



General Certificate of Secondary Education
2018

Geography
Unit 2: Living in Our World
Higher Tier
[GGG22]

WEDNESDAY 30 MAY, AFTERNOON

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: People and Where They Live

AVAILABLE
MARKS

- 1 (a) Study **Fig. 1** which shows the distribution of people aged over 65 years in England and Wales.

- (i) Name the type of map shown in **Fig. 1**.

Choropleth or Density shading map or population distribution map or population density map. [1]

- (ii) State the percentage of population aged over 65 years at location **X**.

20.0–24.9% [1]

- (iii) The highest percentage of population aged over 65 years in England and Wales is 25.0 to 29.9%.

Outline the location of these areas.

Referring to only one area, e.g. Devon only, 1 mark.

Award [1] for a general compass point such as to the east or in the southwest or one correctly identified named place, e.g. In Devon or in Eastern England or in Southern England. e.g. Most of these areas are in Eastern England/in Southern England.

Award [2] for a general compass point such as to the east or in the south or one correctly identified named place, e.g. in Devon plus reference to the **coastal** location for 2 marks, e.g. Most of these areas are in the South/East and are along the coast. [2]

- (iv) Explain **one** possible implication of having a large aged-dependent population living in areas such as these.

Implication may be economic or social.

Award [1] for a basic statement, e.g. More health care is needed for elderly people.

Award [2] for a statement with a consequence, e.g. More health care is needed for elderly people so more money will have to be spent on building hospitals or care homes.

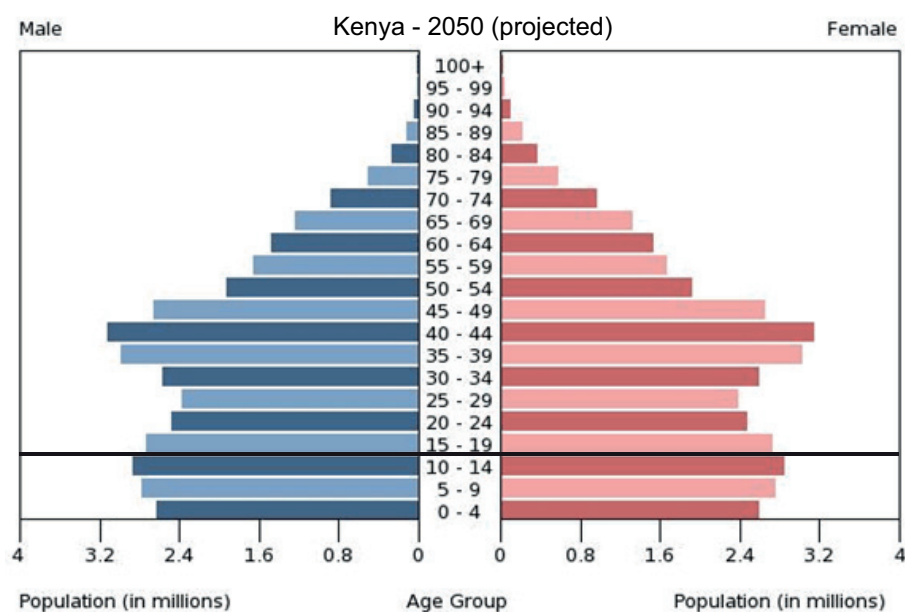
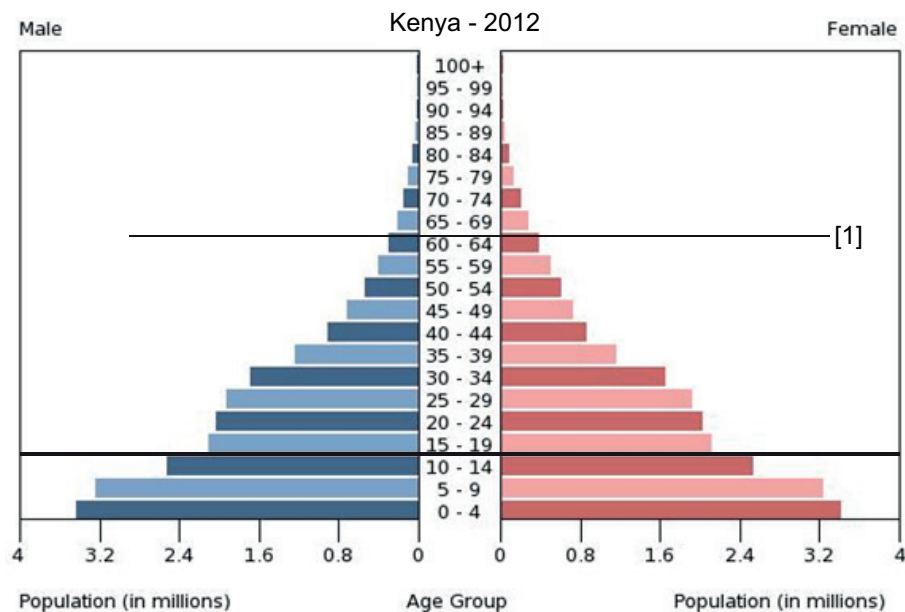
Award [3] for a statement with a consequence plus elaboration, e.g. More health care is needed for elderly people so more money will have to be spent on building hospitals or care homes; this means the working population will have to pay more taxes so the government can fund more hospitals. [3]

(b) Study **Fig. 2** which shows two population pyramids for Kenya, a LEDC in East Africa.

- (i) On **Fig. 2** draw one horizontal line to show the lower limit of the aged-dependent population in 2012.

Award one mark for accuracy of the line on the 2012 pyramid.

[1]



Key: — Upper limit of youth-dependent age group

Source: www.census.gov Public Domain

Fig. 2

- (ii) Underline the correct answer to show the approximate youth-dependent population in Kenya in 2050.

16 million 30 million 50 million

[1]

- (iii) Describe and explain two changes in the shape of the population pyramid for Kenya from 2012 to 2050. Refer to changes in birth and death rates in your answer.

AVAILABLE
MARKS

Level 1 ([1]–[2])

Basic description of a change with figures,

e.g. There will be more elderly people by 2050. [1]

e.g. The number of elderly people will increase, e.g. from 0.4 to 1.6 million people aged 65–69 years by 2050. [2]

e.g. There will be more elderly people over 65 years but fewer youth dependents by 2050.

Level 2 ([3]–[4])

Description of two changes with figures for at least one and a simple explanation stated for the change,

e.g. The number of elderly people will increase e.g. from 0.4 to 1.6 million people aged 65–69 years by 2050 because medical care will have improved [3] plus

The numbers of children under 15 years of age will decrease by 2050. [4]

Level 3 ([5]–[6])

Description of two changes with figures and explanations related to birth and death rates are stated for the changes. Must refer to shape for 6 marks,

e.g. The number of elderly people (aged dependents) will increase from 0.4 to 1.6 million people by 2050 because medical care will have improved, reducing the death rate as people will be cured of diseases plus

e.g. The numbers of youth dependents will decrease as shown by the narrowing base. The numbers aged 0–4 years will fall from 6.8 to 5 million approx. because the birth rate will fall because of greater use of birth control (or lower infant mortality rates or better health care for mothers, etc.). [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 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 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. [4]

AVAILABLE MARKS

- (c) (i) State the meaning of the term **emigration**.

Award [1] for a basic statement on emigration,
e.g. People leaving a country.

Award [2] for a full statement,
e.g. People leaving one country and moving to another to live/work.
e.g. People moving away to another country on a permanent or semi-permanent basis. [2]

- (ii) 1. Describe the numbers of people migrating, their origin and destination.

Award [1] for a basic description referring to one aspect of migration,
e.g. Many people migrated from Poland.

Award [2] for a sound description referring to two aspects of migration with appropriate figures. Alternatively the response may refer to three aspects of migration with limited detail,
e.g. In 2015, over 800 000 people migrated from Poland to the UK.

Award [3] for a detailed description of people migrating, their origin and destination (precise destination needed – named place),
e.g. In 2015 there were over 800 000 people of Polish birth who migrated to the UK as well as 800 000 people of Indian birth. Many people have moved from the A8 countries and from the Philippines to work in Northern Ireland. The migrants came to work on farms such as in the Strangford area as well as in factories in Craigavon and Dungannon. In England many migrants work on farms in areas such as Peterborough. [3]

2. Describe **one** negative impact of this migration.

Award [1] for a basic statement,
e.g. Migrants send money back home to their families.
e.g. There can be hate crime against migrants.

Award [2] for a statement with a consequence,
e.g. Migrants send money back home to their families which removes money from the economy in the UK.
e.g. There can be hatred of migrants which causes misunderstanding and intolerance in the areas where they live.

Award [3] for a detailed statement with a consequence and elaboration,
e.g. Migrants send money back home to their families, removing money from the economy in the UK which loses £10 million each day in remittances sent out of the country/or the UK lost £3,256 million in one year in remittances.
e.g. It was reported that there was a 43% increase within 8 months in hate crimes against migrants in NI in 2015–6, because economic

migrants are distrusted, leading to intolerance.
 e.g. There can be hatred of migrants because they do not follow the local customs which causes misunderstanding and intolerance in the areas where they live such as in Peterborough in the UK. Some migrants do not sort their rubbish correctly into different bins and leave them out for collection so rubbish is dumped in the streets and alleys. [3]

- (d) (i) GIS can be used to display migration data. What do the letters GIS stand for?

All 3 words need to be accurate for one mark.

Geographic(al) Information System [1]

- (ii) Describe one advantage of using a GIS.

Award [1] for a basic advantage,
 e.g. GIS can provide lots of information very quickly.
 e.g. GIS is quick and easy

Award [2] for a complete advantage,
 e.g. GIS can provide lots of information very quickly and display it in graphs or maps for you. [2]

- (e) Study **Fig. 3** which shows the rates of urban growth for some world regions.

- (i) Name the region with the biggest fall in the rate of growth from 1950–2025.

Latin America [1]

- (ii) Describe the variations from 1950 to 2025 in the rates of growth shown in **Fig. 3**. Refer to LEDCs and MEDCs in your answer.

Level 1 ([1])

A basic description of a change with no figures, perhaps just naming one region,
 e.g. Urban growth fell in LEDCs or in MEDCs or in Europe or in all regions since 1950.

Level 2 ([2]–[3])

A comparison of regions/areas but no figures [2]
 A description of change for 1 region with figure [2]
 A description of changes for 2 or 3 regions with figures [3]
 e.g. Urban growth fell in LEDCs, e.g. from over 4% in Africa to under 3% by 2050 **or** Latin America % urban growth in the 1950s was over 4% but will fall to 1% by 2025. Europe's growth was just over 2% in 1950 but will fall to just 0.2% approx. by 2025.

Level 3 ([4])

Clear reference to lower urban growth in MEDCs compared to LEDCs with figures for change in four regions. Credit reference to fall in growth in all regions,
 e.g. Urban growth was higher in LEDCs in the 1950s than in MEDCs.
 e.g. Rate of growth was over 4% and fell to under 3%. However in MEDCs urban growth was lower in the 1950s (between 2–3% in the 1950s) but also will fall by 2015 to just 0.2% approx. by 2025.

AVAILABLE
MARKS

e.g. However by 2025 rate of growth will slow down in both MEDCs and LEDCs.

e.g. Africa's growth will only be 2.9% while Europe's will be only 0.1%.

[4]

(iii) All regions shown on **Fig. 3** experience urban growth.

Explain **one** cause of urbanisation in LEDCs.

This can refer to push or pull factors or high rates of natural increase in cities.

Award [1] for a basic statement,

e.g. People are pulled to LEDC cities for work or people are forced to leave the countryside.

Award [2] for a statement with a consequence,

e.g. People are pulled to LEDC cities to find better paid jobs or for better schools.

Award [3] for a statement with a consequence and elaboration,

e.g. People are pulled to LEDC cities to find jobs with higher wages in modern multinational companies.

[3]

(iv) The rate of urbanisation is slowing down in MEDCs. Underline the name of the process illustrated in the cartoon shown below.

Gentrification

Emigration

Urban sprawl

[1]

(f) Study **Fig. 5** which shows the sphere of influence of three settlements.

Suggest why settlement **A** has a larger sphere of influence than settlement **C**.

Level 1 ([1])

A basic statement,

e.g. Settlement A has a larger population so it attracts more shoppers.

Level 2 ([2]–[3])

A valid statement with a consequence,

e.g. Settlement A has a larger population so it can provide many types of goods and services which bring people in from a wide area around it. [2]

e.g. Settlement A has a larger population so it can provide many types of goods and services such as hospital, university or department stores which bring people in from a wide area around it. [3]

Level 3 ([4])

A valid statement with a consequence and elaboration and which includes the use of key terms such as order, threshold, range or larger population,

e.g. Settlement A has a larger population so it can support many types of goods and services especially high order goods and services such as hospitals and theatres which bring people in from a great distance.

[4]

AVAILABLE
MARKS

(g) Study Photograph 1 of housing in Belfast.

- (i) Name the land use zone in cities where this type of housing is usually located.

Suburbs or Suburban residential

[1]

- (ii) Describe and explain the location of this land use zone in a MEDC city.

Award [1] for a basic statement referring to location,
e.g. Suburban housing is found on the edge or near the outskirts of a city.

Award [2] for a statement with a consequence,
e.g. Suburban houses are found on the outskirts of the city because the land is cheap.

Award [3] for a statement, consequence and elaboration,
e.g. Houses are semi-detached with gardens and so take up more space and land is cheaper at the edge of the city farther from the CBD.

[3]

- (h) Urban redevelopment occurs in MEDC cities. Name one urban planning scheme you have studied and assess to what extent the inner city has had its housing and employment improved in a sustainable way.

Name of MEDC inner city area is likely to be Titanic Quarter Belfast. [0]
No named inner city zone – maximum Level 1.

Level 1 ([1]–[2])

Brief statements on perhaps one improvement or both aspects in general,
e.g. There were new apartments built and new jobs created.

Level 2 ([3]–[5])

Both aspects of housing and employment are addressed with one fact/figure/place for top Level 2 marks,
e.g. In the Titanic Quarter lots of new apartments have been built such as the 7,500 apartments in the development called the Arc which attract young professional people who can live close to their work in the area or walk to their jobs in Belfast's CBD. Employment has increased in the TQ with new service industries such as tourism in the Titanic Signature Project and the hotels and also in jobs in modern technology and research.

Level 3 ([6]–[7])

An answer which addresses all aspects of the question (housing/employment and sustainability). Two facts/figures/place names area needed plus a judgement or conclusion for full [7] marks,
e.g. In the Titanic Quarter lots of new apartments have been built such as the 7,500 apartments in the development called the Arc which attract young professional people who can live close to their work in the area or walk to their jobs in Belfast's CBD. This is sustainable as it means people can have a healthier lifestyle and saves on transport costs. However only young professional people with well-paid jobs can afford these expensive homes and this kind of waterfront living. Employment has increased in the TQ with new service industries such as tourism in the Titanic Signature Project and the hotels and also in jobs in modern technology and research. It is hoped that 20,000 new jobs will be created in such places as the NI Science Park to replace the traditional jobs in shipbuilding of the past, making employment

AVAILABLE
MARKS

more sustainable. However local people will require more training in the new high technology and research centres in the area.

Overall the benefits to people of this scheme outweigh the negatives and make Belfast a more modern, vibrant city for people to live and work in into the future. [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 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 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. [4]

AVAILABLE
MARKS

58

Theme B: Contrasts in World Development**AVAILABLE
MARKS**

- 2 (a) (i)** What do the letters HDI stand for?

Only accept the answer Human Development Index. [1]

- (ii)** Using **Fig. 6** describe the variation of development across the world.

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

Award [1]

A simple description that only outlines the general trend. Candidates will also be restricted to this level if they only include one figure from the map or list,

e.g. HDI is high in MEDCs and low in LEDCs.

e.g. UK HDI is 0.907.

Award [2]

A description of the general trend and reference to at least two figures, e.g. HDI is very high/high in MEDCs such as the UK which is 0.907.

However it is lower in LEDCs such as Ethiopia which is 0.442.

Award [3]

A description of the general trend with the candidate identifying HDI is higher in MEDCs, improving in NICs and lower in LEDCs. The candidate must also include all 3 figures from the map to support their answer,

e.g. HDI is highest in MEDCs such as the UK which is 0.907. Newly

Industrial countries such as China are now also experiencing high HDI figures of 0.727. However it is lowest in LEDCs such as Ethiopia which

is 0.442. [3]

- (iii)** Explain why the HDI is regarded as one of the most effective indicators of development.

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

Level 1 ([1])

A simple statement of what HDI is,

e.g. HDI is a composite measure or includes more than one indicator

e.g. HDI is more than just an economic measure of development.

Level 2 ([2]–[3])

A statement which shows some understanding of what is involved in the HDI,

e.g. HDI is a composite measure which also includes social welfare such as health, education as well as wealth. [2]

HDI is a composite measure which also includes social welfare such as health, education as well as wealth. (However using only social/economic indicators alone can be misleading and not effective [3])

Level 3 ([4])

A statement which shows understanding of what is involved in the HDI and includes further elaboration referring to how both social and economic indicators are needed to measure development. Better candidates may refer to particular countries,

e.g. HDI is a composite measure which includes health, wealth and education. It is better because it measures development by including a variety of social and economic indicators therefore providing a more

accurate picture of development. However using only social indicators or economic indicators alone can be misleading and not effective as a country may have a high level of wealth but low levels of social welfare/quality of life, e.g. Saudi Arabia.

Note: The education component of the HDI is now measured by the mean years of schooling for adults aged 25 years and expected years of schooling for children of school going age. [4]

- (b) Select **one** strategy from the list and describe one aim and one action taken by the organisation.

No mark awarded for named strategy.

Note: The answer must be based on a strategy from the following list:

- Millennium Development Goals
- Make Poverty History
- Jubilee 2000
- ONE organisation.

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

Aim of project:

Award [1] for a correct statement,

e.g. One aim of the Make Poverty History campaign was to cancel world debt. [1]

Action taken:

Award [1] Simple answer that briefly describes an action taken by the organisation,

e.g. Pressure was placed on politicians from the general public to cancel world debt.

Award [2] An answer that describes a relevant action,

e.g. Pressure was placed on politicians via street marches from the general public so that global poverty was placed higher on the national and global agenda.

Award [3] A more detailed answer that includes one relevant fact/figure,

e.g. Pressure was placed on politicians via street marches from the general public so that global poverty was placed higher on the national and global agenda. This resulted in debt being dropped for 18 of the most highly indebted poor countries in the world. [3]

- (c) (i) State the meaning of the term **Fairtrade**.

Award [1] for a basic statement,

Farmers get paid a higher price for their products.

Award [2] for a detailed statement,

Farmers get paid a higher price for their products. Middlemen are cut out of the deal so more money goes to the farmer or promotes environmental protection. [2]

Fairtrade definition:

Fairtrade relates to better prices, decent working conditions, local sustainability and fair terms of trade (must give 2 of these to get [2]). [2]

AVAILABLE
MARKS

- (ii) With reference to a LEDC, describe **one** advantage of Fairtrade.

Level 1 ([1])

A simple statement outlining one advantage,
e.g. Fairtrade promotes fair working conditions for farmers. [1]

Level 2 ([2]–[3])

A statement with a valid consequence will access bottom of Level 2. If the candidate provides further elaboration they can access top of Level 2,
e.g. Fairtrade promotes fair working conditions for farmers enhancing their quality of life.

e.g. Fairtrade promotes fair working conditions by removing toxic pesticides and providing suitable clothing for its workers. This has a positive impact on producers' health.

Level 3 ([4])

A valid statement, consequence and elaboration with reference to a place,

e.g. Fairtrade promotes fair working conditions by removing toxic pesticides and providing suitable clothing for its workers. This has a positive impact on producers' health. This is evident for coffee farmers in Costa Rica. [4]

- (d) Evaluate how successful a named appropriate technology project you have studied has been in leading to sustainable economic and environmental improvements in a LEDC.

If only a description of the project is provided then Level 2. [3]

Answer should focus on **economic** and **environmental** improvements.
Do not credit social improvements, e.g. literacy rate, life expectancy.

No named place/focus or a MEDC/incorrect place maximum Level 1.

Level 1 ([1]–[2])

A basic statement on the improvements made,

e.g. More jobs are created. [1]

e.g. More jobs are created and the environment is not destroyed as less trees are cut down. [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 ([3]–[5])

A more detailed statement which focuses on economic and environmental improvements. One improvement may be developed more fully than the other. If only economic or environmental done then bottom Level 2. [3] If one fact/figure is included the candidate can access top Level 2. [5]

e.g. New boats were designed for fishermen in SW India as the old boats could not compete with the larger trawlers. These new boats have meant that fishermen have a guaranteed income which can be spent in their local area. It also encourages people to remain in the area. [3] The fact they use fibreglass to make the boats means fewer trees need to be cut down. [4] This had led to the creation of 5000 jobs in the fishing industry. [5]

AVAILABLE
MARKS

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 ([6]–[7])

A thorough explanation relating to both sustainable economic and environmental improvements. Evaluation of both improvements and a concluding sentence will enable the candidate to access top Level 3. 2 fact/figures will access [6], recognition of a negative aspect for full marks, e.g. In India in the states of Kerala and Tamil Nadu local fishermen worked with many European agencies to redesign the old wooden boats to new fibreglass boats. This created 5000 new jobs due to the building of these new boats and related industries. To date two-thirds of all fishermen now own these boats resulting in larger catches and guaranteed incomes for many. However in the future this may threaten fish populations. The use of fibreglass has also helped reduce the amount of deforestation preserving habitats and the natural environment. Although the new boats rely on petrol which will increase import costs. [6] In conclusion the fibreglass boats are more sustainable for future generations both economically and environmentally. [7]

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.

AVAILABLE
MARKS

25

Theme C: Managing Our Resources

AVAILABLE
MARKS

- 3 (a) Study **Fig. 7** which shows information about a sustainable tourism project in Patagonia, Chile.

- (i) In which country would you find Ecocamp?

Chile [1]

- (ii) Using **Fig. 7** state the name of the longest trail.

Grey Lake [1]

- (iii) Define the term **green tourism**.

Award [1] for a simple statement,
Tourism which doesn't damage the environment or a type of ecotourism.

Award [2] for a more detailed statement referring to the environment
and protecting the way of life.
Tourism which doesn't harm the environment and protects the people's
way of life and culture. [2]

- (iv) Explain how this camp in **Fig. 7** is both helping the local community and protecting the environment.

A list of statements with no explanation maximum [2] marks.

Level 1 ([1])

A simple statement,
e.g. They use renewable energy.
e.g. 60% of energy is produced from hydro-electric power.

Level 2 ([2]–[3])

A detailed statement with some explanation on either the environment
or local community,
e.g. They generate their energy from hydro-electric power (60%).
This means that no greenhouse gases are produced. [2] Many of the
employees are from the area. [3]

Level 3 ([4])

A detailed statement with explanation on both the environment and local
community,
e.g. They generate 60% of their energy from hydro-electric power. This
means that no greenhouse gases are produced. They also recycle all
the waste generated. This means that there is little litter produced which
needs to go to landfill. 90% of employees come from the area. This
means that money stays in the area supporting the local economy. [4]

- (b) Study **Fig. 8** which shows the amount of oil used per person in some countries.

- (i) Complete **Fig. 8** by using the information in the box below.

Award [1] for accurately drawing the bar to 4,000 kg/oil.

Award [1] for shading the bar in (blue or black pen or pencil). [2]

- (ii) Describe and explain the pattern of oil used per person as shown in **Fig. 8**.

Level 1 ([1])

Simple statements or if no figures are stated,

e.g. MEDCs use the most oil. [1]

e.g. Canada uses the most oil at over 7,000 kg. [1]

Level 2 ([2]–[3])

A description of consumption rates with some explanation,

e.g. Canada uses over 7,000 kg whereas Bangladesh only uses less than 1,000 kg. [2] MEDCs need more oil to generate electricity and

power their vehicles. [3]

Level 3 ([4])

A description of consumption rates with some explanation. Some

reference to China being a NIC for full marks,

e.g. Canada uses over 7,000 kg whereas Bangladesh only uses less than 1,000 kg. [2]. MEDCs such as the UK need more oil to generate electricity and power their vehicles [3]. China is a NIC and is developing its industry and economy by using oil. It currently uses over 2,000 kg per person. [4]

- (c) Study **Fig. 9** which shows some information on how long it takes waste to decompose on a landfill site.

- (i) Name the product that takes 6 weeks to decompose.

Newspapers [1]

- (ii) Explain the concerns that are associated with landfill sites.

Award [0] for a response not worthy of credit

Level 1 ([1])

A basic statement relating to a health or environmental concern of a landfill site,

e.g. Chemicals from waste may leak into water supplies. [1]

e.g. Waste from landfills can make people sick. [1]

Level 2 ([2]–[3])

A statement and consequence relating to the health and/or environmental concerns of a landfill site or a list of concerns with no elaboration, [2]

e.g. Waste from landfill sites can attract rats and insects. These carry diseases and can make people ill. [2] Waste from landfill sites such as batteries can contaminate the soil and pollute it. [3]

Level 3 ([4])

Two valid statements, consequences and elaborations relating to the health and/or environmental concerns of a landfill site.

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<p>Waste from landfill sites can attract rats and insects. This is because rotting items are considered an easy food source for these animals. These animals carry diseases (such as Weil's disease) which may be passed on to humans and may lead to illness. Waste from landfill sites such as batteries can leach mercury and lead into the soil, poisoning insect and wildlife. [4] [4]</p>	
<p>(d) Explain a sustainable waste management approach, used by a local government area which you have studied.</p>	
<p>Answers that have no local government area named maximum Level 1. Inappropriate waste management approaches such as incineration or landfill will not be credited.</p>	
<p>Level 1 ([1]–[2]) A brief statement or statements relating to sustainable waste management. There may be limited explanation.</p>	
<p>In Fermanagh and Omagh District council people use different coloured bins. [1] People can also visit the many recycling centres to dispose of their waste. [2]</p>	
<p>Level 2 ([3]–[4]) A more detailed statement or statements explaining sustainable waste management. Will include 1 fact/figure for [4].</p>	
<p>In Fermanagh and Omagh council people use different coloured bins or bring their waste to a recycling centre. This is good as less waste is going to landfill which has negative effects on the environment. [3] Much of the waste that is recycled is either sent to a local recycling company in Keady to be processed or the food waste in the brown bin is sent for composting. [4]</p>	
<p>Level 3 ([5]–[6]) Very detailed statements explaining sustainable waste management. 2 fact/figures needed for Level 3.</p>	
<p>In Fermanagh and Omagh District most residents have a variety of coloured bins. A black bin for general waste, a blue bin for recyclable waste and a brown bin for food waste. There is a total of 15 recycling centres in the District. People can bring their recyclable waste here to get it processed at a local recycling company or the food waste goes for composting. Fermanagh and Omagh District Council have been working hard to reach the 45% recycle target set down by the government by 2020. [5] They also have cut the amount of waste going to landfill by 14,000 tonnes. This is good as landfill sites are bad for the environment as they pollute the soil with leachate and the general public do not want to live beside them due to health concerns such as the bad smell and habitat for rodents. [6] [6]</p>	25

Total

108