



General Certificate of Secondary Education
2017

Geography
Unit 2: Living in Our World
Foundation Tier
[GGG21]

TUESDAY 30 MAY, MORNING

MARK
SCHEME

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 15- or 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 15- or 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited

Level 2: Quality of written communication is satisfactory

Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory): Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 (High Standard): Candidates present, and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

Assessment of spelling, punctuation and the accurate use of grammar

Marks for spelling, punctuation and the accurate use of grammar will be allocated to specific questions where there is a requirement for sufficient extended writing to enable the accurate application of Performance descriptions (see below). These marks will be identified to candidates on the question papers.

Performance descriptions

(i) Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

(ii) Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

(iii) High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

As shown by the performance descriptions, SPaG marks are awarded 'in the context of the demands of the question'. If the candidate's response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Theme A: Living in Our World

AVAILABLE
MARKS

- 1 (a) (i) Read the following statements about population growth. Tick (✓) to show if each is true.
- In 1804 there were 1 billion people living in our world. **TRUE**
 - The shortest length of time for the population to increase by 1 billion is 12 years. **TRUE**
 - It only took 10 years for the population to grow from 6 to 7 billion. **FALSE**
 - By 2048 the population will reach 9 billion. **TRUE** [4]

- (ii) State fully **one** reason why the world's population has increased rapidly since 1959.

Award [1] for a simple statement,
e.g. Better health care.

Award [2] for a statement with consequence,
e.g. Better health care means people live longer.

Award [3] for a statement, consequence and elaboration,
e.g. Health care has improved over time so diseases such as smallpox have been eradicated. This means people are now living longer.

Accept: Fertility remains high in LEDCs while death rate has fallen. [3]

- (b) (i) State the meaning of the term **migration**. [2]

Award [1] a brief definition,
e.g. Moving from one place to another

Level [2] a correct definition,
e.g. Migration is the permanent change of residence across a boundary,
(for example Northern Ireland to Australia.)

- (ii) Complete the following paragraph using the information below.

In **1975** more people emigrated than immigrated, and only **190,000** moved into the UK. From 1990s onwards this trend changed, as **MORE** people began to move to the UK than left. [3]

- (iii) Many countries within the European Union have experienced migration.

Explain **one positive** and **one negative** impact of international migration on a country in the European Union you have studied.
Answers may focus on impact on the economy or services, and may relate to the country gaining or losing population, but both positive and negative impacts must be on the same country and not be opposites of each other.

Award [0] for an answer not worthy of credit.

Positive Impact

Award [1] for a simple statement,
e.g. Migrants fill gaps in jobs.

Award [2] for a statement with a consequence,
e.g. Migrants fill gaps in jobs therefore contributing money to the UK economy.

Award [3] for a statement, consequence and elaboration with a relevant fact,
e.g. Migrants fill gaps in jobs such as nursing or construction, therefore adding money to the UK economy.

Accept any alternative positive impact which is correct. [3]

Negative Impact

Award [1] for a simple statement,
e.g. Migrants can place huge demands on housing provision.

Award [2] for a statement with a consequence,
e.g. Migrants can place huge demands on housing provision causing house prices to rise.

Award [3] for a statement, consequence and elaboration with a relevant fact,
e.g. Migrants can place huge demands on housing provision causing house prices to rise. This is particularly the case in London where house prices have been pushed up by as much as 10%.

Accept any alternative negative impact which is correct. [3]

- (c) (i) Complete the population pyramid for Germany using the information provided in **Table 1**.

Country	Age Group	Sex	Population
Germany	25–29	Males	2.4 million

Award [1] for correct length of bar. [1] for shading. [2]

- (ii) Underline the term used to describe the age group above 65 years on a population pyramid.

Aged dependant [1]. [1]

- (iii) **Compare** the shape of the population pyramids shown in **Fig. 3**.
Quote figures to illustrate your answer.

Award [0] for a response not worthy of credit.

Level 1 ([1])

A brief answer which does not compare the shape of the population pyramids between Germany and Syria. The answer is mainly composed of short descriptive statements,
e.g. Germany is a MEDC with a narrow base. [1]

Level 2 ([2]–[3])

An answer which compares both population pyramids shapes but description is limited,
e.g. Germany is a MEDC whereas Syria is a LEDC. Germany has a wide top with 2.5 million in the 80–84 age category whereas Syria has only 0.3 million people in this age category. [3]

Level 3 ([4]–[5])

An answer which compares both population pyramids with a full description on population shape and inclusion of figures, e.g. Germany is a typical MEDC population pyramid with a narrow base (3.4 million are aged between 0–4) and wide top (2.5 million are aged 80–84). However Syria is a typical LEDC population pyramid as it has a wide base (2.6 million are aged 0–4) with a narrow top (only 0.3 million are aged 80–84.) [5]

- (d) (i) Name the settlement sites shown in **Fig. 4** in the boxes provided. One has been completed for you. [2]

A – Defensive site

B – Bridging site/Bridge/Crossing Point

- (ii) Outline **one** advantage of a wet point site.

Award [0] for a response not worthy of credit.

Award [1] a simple statement giving a partially stated advantage of a wet point site,
e.g. A wet point site has water.

Award [2] a simple statement giving a full advantage of a site/wet point site,
e.g. A wet point site is one which has access to a water supply such as a spring which allows people to get drinking water. [2]

- (e) State the meaning of the term **counterurbanisation**.

Award [1] a brief definition,
e.g. Moving into surrounding towns.

Award [2] a correct definition,
e.g. The movement of people away from towns and cities to smaller towns, villages or areas in the countryside. [2]

- (f) (i) Using **Table 1** state whether the following sentences are **true** or **false**.

- 1 The highest rate of urbanisation was in China **TRUE**
- 2 A higher percentage of population live in urban areas in NICs than MEDCs **FALSE**
- 3 The percentage of population living in urban areas is lowest in Japan **FALSE** [3]

- (ii) State fully **one reason** why urbanisation occurs.

Award [1] a brief statement,
e.g. People are attracted to live in the cities.

Award [2] a statement with a consequence,
e.g. People are attracted to live in cities due to job opportunities.

Award [3] a statement with a consequence and elaboration,
e.g. Pull factors such as employment opportunities attract people to live in the cities as they believe this will improve their quality of life. [3]

AVAILABLE
MARKS

- (g) Describe **both** the location and living conditions of a shanty town area in a LEDC city you have studied.

AVAILABLE
MARKS

Award [0] for a response not worthy of credit.

Name of LEDC city. [1]

Level 1 ([1])

An answer which may only answer one part of the question with very limited detail,

e.g. In India people in shanty towns don't have clean water or toilets or located beside roads. [1]

Level 2 ([2]–[3])

An answer which includes two short statements can only achieve bottom Level 2. An answer which either addresses one part of the question with excellent detail or both parts of the question including some detail top Level 2,

e.g. In Kolkata shanty towns have developed alongside roads and railways. The sewage system in shanty towns consists of open drains in the streets. [3]

Level 3 ([4]–[5])

An answer which covers both growth and living conditions of shanty towns in a named LEDC city with excellent detail (and at least two specific facts/figures relating to the question for top Level 3),

e.g. In Kolkata shanty towns are located in unoccupied land alongside roads and railways. About 4 million people live in these areas. They are crowded and lack sanitation and clean water supplies. It is estimated that there's one water tap for 30 people. They are not connected to the main electricity supplies and people are very poor. [5]

Assessment of spelling, punctuation and the accurate use of grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. [4]

- (h) For a named inner city area in a MEDC, explain **one** way a planning scheme has improved the inner city area and briefly state how sustainable the scheme has been.

Award [0] for a response not worthy of credit – this includes traffic management schemes.

If the candidate discusses a shanty town improvement strategy, award maximum Level 2 if the shanty town is in the inner city area of that city.

Name of inner city area (must be MEDC). [1]

One improvement made to inner city.

Award ([1]) a stated improvement,
e.g. They will build more new housing.

Award ([2]) a stated improvement with brief elaboration,
e.g. New mixed land use is being created with new apartments and social housing alongside office buildings.

Award ([3]) a stated improvement with full elaboration including a relevant fact/figure,
e.g. In the Titanic Quarter new land use is being created. This will be mixed, to include over 7500 apartments including social housing projects. [3]

How sustainable the scheme has been.

Credit valid alternative answers relating to use of brownfield sites, re-using/recycling materials in construction/low carbon emissions/mix of employment and housing to provide jobs for future/biodiversity of coastal site.

Award ([1]) a brief correct statement,
e.g. It will provide long term employment. It uses a brownfield site/old industrial wasteland.

Award ([2]) a fuller statement that discusses sustainability,
e.g. It is sustainable because it is using a brownfield site (which is old industrial wasteland) in a new way for houses and employment for future generations of people. [2]

AVAILABLE
MARKS

54

Theme B: Contrasts in World Development

AVAILABLE
MARKS

- 2 (a) (i) Using the countries named on **Fig. 5** complete **Table 3** with the correct information relating to literacy rates around the world.

Table 3

Country	Literacy rate
FRANCE	95% and above (given)
Brazil (given)	75–94%
Ethiopia (given)	UNDER 50%
Mexico (given)	75–94%

[4]

- (ii) Complete the following statements by underlining the correct answer. One has been completed for you.

Literacy rates tell us the percentage of the population that can work/read (given).

Literacy rates are a (social/economic) indicator of development.

Literacy rates are (used/not used) to calculate the HDI.

(Literacy rate/HDI) is the most effective measure of development.

(3 × [1])

[3]

- (b) (i) Using **Table 4** complete **Fig. 6** by drawing in the bar to represent the sales in 2014.

Award [1] for accuracy

Award [1] for shading

[2]

- (ii) State the meaning of the term **globalisation**.

Award [0] for a response not worthy of credit.

Award [1] for a partially correct definition,

e.g. The way the world is becoming more connected. Trade worldwide can be credited to Level 1. [1]

Award [2] for a full definition,

e.g. The way the world is becoming more connected through trade, technology and ideas.

[2]

(c) Using **Fig. 7** describe how the information illustrates globalisation.

Award 1 ([1]) A basic statement,
e.g. the products are sold all over the world.

Award 2 ([2]) A statement with some description about globalisation. Some data (only one piece) from the resource is used to help explain globalisation.
e.g. the products are sold all over the world. They are made in factories in LEDCs such as the Philippines.

Award 3 ([3]) A statement with detailed description about globalisation using at least 2 pieces of data from the resource,
e.g. the products are sold all over the world. They are made in factories in LEDCs such as the Philippines (or as the resource states 85% assembled in China) [2] but are bought by consumers in MEDCs such as North America and Japan (74.5 million sold here). [3]

(d) Explain **two** ways in which globalisation has helped a country develop.

Award [1] for any valid NIC country,
e.g. India/China [1]

No named country max Level 1

Level 1 ([1]–[2])
for simple statements relating to the benefits,
e.g. It brings many jobs [1] or Investment comes into the country [1]

Level 2 ([3]–[4])
for more detailed statements relating to how globalisation benefits a country.

In India foreign investors have been encouraged to invest money into large companies. This has helped the economy of India grow as it has given millions of people a job, the money earned can be spent in the economy and it can encourage businesses to set up. This has helped development as people begin to increase their standard of living as they have more access to education and health care. People now have more access to products such as TVs, phones and computers. [4]

Level 3 ([5]–[6])
for very detailed statements relating to how globalisation benefits a country.
1 fact/figure for 5 marks, 2 fact/figures for 6 marks.

In India foreign investors have been encouraged to invest money into large companies. This has helped the economy of India grow as it has given millions of people a job, the money made can be spent in the economy and it can encourage businesses to set up. This has helped development as people begin to increase their standard of living as they have more access to education and health care. People now have more access to products such as TVs, phones and computers. In the last 20 years in India life expectancy has risen from 59 to 68 years [5] and India's middle class has risen from 17 million to 35 million. [6]

AVAILABLE
MARKS

Assessment of spelling, punctuation and the accurate use of grammar**AVAILABLE
MARKS**

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. When required, they use a wide range of specialist terms adeptly and with precision. [4]

(e) Choose **one** reason from the list to answer the question below.

- Environmental reasons
- Historical reasons

Accept references to war/conflict.

Explain how your choice can slow down development in a country.
You should refer to a place in your answer.

Award [0] for a response not worthy of credit.

A place must be referred to achieve Level 3

Level 1 ([1]) A basic statement.

Historical factors:

e.g. Some countries ruled over others in the past.

Environment:

e.g. Some countries suffer drought.

Level 2 ([2]–[3]) A statement with some explanation.

Historical factors:

e.g. Some countries ruled over others in the past. These countries took resources from them and used them to develop [2]. This left the country poor as it had no resources of its own to develop and create industry and jobs [3].

Environment:

e.g. Some countries suffer drought due to extreme temperatures and low rainfall. This means they can't grow crops to feed themselves [2]. This means the people have to rely on outside aid to help feed themselves. This keeps the country poor [3].

Level 3 ([4]) A statement with detailed explanation which refers to a place.

Historical factors:

e.g. Some countries ruled over others in the past. These countries took resources from them and used them to develop. This left the country poor as they don't have the resources to develop for themselves. This happened when countries like Kenya were ruled by Britain. This is known as colonialism. [4]

Environment:

e.g. Some countries suffer drought due to extreme temperatures and low rainfall. This means they can't grow crops to feed themselves. This means the people have to rely on outside aid to help feed themselves. This keeps the country poor. This occurred in many sub-Saharan countries such as Ethiopia where devastating droughts caused lots of suffering among its people.

[4]

AVAILABLE
MARKS

29

Theme C: Managing our Resources

AVAILABLE
MARKS

- 3 (a) (i) State the category which contributes most to this person's carbon footprint.

Private transport for [1] mark. [1]

- (ii) Explain why a person with a large carbon footprint has a negative impact on the environment.

Award [0] for a response not worthy of credit.

Candidates are required to explain why a larger carbon footprint (as noted in many MEDCs) can have a negative impact in the environment. Detail is needed to show their understanding of how this will affect the environment and cause problems. Valid alternative answers that discuss a negative impact are acceptable.

Award [1] for a basic answer that notes a link with increased levels of carbon dioxide or pollution,
e.g. When people have a big carbon footprint, they will produce a lot more carbon dioxide/pollution.

Award [2] for a more detailed answer,
e.g. When people have a big carbon footprint, they will produce a lot more carbon dioxide. The carbon dioxide goes into the atmosphere and will cause more Global Warming.

Award [3] for a fully developed answer with elaboration,
e.g. When people have a big carbon footprint, they will produce a lot more carbon dioxide. The carbon dioxide goes into the atmosphere and will cause more Global Warming. This will cause sea levels to rise which will cause flooding in low-lying areas and people might have to move inland. The climate change might also cause animals such as polar bears to become extinct. [3]

- (iii) State **two** ways people can reduce their carbon footprint.

Any valid way that a person can reduce carbon footprint,
e.g. Get the bus to work.

Use renewable sources of energy (e.g. solar panels)
(1 × [2]) [2]

- (b) Evaluate the sustainability of a renewable energy source you have studied.

Award [1] for a valid renewable energy source.
Candidates can make reference to wind or solar or biofuels. [1]

Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

A simple statement which makes a vague comment related to the use of a renewable energy source,
e.g. The resource is renewable and won't run out.

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[4])

An answer that refers to both the benefits and problems of using a renewable energy source but does so to a superficial level. Alternatively, candidates might refer to one well-developed problem or benefit.
e.g. Wind energy is free and wind energy is renewable and will never run out. However, sometimes the weather is calm and very little wind energy will be generated.

Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([5]–[6])

All aspects of the question are covered. Either two benefits and problems are discussed or vice versa. Elaboration is made specific to the area studied, two facts/figures required.

e.g. Wind power is free and wind energy is renewable and will never run out. This means that it is sustainable as one wind farm can provide electricity for around 8,000 homes in Co. Antrim. These turbines will last for many years and the turbines are cheap to run. However, wind speeds can be variable which means that when there is no wind no power can be generated. The blades can also create problems for animals and wildlife.

Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision. [6]

- (c) State **two** reasons why tourism has grown globally since the 1960s.

Award [1] for any valid answer,
e.g. increased leisure time
increased disposable income
cheaper travel
improved health and wealth of persons etc. [2]

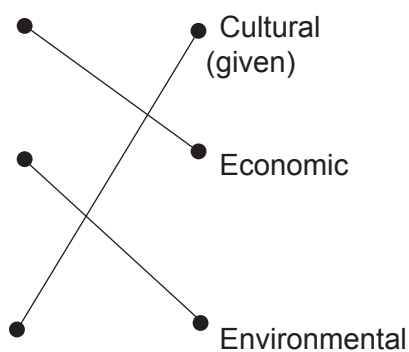
- (d) Draw a line to match the description of tourism to its impact. One has been completed for you.

Description

Tourists create jobs for local people, allowing them to increase their wages and support their families.

When tourists visit fragile areas they have to pay a tax which can be used to protect and conserve the area for future generations.

Tourists enjoy sampling traditional foods.

Impact of Tourism

[2]

- (e) (i) State the meaning of the term **waste hierarchy**.

Award [1] for a partial definition,
e.g. This is an upside down triangle that shows the best waste plan at the top and the worst at the bottom.

Award [2] for a full definition which clearly recognises that this ranks waste management options in order of what is best for the environment,
e.g. The waste hierarchy is an arrangement of waste disposal options in order of sustainability.
e.g. An inverted triangle with Disposal as the worst option, followed by Energy recovery, Recycling/Compost, Reuse with Waste Prevention at the top. [2]

- (ii) Explain why using these bins can be more sustainable than using traditional multi-purpose bins.

Award [0] for a response not worthy of credit.

Award [1] for a basic answer that recognises that recycling is a better option for sustainability,
e.g. The recycling bins allow the tin cans and cardboard to be recycled and the material can be used again.

Award [2] for a more detailed answer with elaboration,
e.g. The recycling bins allow the tin cans and cardboard to be recycled and the material can be used again. This is better than the multi-purpose as the material in the black bin is not sorted and will be put into landfill which is not good for the environment. [2]

- (iii) Describe one **other** sustainable method of managing waste which is being used in a named local government area you have studied.
(Do not refer to recycling bins in your answer.)

Award [1] for a named local government area,
e.g. Belfast City Council [1]

Award [0] for a response not worthy of credit or for an answer that goes into further detail about waste recycling schemes.

Award [1] for a basic statement to describe a method of managing waste,
e.g. In Belfast they are hoping to build a new waste treatment facility.

Award [2] for a fuller statement that discusses the method with some depth,
e.g. In Belfast they are hoping to build a new waste treatment facility called an MBT which will be able to sort black bin material and recover anything which can be recycled.

Award [3] for a full answer with elaboration that shows depth and specific facts/figures to support the answer,
e.g. Belfast City Council are trying to set up a waste treatment facility with a Mechanical Biological Treatment (MBT) plant so that waste can be sorted and compacted to create energy pellets. This recovers the energy from the waste which is more sustainable than disposal and some of this can fuel an Energy from Waste (EfW) plant. [3]

Total

AVAILABLE
MARKS

25

108