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Rewarding Learning

General Certificate of Secondary Education
2017

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

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

1 **(a)** **(i)** Describe the population growth shown in **Fig. 1**.

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

Level 1 ([1])
Candidates make a valid description of the trend but use **no population figures**,
e.g. The population has increased dramatically.

Level 2 ([2]–[3])
Candidates identify general trend and reference figures from graph to support answer,
No trend = [2]
One figure with date and trend = [2]
Two figures/two dates/two trends = [3]
e.g. The world population grew steadily for some time however from 1959 onwards it has increased dramatically reaching 6 billion in 1999. [2]
e.g. The world population grew steadily for some time reaching 2 billion in 1922. However from 1959 onwards it has increased dramatically reaching 6 billion in 1999. [3]

Level 3 ([4])
Candidates identify general trend and reference at least 3 time frames from graph to support answer. Referring to slow growth in the past, or faster growth in the late 90s or slower growth in the future,
e.g. The world population grew slowly from 1800 to 1922. Between these dates it took 118 years to add 1 billion to the total population. However between 1987 to 1999 it only took 12 years for the population to increase by 1 billion. The rate of growth is expected to slow down in the future.
Three sets of dates and figures only need two trends for [4]   [4]

(ii) Explain why the **world** population increased rapidly since 1959.
Give two reasons in your answer.

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

Level 1 ([1]–[2])
Candidates provide **a list** of reasons with no consequence or elaboration,
e.g. Health care, standard of living, fall in death rate. [1]
Alternatively candidates may provide one reason with consequence,
e.g. Better health care meant that people lived longer. [2]

Level 2 ([3]–[4])
Candidates identify two reasons with consequences,
e.g. Better health care meant people lived longer and fewer babies died meaning that more people survived. [3]
e.g. Better health care meant that people lived longer and fewer babies died meaning that more people survived. This natural increase caused the world's population to increase. [4]

Level 3 ([5]–[6])
Candidates provide a full explanation covering two reasons which relate to either birth rate or death rate or both and detailing consequence and elaboration,
e.g. More people were surviving and living longer because of better medicines, including vaccines; therefore diseases which commonly caused death, such as smallpox, were eradicated. Birth rates remain high in many LEDCs countries as children are seen as economic assets. [5]
e.g. More people were surviving and living longer because of better medicines, including vaccines, therefore diseases which commonly caused deaths, such as smallpox, were eradicated. Birth rates remain high in many LEDC countries as children are seen as economic assets. Children can help parents maintain farmland therefore a larger family can be beneficial to the families' way of life. [6]

(b) Compare the numbers immigrating to the UK and emigrating from the UK since 1970.

Level 1 ([1])
A brief answer which refers to either immigration **or** emigration data trend only,
e.g. The number of people immigrating into the UK has increased over time peaking between 2005 and 2010.

Level 2 ([2]–[3])
Answer which refers to the general trend for both immigration and emigration but little or no reference to figures from graph to support answer,
e.g. Immigration has increased dramatically over time; however in recent years it has slowed down. Emigration was once higher than immigration; however its steady increase means immigration is now significantly higher, [2]
e.g. Immigration has increased dramatically over time; however in recent years it has slowed down with 530 thousand people entering the UK in 2013. Emigration was higher than immigration between 1970 and 1982. However its steady increase means immigration is now significantly higher.

Two separate accounts of immigration and emigration but no comparison will get [3].

Level 3 ([4]–[5])
Answers which refer to both immigration and emigration referring to how their trends have changed over time.
e.g. In 1975 more people emigrated than immigrated, with 250 thousand leaving the UK and only 190 thousand moving into the UK. This trend eventually changed, as more people began to move to the UK than leave. By 2013 immigration was significantly higher as 530 thousand people moved to the UK. [4]
One set of comparative figures will get [4]
e.g. In 1975 more people emigrated than immigrated, with 250 thousand leaving the UK and only 190 thousand moving into the UK. From 1990s onwards this trend changed, as more people began to move to the UK than leave. In 1995 310 thousand migrants moved to the UK whereas 240 thousand migrants left the UK. However by 2013 a significantly larger number entered the UK (530,000) than left (310,000).

Two sets of comparative figures will get [5] or good comparative statements with figures. [5]

(c) Evaluate the impacts of international migration on a country within the European Union you have studied.

Responses may relate to either a receiving or sending country, either is valid. Impacts must relate to a country within the EU. The impacts must be national, not personal to the migrant. Candidates are likely to classify as social/economic or positive/negative. In order to achieve [7] a concluding statement on the overall effects of the migration is needed.

Social impacts may include pressure on services such as schools and hospitals; many more houses will be needed. Migrants bring aspects of their culture such as food which enrich local communities.
Economic impacts may include a willingness to do either low-paid work or fill skilled gaps in the labour market. They pay taxes which helps maintain levels of public services. The increased demand for housing may create jobs but can lead to rises in house prices.

Award [0] for a response not worthy of credit. If candidates discuss immigration into city only award max Level 1.
Award maximum Level 1 if no named country in the EU.

Level 1 ([1]–[2])
A superficial answer which simply makes general statements that could apply to any country. There is little attempt to make a meaningful evaluation,
e.g. In the UK many migrants take up jobs [1] but put pressure on schools. [2]

Level 2 ([3]–[5])
An answer that clearly describes the impacts of international migration for a specific country in the EU but which lacks case study detail and may only have a superficial evaluative element,
One f/f for [5]
e.g. In the UK many migrants take up jobs and introduce new cultures. However they also place additional pressure on services for example schools. [3]
e.g. In the UK immigrants take up unwanted jobs and introduce new cultures. However they can cause tension with locals and put pressure on schools. [4]
e.g. In the UK immigrants can cause tension with locals and put pressure on schools because English might be their second language. However, they may make a positive impact when they introduce new cultures and food like Chinese takeaways. [5]

Level 3 ([6]–[7])
A balanced answer that clearly addresses the question by elaborating on both **positive and negative** impacts for a specific country in the EU.
An evaluative statement on whether the impacts are overall good or bad/ economic or social is needed for [7],
Need two f/f for [6] and overall statement for [7]
e.g. In the UK immigrants can cause tension with locals and put pressure on schools, but they may introduce new cultures and food like Chinese takeaways. They made up 13% of the British workforce in 2010, often filling gaps in the labour market within the NHS and can benefit the economy by paying taxes if they work. In fact in the UK government estimates that by paying taxes migrants add between 30 and 40 billion pounds each year to our economy. It seems then that international migration is beneficial to the UK. Accept other valid alternative answers. [7]

(d) Compare the shape of the population pyramids illustrated 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 describes the shape of one population pyramid, e.g. Germany has a narrow base. [1]
No shape = [1]

Level 2 ([2]–[3])
An answer which compares one aspect of pyramid, shapes and 2 figures for both countries. To achieve top Level 2 band candidates must include at least one figure,
e.g. Germany has a wide top whereas Syria has a narrow top. [2]
e.g. Germany has a wide top with 2.5 million in the 80–84 age category whereas Syria has a narrow top. [3]

Level 3 ([4]–[5])
An answer which compares at least two aspects of the pyramid shapes for both Germany and Syria and inclusion of 2 figures,
e.g. Germany has a narrow base and a wide top 2.5 million are aged 80–84. However Syria has a wide base and a narrow top only 0.3 million are aged 80–84. [4]
e.g. Germany is a typical population pyramid with a narrow base (3.4 million are aged between 0–4) and a wide top (2.5 million are aged 80–84). However Syria is a typical 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).

Top Level 2 two aspects of pyramid compared, i.e. top, middle or bottom.   [5]

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

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

Award [2] for 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)** Explain why the rate of urbanisation is higher in LEDCs than MEDCs.

Credit answers which compare rates of urbanisation in LEDC and MEDCs.

Level 1 ([1]–[2])
An answer which outlines a statement [1] and simple elaboration [2],
e.g. Urbanisation is higher in LEDCs due to push factors [1] such as mechanisation of farming. [2]

Level 2 ([3]–[4])
An answer which outlines a statement, consequence and elaboration or provides two reasons which are not fully developed,
e.g. Urbanisation is higher in LEDCs due to push factors such as mechanisation of farming. This forces people to leave rural areas and migrate to urban areas therefore increasing the urban population. [3]
e.g. Urbanisation is higher in LEDCs due to push factors such as mechanisation of farming. This forces people to migrate to urban areas.

Pull factors such as employment opportunities attract people to cities therefore adding to the urban population. [4]

Level 3 ([5]–[6])
An answer which outlines at least two reasons. To achieve top Level 3 both reasons must be fully developed using a statement, consequence and elaboration,
e.g. Urbanisation is higher in LEDCs due to push and pull factors. Push factors such as mechanisation of farming has resulted in many rural families struggling to earn a living. Therefore many are forced to migrate to cities. Many TNCs have also relocated to urban cities such as Delhi creating employment opportunities [5]. The hope of higher wages means many migrants move to cities to achieve a higher quality of life.   [6]

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]

(ii) Describe and explain the location and characteristics of a shanty town area in a named LEDC city.

Award [0] for a response not worthy of credit.
If no named LEDC city is given – max Level 1.

Level 1 ([1]–[2])
A short answer that addresses some part of the questions,
e.g. Shanty towns are built in swampy areas, or shanty towns are built using scrapped material. [1]
e.g. Shanty towns are built in swampy areas and near railway lines, or shanty towns are unplanned and built using scrapped material. [2]

Level 2 ([3]–[4])
An answer that either develops one aspect of the question fully [3] or addresses all aspects of the question in limited detail [4].
e.g. Rio de Janeiro in Brazil has lots of shanty towns, called favelas. The majority of shanty towns are built using scrapped material and are unplanned. This is because many of the households live below the poverty line and cannot afford 'normal housing'. [3]

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AVAILABLE MARKS

e.g. Rio de Janeiro in Brazil has lots of shanty towns, called favelas. The majority of the favelas are near the bay to be close to the CBD. They are built using scrap material with many of the households living below the poverty line. [4]

Level 3 ([5]–[6])
An answer that describes and explains the location and characteristics of a shanty town area in a named LEDC city can achieve 6 marks. Brief explanation with fact/figures can get bottom Level 3.
Answers which offer only one explanation for one aspect can achieve maximum 5 marks. At least 2 facts/figures is required to achieve Level 3.
e.g. In Rio de Janeiro in Brazil the majority of the shanty towns or favelas are located within the old inner suburbs of the city, to the west of Guanabara Bay. The favelas are built on steep ground called morros. Shanty towns are unplanned and are usually constructed with scrap materials. This means the area is crowded and has poor sanitation with many of the households living below the poverty line (£7–24 per month). These low wages mean people cannot afford 'normal housing' and due to urgent need housing is built quickly without planning permission. [5]
e.g. In Rio de Janeiro in Brazil the majority of the shanty towns or favelas are located within the old inner suburbs of the city, to the west of Guanabara Bay. This means that they are on the same side of the bay as the CBD and the main areas of luxury apartments. These are the areas where work is most likely to be available. The favelas are built on steep ground called morros, as the land is considered too steep for legal housing. This marginal land is not wanted by developers as housing can be washed away in landslides following storms. Shanty towns are unplanned and are usually constructed with scrap materials. This means the area is crowded and has poor sanitation with many of the households living below the poverty line (£7–24 per month). These low wages mean people cannot afford 'normal housing' and due to urgent need housing is built quickly without planning permission. [6]

(g) Most MEDC cities have had urban planning schemes to improve the inner city zone. Describe such a scheme in a named MEDC city you have studied and assess the sustainability of the scheme.

Award [0] for a response not worthy of credit – this includes traffic management schemes.
If the candidate discusses a shanty town improvement strategy, award up to max Level 1 if the shanty town is in the inner city area of that city.

Level 1 ([1]–[3])
A short answer which may address only one aspect of the question and which contains very little detail, especially detail specific to one named city.
e.g. In Belfast they built new apartments and offices. [1]
e.g. In Belfast they built lots of new offices and apartments, new roads and even a museum. [2]

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 ([4]–[6])
An answer which either addresses all or some aspects of the question in some detail, or one side of the question in great detail. If answer only

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discusses the improvements with detail it can score max. [6]
e.g. In the Titanic Quarter of Belfast new apartments and offices were built, some of the offices provide jobs which is encouraging people to live and work there and create a community which might make the area sustainable in the longer term. [4]
e.g. In the Titanic Quarter they built lots of apartments, offices and tourist attractions such as the Titanic museum. Some of the offices provide jobs which are encouraging people to live and work there and create a community which might make the area sustainable in the longer term. [5]
e.g. The Titanic Quarter in Belfast is being redeveloped at a cost of over £5 billion. A company called Titanic Quarter Ltd is transforming this brownfield site into an area of mixed land use. The Titanic Signature project has led to the development of office spaces, the Titanic museum, MET education campus and housing. They plan to build over 7500 apartments. They also plan to provide local services like health care centres and day nurseries for children. [6] NO EVALUATION OF SUSTAINABILITY

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 ([7]–[9])
An answer which addresses both aspects of the question with good detail and includes at least 2 specific facts/figures and which has some judgement or conclusion for [9].
Housing, Environment, Employment all needed for Level 3.
If inner city area not named award [7].
e.g. The Titanic Quarter in Belfast is being redeveloped at a cost of over £5 billion. A company called Titanic Quarter Ltd is transforming this brownfield site into an area of mixed land use. Previously this area was waste ground, however it has been decontaminated and a 1.5km water frontage walkway has been created. This improves the aesthetics and biodiversity of the area. The Titanic Signature project has led to the development of office spaces, the Titanic museum, MET education campus and housing. They plan to build over 7500 apartments, including some social housing projects. [7] As this development will encourage people to live and work in the same area and it's within walking distance of the CBD, then fewer people will drive to work, reducing the CO_2 emissions and again encouraging long term sustainability. [8] Overall the company is trying to create a community which has a long term future and which includes the other local areas in order to create a sustainable future for the area. [9]

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.
Traffic management scheme, i.e. Freiburg (gets [0])   [9]

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Theme B: Contrasts in World Development

2 **(a)** Study **Fig. 4** which shows global literacy rates. Answer the questions which follow.

    (i) Describe the global pattern of literacy rates.

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

Level 1 ([1])
Simple answer which does not make reference to the resource,
e.g. Literacy rates can vary across the world.

Level 2 ([2]–[3])
Answers which make some basic reference to the resource, comparison needed with figures to get [3],
e.g. People who live in poorer countries like India have lower literacy rates [2].
e.g. People who live in poorer countries such as India have lower literacy rates (50%–74%) compared to many European countries where they are higher. [3]

Level 3 ([4])
An answer which describes the distribution globally using at **least three facts/figures or regions** from the resource,
e.g. There is an obvious development gap in literacy rates. Richer MEDCs in Western Europe and North America have a much higher percentage of literacy rates (over 95%) compared to countries which are poorer LEDCs such as Northern Africa and Central Africa where literacy rates are under 50%. The majority of South America has very good literacy rates at 75%–95%.   [4]

    (ii) Explain why literacy rates alone may not be the most effective measure of development.

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

Award [1] for a basic statement,
e.g. Literacy rate is only one indicator.

Award [2] for a more developed explanation,
e.g. Literacy rate is only one indicator that we can use. It is only a social indicator and does not take into **account economic measures**. [2]

Award [3] for a well-developed explanation,
e.g. Literacy rate is only one indicator that we can use. It is only a social indicator and does not take into account economic measures. The **HDI** is a better measure as it uses both social and economic data to rank order a country in terms of level of development. A country might have a high literacy rate but the people live in poverty.   [3]

    (iii) State **one** economic measure of development. [1]
Accept any valid alternative.

Gross National Product [1]
Gross National Income [1]
Car ownership [1]
Energy consumption [1]
GDP [1]   [1]

(b) (i) Using **Fig. 5** explain how the information illustrates globalisation.

A straight lift from the resource with no explanation award [2].

Award [1] for a basic statement,
e.g. The products are sold all over the world. [1]

Award [2] for a statement with details on where they are made and where they are bought,
e.g. The products are sold all over the world. Phones are assembled in China and sold in the USA, Japan and North America. [2]
Ref to Fig. 5

Award [3] for a statement with some explanation about globalisation,
e.g. The products are sold all over the world. The mobile phones have parts from all over the world but they are designed in the USA. 85% of phones are assembled in China which is a LEDC due to the lower wage costs and environmental controls put in place. 74.5 million of these phones are sold in MEDC countries at very high prices which generates huge profits for these companies. These products become global.   [3]

(ii) Evaluate how globalisation can both help and hinder the development of a country you have studied.

Aid/trade – Level 1
If no named LEDC or NIC then max Level 1.

Award [0] for a response not worthy of credit.
A named LEDC or NIC,
e.g. India

Level 1 ([1]–[2])
Simple statements that focus on how globalisation can help and/or hinder development,
e.g. It has made people richer [1] or
e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow. [2]

Level 2 ([3]–[5])
Statements that start to evaluate how globalisation can help and hinder development in chosen country. Answers which are unbalanced may be in this level. One fact/figure needed for top Level 2,
Top Level 2 if they don't state what the globalisation is, e.g. TNC
e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow, which is a help to development; however many Indians live below the poverty line as the benefits of globalisation have not reached them. [3]
In India foreign investors such as TNCs have been encouraged to invest money. This has helped the economy of India grow, which is a help to development; however 300 million Indians live below the poverty line as the benefits of globalisation have not reached them. This causes tension between the rich and the poor in India. [5]

Level 3 ([6]–[7])
Statements that evaluate how globalisation can help and hinder development in chosen country. To achieve bottom Level 3, two fact/figures must be given. To achieve top Level 3 an overall judgement needed for [7].

In India foreign investors have been encouraged to invest money. This has helped the economy of India grow, which is a help to development. In the last 20 years the middle class in India has risen from 17 to 35 million; however despite globalisation 300 million Indians still live on less than $1 a day. This uneven wealth that globalisation has created in India means that some rebel groups are now attacking wealthy areas which is creating a security issue in the country. It is also turning many young Indians against their culture as they want to be more westernised. [6] Overall globalisation has had more positives than negatives (or vice versa) in India. [7]

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 annd general control of meaning in the context of the demands of the question. When 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]

(c) Explain how environmental problem**s** can influence development. You should refer to a LEDC in your answer.

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

A LEDC must be named to achieve Level 3. Must focus on a natural environment problem. Answers based on pollution or global warming not acceptable.

Level 1 ([1])
A basic statement,
e.g. Some countries have suffered drought. [1]

Level 2 ([2]–[3])
A statement with some explanation.
e.g. Some countries suffer droughts 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,
e.g. Some countries suffer droughts 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]

(d) Describe an appropriate technology project in a named LEDC you have studied.

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

If no named place maximum Level 1.

Award [1] for a simple statement relating to a development project, e.g. New fishing boats were designed.

Award [2] for more detailed statements relating to the appropriate technology, e.g. New fishing boats were designed in India to help people fish. These boats were designed with European Agencies using local knowledge and skill.

Award [3] for very detailed statements about the appropriate technology. One fact/figure needed for top Level 3, e.g. New fishing boats were designed in India to help people fish. These boats were designed with **European Agencies** using local knowledge and skill. These boats were made out of **fibreglass** and last for **7–10** years. They also had a motor which helps people fish for longer.   [3]

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Theme C: Managing our Resources

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 larger 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 richer MEDCs) can have a negative impact on the environment. Detail is needed to show their understanding of how this will effect 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]

(b) Choose one renewable energy source you have studied an evaluate its success as a sustainable solution to the increased demand for resources.

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

Candidates can make reference to wind or solar or biofuels.

Level 1 ([1]–[2])
A simple statement which makes a vague comment related to the use of a renewable energy source. Candidate will receive [1] for correctly identifying and making reference to a renewable resource.
Only positives or negatives then only Level 1.
e.g. Wind power is sustainable. [1]
e.g. Wind power is a sustainable resource, this means that it is renewable and won't run out. [2]

Level 2 ([3]–[5])
An answer that has some evaluation referring to both the positive and negative aspects of one renewable energy source. One aspect might be more detailed than the other, including one fact/figure for Top Level 2,
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. [3] This means that a back up supply of energy (Fossil fuel power station in Larne) is needed for days when the wind is not blowing. [4]

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Although wind turbines are expensive to build (over £1 million each) they will last for a long time – at least 25 years. [5]

Level 3 ([6]–[7])
All aspects of the question are covered. There is appropriate evaluation referring to both the positive and negative aspects and elaboration is made specific to the energy source with 2 facts and figures and includes an overall judgement,
e.g. Wind energy 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. The turbines will last for at least 25 years and although they are expensive to build (over £1 million each) they are cheap to run and easy to maintain. However, wind speeds can be variable which means that when there is no wind – no power will be generated. Often this means that a back up plan needs to be put into place to ensure a continuous supply of energy (by having a traditional fossil fuel power station on standby – like in Larne). The blades can also create problems for wildlife – they can lose their sense of direction. [6] In the long term wind power is more sustainable and does not create pollution for the environment so is a much better source of energy. [7]

(c) (i) State two possible areas of conflict between Barcelona residents and tourists using **Fig. 7** to help you.

The resource mentions noise and litter problems and how apartments have been turned into hostels. However, candidates might also make reference to traffic and travel issues (linked to flights and cruise liners). Accept any valid alternative.

Award [1] for a simply stated description or lists which cause two potential causes of conflict, e.g. litter and noise [1]
e.g. A lot of tourists arrive into Barcelona creating noise.
e.g. Annoying the locals [1]
e.g. Litter and noise. [1]

Award [2] for an answer which describes at least two possible areas of conflict,
e.g. Over 8 million tourists flock to Barcelona every year and they will create a lot of noise, annoying the locals [2]. This will also put a lot of pressure on the local travel network, causing congestion for the locals [2]. [2]

(ii) Explain one positive and one negative cultural impact of tourism.

Candidates are required to explain both one positive and one negative cultural impact that tourism can have. Award a maximum of [2] for the discussion on positive impact and [2] for the negative impact.
(2 × [2])

Any valid **cultural** factor can be discussed.

Positive impacts (max [2])
Award [1] for a basic statement,
e.g. people from rich countries will come to see how people in poor countries live.

Award [2] for a statement with further elaboration,
e.g. people from rich countries will come to see how people in poor countries live. They will want to experience the culture, food and history of the native people and will pay money which will help the poor people.

Negative impacts (max [2])
Award [1] for a basic statement,
e.g. people will not want to be farmers anymore.

Award [2] for a statement with further elaboration,
e.g. as people from rich countries come and show the poorer people what they have, this will mean that people will not want to be traditional farmers anymore, they will want to go into other jobs in tourism where they can get paid more money. Their history and culture will start to disappear. [4]

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

Award [1] for a partial definition,
e.g. a diagram which shows us how to deal with waste [1]

Award [2] for a 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. [2]
e.g. A triangle with Disposal as the worst option, followed by Energy recovery, Recycling/Compost, Reuse with Waste Prevention at the top.
e.g. this is an upside down triangle that shows the best waste plan at the top and the worst at the bottom [2]. This answer can get [2] [2]

(ii) Explain two sustainable waste management methods you have studied.

Don't accept incineration.

Award [0] for a response not worthy of credit.
Treat each coloured bin as a strategy as long as they are explained.
No place then maximum Level 1.

Level 1 ([1]–[2])
Simple answer that names one relevant waste management strategy but fails to add significant detail. There might be no reference to place/ a local government area,
e.g. In Belfast they are trying to reduce the amount of waste going into bins [1] through a special recycling scheme. [2]

Level 2 ([3]–[4])
An answer that discusses one waste management strategy in some depth, with relevant local government detail but details on other approaches might be limited. Alternatively, two or more approaches might be explained but they might lack specific depth,
e.g. In Belfast City Council a range of bins are used to encourage people to separate their waste so that some of it can be recycled. Blue bins collect newspapers and bottles and these can be recycled or the material reused in a different product. The council is also looking at building a waste treatment facility. [3] Plans have been drawn up for a Mechanical Biological Treatment (MBT) plant that would sort waste and create energy pellets. [4]

Level 3 ([5]–[6])

A detailed explanation of how waste is being managed. Answer discusses the approaches with elaboration including details of fact/figure/location, including reference to sustainability,

e.g. In Belfast City Council area a range of bins are used to encourage people to separate their waste so that some of it can be recycled. Blue bins collect newspapers and bottles and these can be recycled or the material reused in a different product. For example, some plastic bottles will be made into park benches. The Brown bin is used to collect organic waste. As people use these bins more it means that less waste is going to Landfill sites (in the black bin). Another strategy is that Belfast City Council are trying to set up a waste treatment facility with a Mechanical Biological Treatment (MBT) plant that would sort black bin waste and create energy pellets. [5] This recovers the energy from waste which is more sustainable than disposal (in the waste hierarchy) and this can be used to fuel an Energy from Waste plant. [6]

	AVAILABLE MARKS
	25
Total	**108**