



Rewarding Learning

**General Certificate of Secondary Education
2024**

Geography

Unit 2: Living in Our World

[GGY21]

TUESDAY 28 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.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

AO1 Demonstrate geographical knowledge and understanding of:

- Places, environments, processes and concepts; and
- The inter-relationships between places, environments and processes;

AO2 Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and

AO3 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

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 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 the 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 of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 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.

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.

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.

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 basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

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

Level 1

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

Level 2

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

Level 3

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. 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. A wide range of specialist terms is used skilfully and with precision.

Theme A: Population and Migration

AVAILABLE
MARKS

- 1 (a) State the meaning of the term **crude birth rate**.

Award [1] for a basic definition,

e.g. the total number of births in a country [1]

Award [2] for a detailed definition,

e.g. the total number of (live) births in a country, per thousand of the population (per year).

[2]

- (b) (i) Complete the pyramid for Italy using the following information.

Males aged 75–79	1.0 million
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Award [1] for the accurate drawing of the line/box at 1.0 million in the Males aged 75–79 space

Award [2] for adding shading to the diagram

[2]

- (ii) Underline the correct answer in each of the following statements about the population pyramids for Italy and Ghana. One has been completed for you.

- In Italy there are more **Males / Females** aged between 90–94
- In Ghana (GIVEN) the age group with the most males and females are aged 0–4 / 5–9
- In Italy the age group with the most males and females are aged 50–54 / 45–49
- There are more children aged 0–4 in **Italy / Ghana**

Award [1] for each correct answer

(3 × [1])

[3]

- (iii) Describe **two** differences in the shape of the population pyramids for Italy and Ghana in 2022.

Award [0] for a response not worthy of credit e.g. an answer that only explains the differences rather than describing them.

Level 1 ([1]–[2])

A basic answer which does not go into great depth in relation to one or both population pyramids. Answer will likely only refer to vague differences between the births and deaths in the two countries. There will be a lack of detail in finding differences between the two pyramids, and no reference to the shape of the pyramids.

e.g. The population pyramid for Italy shows an ageing population [1] but the population pyramid for Ghana shows a very youthful population [2]

Level 2 ([3]–[4])

A limited answer that includes reference to the shape of the population pyramid. This might include an answer which includes two differences in the pyramid shape but lacks supporting figures.

e.g. The population pyramid for Italy shows an ageing population as it has a wide top as the majority of the population are older than 40 years old. Ghana however has a wide base which shows a youthful population [3]. The majority of the population in Ghana are aged under 15. [4]

Level 3 ([5]–[6])

A detailed answer that clearly sets out a comparison of the shape of the two pyramids and includes supporting population figures. Figures must cover the whole cohort, listed as total or males AND females.

e.g. The population pyramid for Italy shows an ageing population as it has a wide top as most of the population are older than 40 years old. A large number of people in this pyramid are aged 65 to 69 with 1.75 million males and 1.9 million females. Ghana does not have many people aged over 65 with only 300,000 males and 400,000 females aged 65–69. Ghana however, has a wide base which shows a youthful population. The majority of the population in Ghana are aged under 15 with the largest number of people in the population aged between 0–4 – with 2.2 million males and 2.3 million females. [6]

- (c) Many migrants must consider a range of factors before they take the decision to move from one country to another.

- (i) Describe **one** push factor and **one** pull factor that could lead to a migration move.

Award [0] for a response not worthy of credit or where candidates have not identified the factor correctly as a push or pull factor.

Award [1] for a basic answer that describes either one push factor or one pull factor.

e.g. one push factor is when a migrant must move because of war.

Award [2] for limited answer that describes one push factor and one pull factor but does not go into significant detail/or where the push and pull factors are opposites, but with good elaboration.

e.g. one push factor is when a migrant must move because of war. One pull factor is when a migrant moves so that they can get a better job.

Award [3] for a detailed answer that describes **both** push and pull factors with good elaboration on both. Two different factors must be fully elaborated.

e.g. one push factor is when a migrant must move because of war – they might move so that their family are not killed. One pull factor is when a migrant moves so that they can get a better job, they can earn more money and look after their family better. [3]

- (ii) Describe how one human barrier might cause an issue for migrants

Do not credit answers which describe physical barriers to migration.
Do not credit answers on language, war or cultural/ethnic tensions.

Award [1] for a basic answer or list of valid human barriers

e.g. migrants might not have the right visa to stay in a country

Award [2] for a limited answer that might include an example to support

e.g. migrants might not have the right visa or passports to be allowed to remain in a country so they will be sent home.

Award [3] for a more detailed answer that might include an example to support

e.g. migrants might not have the right documentation/ visas which would allow them to enter or remain in a country. For example, some countries like Canada require migrants to have work permits/visas that allow them to work in their country. [3]

- (d) With reference to an area you have studied, discuss the challenges faced by refugees and the destination country to which they travelled.

The name of the country and group of refugees should be named within the answer – though there are no marks for this. Further details are needed to support a good answer. **If destination country or refugee group is not stated, marks should be restricted to L1 max.**

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

Level 1 ([1]–[2])

A basic answer which briefly refers to the general problems that refugees might face or which does not name the refugee group or destination country.

e.g. Refugees cannot find work easily and they may not be able to afford good accommodation; they find it hard to be accepted by local people.

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

Level 2 ([3]–[4])

A limited answer which discusses the problems that refugees will face when they move into a named country. There might not be enough discussion of either the challenges they faced or the challenges faced by the destination country.

e.g. Refugees from Sudan who have moved into Northern Ireland have problems finding a home and must pass an examination in English if they want to get government financial support. They live in shared houses in inner city Belfast, e.g. Lisburn Road and might face abuse from the local people. The locals resent these people stealing their jobs [3]. The government struggles to find employment for these refugees [4].

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

Level 3 ([5]–[6])

A detailed answer which discusses the problems of the refugees with specific detail in relation to the refugees and the destination country. Answer will cover both the challenges for the refugees and the destination country in detail.

e.g. Nearly 100 refugees came from Sudan who have moved into Northern Ireland in 2015 have had problems finding a home and had to pass an examination in English if they want to get government financial support. They struggled to get jobs, and many found it difficult to apply for and be granted asylum. They live in shared houses in inner city Belfast (along the Lisburn Road), and many have faced abuse from the local people. The locals resent the refugees – they think the refugees have stolen their jobs and benefits. The government has struggled to get them safely settled and there have been racist attacks in the area which take up police time and resources [5]. Some claim that crime has increased in the area since the arrival of the refugees such as reflected in a recorded 43% increase in hate crimes in Belfast by the PSNI in 2015. This cost the government extra money in policing [6].

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**AVAILABLE
MARKS**

25

- 2 (a) Study **Photograph 1** which shows an area of a MEDC city. Answer the questions which follow.

- (i) Underline the land use zone shown in **Photograph 1**.

Suburbs CBD Inner City [1]

- (ii) Explain the location of this land use zone.

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

Award [1] for a basic explanation of the location of the inner city,

e.g. The inner city is found near the CBD or centre. [1]

e.g. The inner city is found between the CBD and suburbs. [1]

Award [2] for a limited explanation about the location of the inner city,
e.g. The inner city is found near the centre of the city. This is the area
where factories are located. [2]

Award [3] for a detailed explanation on the location of the inner city,
e.g. The inner city is found near the centre of the city. As this is the
oldest part of the city many factories set up here due to the closeness
of a port/river. Rows of terraced housing were built here so the workers
could be near to the factories. [3]

(3 × [1]) [3]

- (b) Study **Fig. 2** which shows the increase in the number of megacities (cities with over 10 million people) since 1970. Answer the questions which follow.

- (i) Using **Fig. 2**, complete **Table 1** by inserting the correct answer for the number of megacities in South America in 2018 and Africa in 2030.

Table 1

Continent	Number of megacities (over 10 million) in 2018	Number of new megacities (over 10 million) in 2030 (projected)
Europe	(given)	(given)
North America	(given)	(given)
South America	5	(given)
Asia	(given)	(given)
Africa	(given)	2

(2 × [1]) [2]

- (ii) Which continent on **Fig. 2** had no megacities in 2018?

Australia [1]

- (iii) Which continent on **Fig. 2** is expected to have the highest number of megacities in 2030. Underline the correct answer in the list below in the list below.

Africa North America Asia [1]

- (iv) Name the process which explains the increase in the number of megacities illustrated in **Table 2**. Underline the correct answer.

AVAILABLE
MARKS

Urbanisation

Gentrification

Depopulation

[1]

- (v) Explain why cities in LEDCs continue to grow at a rapid rate.
Award [1] for a basic statement or a list of possible reasons,
e.g. People move to cities to get jobs.
e.g. People have a lot of children.
Award [2] for a limited statement with an appropriate elaboration,
e.g. People move to cities to get jobs in the many opportunities in factories.
e.g. People have lots of children in the cities as they need children to bring in more income to the family.
Award [3] for a detailed statement and elaboration which illustrates why cities are growing fast in LEDC (some candidates may use case study here but it is not required for Level 3)
e.g. People move to cities in LEDC to get jobs in the factories. People on average can earn up to 6 times more in a factory than from working on the land in the countryside. Due to mechanisation in the countryside there is not enough work to go around everyone. Therefore, many people move to a city in the hope of improving their quality of life. [3]
(3 × [1]) [3]

- (c) Shanty town areas are found in many LEDC cities.

- (i) State the meaning of the term shanty town.

Award [0] for a response not worthy of credit
Award [1] for a partial definition,
e.g. An illegal settlement [1] or similar, e.g. informal/unplanned/haphazard/squatter settlement
e.g. An area of very poor quality housing [1]
Award [2] for a full definition,
e.g. An illegal settlement. Dwellings are usually made from materials such as corrugated iron, plastic, stones and any other materials that are available. [2]
(2 × [1]) [2]

- (ii) For a named LEDC city you have studied, describe the location of its shanty town areas.

Award [0] for answers which focus on growth or characteristics of shanty towns.
Max [1] for answers with no named LEDC city

Level 1 ([1])

Award [1] for a basic statement about location of shanty town areas
e.g. they can be found on the edge of the city.
e.g. they can be found near roads and railways.
e.g. they can be found near the river.

Level 2 ([2]–[3])

Award [2] for a limited statement on the location of the shanty town areas
e.g. they are found near roads and railways as well as on the edge of cities.

e.g. In Kolkata they can be found on the banks of the River Hooghly as well as near major roads and railways. [3]

AVAILABLE
MARKS

Level 3 ([4])

Award [4] for a detailed statement which includes some detail from the LEDC city chosen.

e.g. they can be found on the banks of the river Hooghly in Kolkata as well as near major roads and railways such as Ballygunge. The oldest shanty town areas are usually found near the city centre with the newest ones found on the edge of the city. [4]

- (d) Name **one** urban planning scheme you have studied and evaluate how it has regenerated and improved the environment and employment opportunities in the inner city zone of the city.

Name of planning scheme in a MEDC inner city area

Any valid inner city area e.g. Titanic Quarter (Belfast), Canary Wharf (London), Quayside (Derry/Londonderry)

Don't accept the name of the city on its own

Don't accept answers that focus on transport or housing

Level 1 ([1]–[2])

If no valid named area stated, then candidates can only access Level 1.

Candidates provide simple statements relating to either improvement on the environment and/or employment,

e.g. The area has been decontaminated. [1]

e.g. The area has brought many jobs. [1]

e.g. The area has brought around 35,000 jobs and a better environment. [2]
Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[5])

Candidates provide valid descriptions of improvements made within one named urban planning scheme. If the candidate only focuses on one aspect they are restricted to lower Level 2. Some evaluation may be evident (i.e. at least one negative for Top Level 2)

e.g. The Titanic Quarter has attracted 35,000 jobs and the soil has been decontaminated to remove harmful materials. [3]

e.g. The urban regeneration of the Titanic Quarter improved the environment as it created landscaped areas and habitats, e.g. (1.5 km) lough-side walkway. It has also brought around 35,000 jobs helping to increase employment. [4]

e.g. The urban regeneration of the Titanic Quarter improved the environment as it created landscaped areas and habitats, e.g. (1.5 km) lough-side walkway as well as decontaminating the soil of mercury and lead. It has also brought around 35,000 jobs helping to increase employment. This has greatly enhanced the environment and the jobs have brought many people to the area. This has benefited the many shops and recreational facilities that the area has brought. [4] However, many locals don't have the necessary skills and qualifications to access these well-paid jobs. [5]
Spelling, punctuation and the rules of grammar are used with considerable

accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 ([6]–[7])

Candidates provide valid descriptions of improvements made within one named urban planning scheme. Full evaluation is evident for 6 marks (i.e. negatives stated). Candidates provide a detailed description of improvements made for both employment and the environment. An overall opinion/judgement needed for 7 marks. Fact/figures are required to access this level.

e.g. The urban regeneration of the Titanic Quarter improved the environment as it created landscaped areas and habitats, e.g. (1.5 km) lough-side walkway. This walkway has helped increase access to the CBD of Belfast. Soil has also been decontaminated from lead and mercury meaning that wildlife and vegetation can prosper here. It has also brought around 35,000 jobs in total. 20,000 of these in the offices of places such as Citi Group and others helping to increase employment. This has created a positive multiplier effect for Belfast. Around 800,000 tourists visit the Titanic Signature building each year. This is help create jobs in the hospitality sector. However, many locals don't have the necessary skills and qualifications to access these well-paid jobs. This new area also means that the environment will have more demands placed on it. This area will attract more people which will increase car usage/electricity and water usage as well as waste management. [6] In my opinion I think the improvements made, have created a new modern and technologically advanced city which will benefit the people who choose to settle and work here.

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AVAILABLE
MARKS

25

- 3 (a) Study **Fig. 3** which shows the life expectancy of people across the world. Answer the questions which follow.

- (i) Underline the correct phrase in each of the following sentences about the distribution of life expectancy shown in **Fig. 3**

- A country with the longest life expectancy is Australia / Argentina
- The life expectancy in India is 60–68 / over 76 years
- The life expectancy of Brazil is over 76 / 69–76 years
- The life expectancy in Africa is mainly over 76 / under 60 years
- People have a shorter life expectancy in LEDCs/MEDCs [5]

- (ii) Underline the type of map shown in **Fig. 3**

Flow **Density** **Synoptic** [1]

- (iii) Life expectancy is a social indicator of development. Explain why this 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. Life expectancy is only one indicator or e.g. lots of factors influence development

Award [2] for a more developed statement:

e.g. Life expectancy is only one social indicator and does not take into account economic measures

Award [3] for a well-developed explanation which refers to the need for a composite measure (such as HDI):

e.g. Life expectancy is only one social indicator which does not take into account economic measures of development; A composite measure (such as HDI) which uses both social and economic data to rank a country in terms of its level of development is a more effective measure of development. [3]

- (iv) Name an economic indicator of development.

Award [0] for answers not worthy of credit such as a social indicator or one relating to population such as Birth Rate

Award [1] for any valid economic indicator

e.g. GNI [per capita] / or % Internet users / or % working in industry [1]

- (b) Explain how dependence on primary activities can hinder the development of a country. You should make reference to a LEDC in your answer.

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

Maximum Level 1 if no country stated or if 'Africa' is used.

Level 1 ([1])

A basic answer which may just state examples of what a primary activity is
e.g. Many LEDCs grow food products or produce minerals for export

Level 2 ([2]–[3])

A limited response which outlines how a named LEDC has many people working in Primary jobs involving obtaining raw materials from the natural environment [mining, farming and fishing] and how this impacts the quality of life for people

e.g. In Zambia copper is one of the main raw material it exports but the price

obtained from exporting it can vary from year to year [2]
e.g. In Zambia copper is one of the main exports but the price obtained from exporting it can vary from year to year; this means the government cannot afford to plan ahead [3]

Level 3 ([4])

A detailed response which provides an explanation and includes a relevant place reference

e.g. In Zambia copper is one of the main exports but the price obtained from exporting it can vary from year to year; this means the government cannot plan ahead how much income it has to spend on health care and hospitals etc [or helping people by building infrastructure / hospitals/ schools etc]. When the price for copper is low, income for Zambia is reduced and the government may have to borrow money to spend on health care/schools etc. [4]

- (c) Sustainable Development Goals try to reduce the development gap. Name **two** of these goals.

Any of the 17 Sustainable Development Goals are acceptable

Award [1] per named goal - see lists below. The SDG stated must have the correct wording for credit, but does not need to give the goal number. [2]

- Goal 1: No Poverty
- Goal 2: Zero Hunger
- Goal 3: Good Health and Well-being
- Goal 4: Quality Education
- Goal 5: Gender Equality
- Goal 6: Clean Water and Sanitation
- Goal 7: Affordable and Clean Energy
- Goal 8: Decent Work and Economic Growth
- Goal 9: Industry, Innovation and Infrastructure
- Goal 10: Reduced Inequality
- Goal 11: Sustainable Cities and Communities
- Goal 12: Responsible Consumption and Production
- Goal 13: Climate Action
- Goal 14: Life Below Water
- Goal 15: Life on Land
- Goal 16: Peace, Justice and Strong Institutions
- Goal 17: Partnerships for the Goals

List of fully worded SDGs

- 1 End poverty in all its forms everywhere
- 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- 3 Ensure healthy lives and promote well-being for all at all ages
- 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- 5 Achieve gender equality and empower all women and girls
- 6 Ensure availability and sustainable management of water and sanitation for all
- 7 Ensure access to affordable, reliable, sustainable and modern energy for all
- 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- 9 Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation
- 10 Reduce inequality within and among communities

- 11 Make cities and human settlements inclusive, safe, resilient and sustainable
- 12 Ensure sustainable consumption and production patterns
- 13 Take urgent action to combat climate change and its impacts
- 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss
- 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- 17 Strengthen the means of implementation and revitalise the global partnership for sustainable development

- (d) Appropriate technology is one sustainable solution to reduce the development gap. Tick (✓) **two** characteristics of an appropriate technology product in **Table 2** below. One has been completed for you.
If 3 boxes are ticked award 1 mark. If all boxes are ticked award 0 marks.

Table 2

Characteristics	Tick (✓) if true of appropriate technology product
The product is made for export	
Local people can understand how to make and use the product	✓
The product requires the skills of local people	✓
Raw materials have to be imported to make the product	
People can afford to buy the product as they have access to low-interest loans	✓(Given)

[2]

- (e) Discuss how globalisation can both help and hinder the development of a BRIC country you have studied.
One from Brazil, Russia, India, China or South Africa
If no named BRICS then max Level 1

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

Level 1 ([1]–[2])

Simple statements focussing on how globalisation can help and/or hinder development:

e.g. there is increased trade with other countries [1] or 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]

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

Level 2 ([3]–[5])

Statements which discuss how globalisation can **both help and hinder** development in India. Answers which are unbalanced may be in level two e.g. in India globalisation means there is increased trade with other countries and there is more foreign investment from other countries [or MNCS have invested in the named country] so the economy of India has grown [3] e.g. In India foreign investment has helped the economy of India grow as the money can be used to improve health care etc.; however many Indians still live below the poverty line as the benefits of globalisation have not reached them. [4]

e.g. In India foreign investors such as MNCs have been encouraged to invest money. This has helped the economy of India to grow to be one of the largest in the world and the money can be used to improve health care or develop infrastructure/build shopping centres etc; 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] Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 ([6]–[7])

Statements which discuss with factual details how globalisation can **both help and hinder** development in India:

e.g. In India foreign investors such as MNCs have been encouraged to invest money. This has helped the economy of India grow to be the 3rd largest in the world and the money has been used to improve health care which has increased life expectancy from 59 to 68 years and develop infrastructure etc. More shopping centres have been built to cater for the middle class Indians in cities such as Bangalore. However despite globalisation, more and more Indians still live on less than \$1.25 per 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. Also globalisation has changed the traditional values and brought Western ideas and greater levels of consumerism which create tension in this society. [6] Overall, globalisation has benefited India and led to development. [7]

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- 4 (a) (i) Using information from **Table 3**, underline the correct answer in the statements below. One has been completed for you.
- The United States / **United Kingdom** has the highest energy use per capita. (given)
 - The difference in energy use per capita between United States and Kenya is **6318 kg** / 6298 kg.
 - **Brazil** / Kenya has the smallest GDP per capita.
 - United Kingdom uses more / less energy per capita than China. [3]
- (ii) Using **Table 3** to help you, explain why people are concerned about China's energy use per capita.
Award [1] for a basic statement,
e.g. China has a large population
e.g. China uses a large amount of energy
Award [2] for a limited explanation,
e.g. China has a large population and its economy is growing.
Therefore, their energy use will increase in the future.
e.g. China has a large population and its economy is growing. It currently uses 2,224 kg of energy. This number will only increase in the future.
Award [3] for a more detailed explanation which links their increase in energy use contributing more pollutants into our atmosphere/increasing the impacts of global warming.
e.g. China has a large population of 1,412,360 thousands and its economy is growing. It currently uses 2,224 kg of energy (similar to that of the UK). As their economy grows the demands upon energy use will increase and this will contribute to more pollutants entering the atmosphere. Increasing the impacts of Global warming upon our environment. [3]
- (b) (i) State the meaning of the term Climate Change.
Award [1] for a partial definition,
e.g. Change in long term temperature (and precipitation) patterns.
Award [2] for a full definition which references change in temperature/precipitation patterns and human activity's role in it or change over long time. Can credit natural causes, e.g. changes up and down, e.g. during Ice Age.
e.g. Change in long term temperature and precipitation patterns due to human activity such as (burning fossil fuels). [2]
- (ii) Using **Fig. 4**, describe how the melt area of the Greenland Ice Sheet has changed over time.
Award [1] for a basic description,
e.g. The total melt area of the Greenland Ice Sheet has increased over time.
Award [2] for a limited description which references to **either the graph or the diagram**,
e.g. The total melt area of the Greenland Ice Sheet has increased over time. In 1983 the cumulated melt area was 10 million km², however by 2008 this increased to 24 million km².
e.g. The total melt area of the Greenland Ice Sheet has increased over time. This is particularly evident to the south of the island.
Award [3] for a detailed description which references **both the diagram and the graph**,

e.g. The total melt area of the Greenland Ice Sheet has increased over time. In 1983 the cumulated melt area was 10 million km², however by 2008 this increased to 24 million km². This is particularly evident to the south of the island. [3]

- (iii) With reference to places, evaluate the effects climate change can have upon the economy.
Award [0] for a response not worthy of credit, such as effects on people or the environment.

Level 1 ([1]–[2])

A basic response which only briefly describes or evaluates the effects of climate change upon the economy,

e.g. Rising sea levels will increase flood risks to low lying areas. [1]

e.g. Melting ice caps will enable some sea routes to become more accessible [1]

e.g. Melting ice caps will enable some sea routes to become more accessible. However, this will cause sea levels to rise and flood low lying areas. [2]

Level 2 ([3]–[4])

A limited response or basic evaluation of the effects of climate change upon the economy. Note: If the candidate gives no negatives of climate change upon the economy (or vice versa) then max [4]. At least one place reference should be made to access Level 2. Africa is not acceptable for place.

e.g. Rising sea levels will increase flood risks to low lying areas (such as Cornwall in the UK). Therefore, more investment is required on sustaining and improving current coastal management strategies. If our coastlines are not protected it is inevitable that damage will occur to infrastructure, homes and communication links. [3]

e.g. Melting Ice Caps will enable sea routes (such as the Northwest Passage) to the Pacific Ocean to become more accessible. This will improve efficiency in the trading of goods and developed new tourism destinations. [3]

e.g. Melting ice caps will enable some sea routes to become more accessible. However, this will cause sea levels to rise and therefore increase flood risks to low lying areas such as Cornwall in the UK. Therefore, more investment is required on sustaining and improving current coastal management strategies. If our coastlines are not protected it is inevitable that damage will occur to infrastructure, homes and communication links. [4]

Level 3 ([5]–[6])

A detailed response which evaluates (positives and negatives) the effects of climate change upon the economy. Note: two place references and a concluding judgement needed for [6],

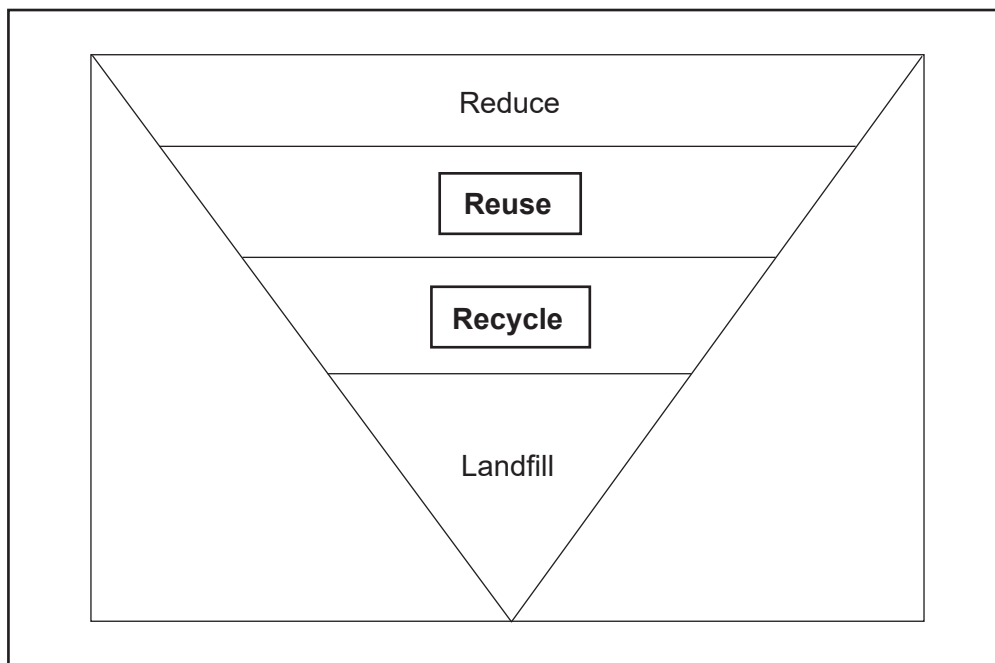
e.g. Melting Ice Caps will enable sea routes such as the Northwest Passage to the Pacific Ocean to become more accessible. This will improve efficiency in the trading of goods and developed new tourism destinations. However, this will cause sea levels to rise and therefore increase flood risks to low lying areas such as Bangladesh. Therefore, more investment is required on sustaining and improving current coastal management strategies. If our coastlines are not protected it is inevitable that damage will occur to infrastructure, homes and communication links. [5]

e.g. Melting Ice Caps will enable sea routes such as the Northwest Passage to the Pacific Ocean to become more accessible. This will

improve efficiency in the trading of goods and developed new tourism destinations. However, this will cause sea levels to rise and therefore increase flood risks to low lying areas such as Cornwall in the UK. Therefore, more investment is required on sustaining and improving current coastal management strategies. If our coastlines are not protected it is inevitable that damage will occur to infrastructure, homes and communication links. In conclusion, climate change will disrupt the growth of the global economy if we do not invest in more sustainable energy use. [6]

AVAILABLE
MARKS

- (c) (i) Complete **Fig. 5** by writing the missing waste management methods in the correct order in the hierarchy.



(2 × [1]) for each correct answer. [2]

- (ii) State **two** examples of how to reduce the amount of **waste households produce**:

Accept the following answers:

- Purchase less items/ reduce the number of items we buy
- Choosing products with less packaging e.g. loose fruit and vegetables
- Reduce food waste

Accept any valid alternative answers.

(2 × [1]) for each correct answer. [2]

- (d) Describe and explain how one named ecotourism project you have studied can protect the environment.

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

If no named ecotourism project is outlined then max Level 1.

Level 1 ([1])

A basic response which only briefly describes how one ecotourism project protects the environment.

e.g. Nam Ha National Protected Area in northern Laos protects a wide range of habitats together with rare and endangered animal species.

Level 2 ([2]–[3])

A limited response which briefly describes and explains how one ecotourism project protects the environment.

e.g. Nam Ha National Protected Area in northern Laos protects a wide range of habitats and vulnerable animal species. It is small scale with limited numbers in tourist groups. [2]

e.g. Nam Ha National Protected Area in northern Laos protects a wide range of habitats and vulnerable animal species by prohibiting the construction of roads. [2]

e.g. Nam Ha National Protected Area in northern Laos protects a wide range of habitats and vulnerable animal species, e.g. the Clouded Leopard, by prohibiting the construction of roads. This reduces logging in the area. [3]

Level 3 ([4])

A detailed response which fully describes and explains how one ecotourism project protects the environment.

e.g. Nam Ha National Protected Area in northern Laos protects a wide range of habitats and vulnerable animal species such as the clouded leopard.

They prohibited the construction of 2 roads in the area, helping to reduce logging and the illegal hunting and trading of wildlife. [4]

Total

**AVAILABLE
MARKS**

25

100