1)

Question Number	Answer	Mark
8(a) (ii)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1). e.g.</p> <ul style="list-style-type: none"> • Greater wealth in developed countries (1) so they can afford to invest in (and research) less labour-intensive methods of farming (i.e. idea of mechanisation) (1). • Some developed countries might only have a small percentage of land that is suitable for farming (1) due to infertile soil/ extreme climate (1). • Government policy – may focus on the development of other types of industry rather than farming (1) example of same (1). • In developing countries, many people work in the primary sector (1) due to a lack infrastructure to develop the secondary and tertiary sector (1) 	2 (1+1)

Question Number	Indicative content	
*8 (b) QWC i-ii-iii	<p>In this question, 'sustainability' can be considered from an social, economic or environmental point of view, or both.</p> <p>The exact nature of the answer will depend on the areas chosen, but expect details of:</p> <ul style="list-style-type: none"> • An understanding of what diversification is - where farmers expand their business with activity(s) other than farming. • A number of ways farmers can diversify to generate more income – there is a long list of possible ways that the farm can diversify, including campsites, paintballing, pony trekking, caravan storage, bed and breakfast, farm shop, a change in the type of farming (e.g. to 'organic' or rearing more exotic livestock) and staging music festivals. • Reasons why farms have diversified e.g. falling crop yields, changes in market demands and reduced income from livestock.~ • Examination of different strategies and the extent to which these diversification strategies have been sustainable; for example, responses focusing on greater economic sustainability would refer to a more secure/steady income for the farmer, whereas responses focusing on greater environmental sustainability may refer to reduced impacts on the soil or greater animal welfare. <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	<p>Response has a list or small range of ideas about how farms can diversify, with one or two briefly described.</p> <p>May only be partially linked to the question and quite generic.</p> <p>Explanation is absent – mainly descriptive.</p> <p>Examples are not appropriate, unclear or absent.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	4-6	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some exemplification could be used to support explanation.</p> <p>Likely to focus on one strategy and quite weak on the 'sustainability' element of the question.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth and the response is likely to include two different strategies.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>
Level 3	7-8	<p>Response has at least two explanations.</p> <p>Some examination of the success of strategies and linked to the idea of increasing sustainability.</p> <p>Examples are used to add depth to the answer.</p> <p>For the top of Level 3, expect development of the answer by either range or depth.</p> <p>Clear structure and well communicated with good use of geographical terminology.</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<p><i>Threshold performance</i></p> <p>Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>

SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses 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.