

**Geography B**

General Certificate of Secondary Education

Unit **B563/01**: Key Geographical Themes (Foundation Tier)

**Mark Scheme for June 2012**

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## Annotations

Annotation	Meaning
?	Unclear
X	Not Used
DEV	Use <b>DEV</b> within answer to show creditable detail/development
EG	Example / reference
J	Use <b>J</b> within answer if only one basic valid idea for Level 1
L1	Annotate end of answer with <b>L1</b> for overall level.
L2	Annotate end of answer with <b>L2</b> for overall level.
L3	Annotate end of answer with <b>L3</b> for overall level.
None	Not used
PLC	Use <b>PLC</b> to indicate place specific detail for Level 3
✓	Correct point
^	Omission mark
[	Not used
]	Not used

Question			Answer	Marks	Guidance
1	(a)	(i)	Stage 1	1	1 x 1
		(ii)	Stage 3	1	1 x 1
		(iii)	Stage 5	1	1 x 1
	(b)		Reasons for decrease in death rate could include: Improved health care eg more doctors, hospitals Better medical treatment eg medicines, immunisation Improved diet /lifestyle Improved sanitation/water supply	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea  Developed answer will describe idea with detail or explain how it reduces death rate
	(c)		Reasons for high LEDC birth rates could include: Families chose to have more children so that they can help with economic activities (eg farms) so they will look after parents in their old age to ensure enough survive due to high rates of child mortality Women may have no control over their fertility due to lack of access to family planning/contraception traditional culture may value large family size	4	2 x 2 or 3+1  Two developed responses needed for full marks 1 mark for idea, second mark for explanation/development  Must be clear link to high birth rates.  Maximum of 3 marks for one well explained change
	(d)		Family Health Services from Kenyan poster could include: Antenatal/Postnatal care will improve health of mothers and their ability to care for their babies = lower birth rate Will improve health of new born babies = lower infant mortality rate Child immunisation will reduce child mortality = lower birth rates if parents know children will survive Family planning = can control fertility = reduce birth rate HIV information = could reduce death rate	4	4 x 1 for basic ideas or up to 3 marks for a well developed explanation of affect on birth or death rate  Must be clear links to changes in birth and death rates.  1 mark for birth rate will go down and/or 1 mark for death rate will go down Further marks for using ideas from resource to explain why.

Question	Answer	Marks	Guidance
(e)	1 mark per valid idea about population pyramids could include: Show percentage/ratio/number of males and females Show percentage/numbers in each age group Can show young dependents/old dependents Can show working population	2	2 x 1  Credit references to age and/or gender. No credit for references to birth and death rates
(f)	<p><b>Case Study: a recent example of international migration</b></p> <p><b>Indicative content</b>  <i>Must include two valid named countries as an example of international migration.</i>  <i>Must focus on an example of migration between two countries.</i>  <i>Reasons for migration could include push factors for country of origin and/or pull factors for destination country.</i>  <i>No double credit for same idea in push/pull factors eg. money</i>  <i>Consequences should focus on one of the countries and can be positive and/or negative</i></p> <p><i>Place specific detail could include named places within chosen country(ies) or credible migration data.</i></p> <p><b>Level 3 (7–8 marks)</b>            Demonstrates good knowledge and understanding of reasons for the migration example and the consequences for one of the countries.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level            Use <b>J</b> within answer if only one basic valid idea for Level 1            Use <b>DEV</b> within answer to show creditable detail/development            Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b>            Top of level will have detail about the reasons for the migration and a clear description of the consequences for one of the countries, with some place specific detail (such as named places within one of the countries and/ or credible data)            Detailed response lacking place specific detail = bottom of L3</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2 (4–6 marks)</b>                      Demonstrates sound knowledge and understanding of a reason for the migration and a consequence for one of the countries. With detail given for either the reasons for the migration or consequences of the migration.                      Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b>                      Demonstrates limited knowledge and understanding of the migration example. With a basic reason for the migration or a basic consequence idea.                       Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p><b>Level 2</b>                      Top of level will have a basic reason for the migration and a basic idea about the consequences for one of the named countries. Will have additional detail for the reason(s) for the migration or the consequence(s) for one of the named countries.</p> <p>Bottom of level will have a basic reason for the migration and a basic consequence idea for one of the named countries or ...                      Detail for reasons for migration with no valid consequences or...                      Detail for consequences with no valid reasons ideas  <b>Two valid named countries needed.</b></p> <p><b>Level 1</b>                      Top of level will have one valid named country with a basic idea about a reason for the migration or a consequence.                      Bottom of level will be one named country with no further valid information or a basic idea about a reason for migration or a consequence with no named valid countries.</p>

Question			Answer	Marks	Guidance
2	(a)	(i)	673459	1	1 x 1
		(ii)	South West	1	1 x 1
		(iii)	A612	1	1 x 1
	(b)	(i)	village	1	1 x 1
		(ii)	city	1	1 x 1
	(c)		Ideas could include urban push factors such as: High crime rate, pollution, noise, stress, Ideas could include rural pull factors such as: Safer, friendlier, quieter, less pollution, lower population density, more open space.	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea  Credit reference to sufficient services in settlements such as Lowdham ( 2 marks maximum)  Developed answer could contrast urban and rural factors and/or explain impact of idea upon quality of life. Credit enabling factors such as transport links, working from home.
	(d)		Ideas could include: Commute for work as there are more places of work in the centre of Nottingham such as banks, offices, shops Shopping = wide range of shops/shopping centres Entertainment = wide range of facilities such as theatre, cinema, nightclubs, museum Access to other higher order urban services not shown on the Nottingham OS map such as FE college and transport hub.	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea  Developed answer could contrast urban and rural services and/or explain need for higher order service in urban area.

Question	Answer	Marks	Guidance
(e)	<p>Advantages could include:            Newcomers bring custom to local shops/services to keep them in business, children raise numbers at small primary schools            Newcomers could set up/enliven local community groups            Locals could sell own property for higher price to newcomers</p> <p>Disadvantages could include:            Newcomers create extra traffic + pollution            Loss of community spirit as village expands and newcomers do not integrate            House prices rise and young locals cannot afford properties            Newcomers may shop outside village and do not support local shops/services</p>	4	<p>2 x 2</p> <p>Two developed responses needed for full marks            1 mark for idea, second mark for explanation/development</p> <p>One advantage and one disadvantage needed</p> <p>Maximum 3 marks for a well explained advantage or disadvantage.</p>
(f)	<p><b>Case Study: an example of urban land use change</b></p> <p><b>Indicative content</b>  <i>Named urban area can be a whole town or city or part of an urban area, such as city centre, named residential area, retail park, industrial estate.</i>  <i>Can be an LEDC or MEDC example</i>  <i>Change can focus on change from an old land use to a different land use such as a brownfield site or the same land use changing such as redevelopment of a shopping centre.</i></p> <p><i>Effects on local people can be positive and/or negative but must be clearly linked to example of land use change given.</i></p> <p><i>Place specific detail could include named places within urban area, names of companies involved or credible data for change e.g. jobs created, size of shopping centre</i></p>	8	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level            Use <b>J</b> within answer if only one basic valid idea for Level 1            Use <b>DEV</b> within answer to show creditable detail/development            Use <b>PLC</b> to indicate place specific detail for Level 3</p>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (7–8 marks)</b>                      Demonstrates good knowledge of an example of urban land use change and how local people were affected with clear detail about the change and local people.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4–6 marks)</b>                      Demonstrates sound knowledge and understanding of urban land use change. With valid detail for either the land use change or how people were affected.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b>                      Demonstrates limited knowledge and understanding of urban land use change with a basic idea about a land use change.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p><b>Level 3</b>                      Top of level will have detail about the land use change and a clear explanation of how people were affected by the change. with some place specific detail (such as named places, data linked to change)                      Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b>                      Top of level will have a basic description of the change and about how people were affected with detail for one section. Will have additional detail about the land use change or how the local people were affected.</p> <p>Bottom of level will have a basic description of the change and a basic idea about how people were affected or ...                      Detail about land use change with no valid effects ideas or...                      Detail about affects on local people with no land use change.  <b>Valid named example needed</b></p> <p><b>Level 1</b>                      Top of level will have a valid named urban area with a basic idea about a land use change.</p> <p>Bottom of level will have a named urban area with no further valid information or a basic idea about land use change with no valid named example.</p>

Question		Answer	Marks	Guidance
3	(a) (i)	Indian Ocean	1	1 x 1
	(ii)	Asia (accept South Asia, SE Asia) Accept Oceania/Australasia.	1	1 x 1
	(iii)	Between the Equator and the Tropic of Cancer	1	1 x 1
	(b)	Swirling cloud pattern (or similar) x 1 mark Dense cloud formation (or similar) x 1 mark Eye of storm in centre of cloud pattern x 1 mark Over the sea/ocean x 1 mark	2	2 x 1
	(c)	Weather conditions include: High/strong winds > 75 mph Heavy/torrential rainfall eg 250 mm in one day Hail, thunder, lightning, tornadoes Credit data as development Dense cloud cover Calm conditions, low wind speed, clear sky at centre/eye Credit for changes as storm hits land eg wind speeds reduce	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea
	(d)	Reasons could include: High storm surge + severe flooding Densely populated area so more people are affected Lack of warning/preparation/experience of tropical storms Homes/buildings less sturdy = easily destroyed Poor emergency services = lack of help/support Dependence on farming = food shortages/hunger		4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea  No credit for weather conditions  Developed answer could explain cause of death or give an LEDC/MEDC contrast
	(e)	Reasons could include: Poverty = people cannot afford to move to safer locations Family/community = may have been born and brought up in the location and do not want to move	4	2 x 2  Two developed responses needed for full marks 1 mark for idea, second mark for explanation/development

Question	Answer	Marks	Guidance
	<p>Economic Activity = may farm the land/have a business in the location and not be able to or want to move            Perception= may believe they are safe from the impact of future tropical storms            Protection = may be shelters/safe places to go to in the event of a tropical storm            May be reliable early warning systems and emergency services            May have protected their own property from future impact</p>		<p>Maximum 3 marks for one well explained reason.</p>
(f)	<p><b>Case Study: MEDC place which has experienced a climatic hazard</b></p> <p><b>Indicative content</b>  <i>MEDC place can be a named country, region or settlement.            Climatic hazard must be a drought or tropical storm.            Protection methods can refer to longer term monitoring of the hazard, shorter term preparations for the hazard or relief plans for during/after the hazard.            Success criteria could focus on lives saved, property protected, livelihoods supported, help for victims.</i></p> <p><i>Place specific detail could include named places within the MEDC and/or credible hazard impact data e.g. number of deaths, costs of damage</i></p> <p><b>Level 3 (7–8 marks)</b>            Demonstrates good knowledge and understanding of the protection methods used for the climatic hazard example and clear evidence of success criteria for these methods.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level            Use <b>J</b> within answer if only one basic valid idea for Level 1            Use <b>DEV</b> within answer to show creditable detail/development            Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b>            Top of level will have detail about the protection method(s) for the climatic hazard, with clear ideas about the success criteria of the method(s), with some place specific detail. (such as named places within the MEDC and/ or credible data linked to the hazard)</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2 (4–6 marks)</b>                      Demonstrates sound knowledge and understanding of a protection method used for the climatic hazard example and evidence of success criteria for these methods. With detailed ideas for one of these sections.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b>                      Demonstrates limited knowledge and understanding of the climatic hazard example. With a basic idea about a protection method.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b>                      Top of level will have a basic protection idea for the climatic hazard with success evidence. Will be additional detail about the protection method(s) or the success criteria for the method(s)</p> <p>Bottom of level will have a basic idea about a protection method and a basic idea about the success of the method or ...                      Detail about a protection method with no valid success idea  <b>Valid named MEDC place and climatic hazard needed.</b></p> <p><b>Level 1</b>                      Top of level will have a correct hazard type with a basic idea about a protection method.</p> <p>Bottom of level will be a valid named MEDC place or a correct hazard type with no further valid information or basic protection idea with no named example or hazard type.</p>

Question		Answer	Marks	Guidance
4	(a)	near to	1	1 x 1
	(b) (i)	9.1	1	1 x 1
	(ii)	103	1	1 x 1
	(c)	1 mark per valid data idea such as: Mercalli Scale (based on eye witness accounts) Buildings destroyed/damaged People homeless/displaced People injured/in need of medical treatment Costs of damage/repairs Economic impact eg working days lost	2	2 x 1  Must be credible number data  No credit for Richter Scale
	(d)	Reasons could include: Higher Richter Scale = stronger/more violent shaking Higher population density/urban areas = more deaths LEDCs more vulnerable than MEDCs Condition of buildings = more destroyed = more people killed Poor emergency services = people trapped cannot be rescued in time Poor health care = people die of injuries and/or spread of disease Poor support after earthquake = lack of shelter = homeless people may die if severe weather conditions, lack of clean water, no emergency food supplies Earthquakes cannot be reliably predicted.	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea

Question		Answer	Marks	Guidance
(e)	(i)	<p>Methods described could include:</p> <p>Credit for predicting where earthquakes will happen</p> <p>Measuring movements along fault lines/plate margins using satellites/lasers</p> <p>Measuring smaller foreshocks before major earthquake</p> <p>Seismic gap theory based on frequency of previous earthquakes, also known as the recurrence interval</p> <p>Measure build up of radon gas</p> <p>Monitoring water levels in wells</p> <p>Observation of unusual animal behaviour</p> <p>P – wave/S-wave prediction in Japan</p> <p>Credit for ideas about why the method is not reliable</p>	4	<p>2 x 2</p> <p>Two methods needed for full marks</p> <p>1 mark for idea, second mark for explanation/development</p> <p>Maximum 3 marks for one well explained method.</p> <p>No credit for protection methods</p>
	(ii)	<p>Methods could include:</p> <p>Earthquake drills/practice = so people know what to do/less panic</p> <p>Earthquake proof buildings = less likely to collapse</p> <p>Well trained emergency services = rescue/support people</p> <p>Emergency shelters = for homeless after earthquake</p> <p>P – wave/S-wave warning in Japan</p>	4	<p>2 x 2</p> <p>Two developed responses needed for full marks</p> <p>1 mark for idea, second mark for explanation/development</p> <p>Explanation should explain how people are protected</p> <p>No credit for predictions ideas/evacuation of people</p>
(f)		<p><b>Case Study: MEDC place which has experienced a tectonic hazard</b></p> <p><b>Indicative content</b></p> <p><i>MEDC place can be a named country, region or settlement.</i></p> <p><i>Tectonic hazard must be an earthquake or volcanic eruption.</i></p> <p><i>Problems faced by local people can be short term, such as homelessness or longer term such as rebuilding and economic recovery.</i></p> <p><i>Natural processes should focus on plate tectonics and how they caused the earthquake or volcanic eruption.</i></p> <p><i>Place specific detail could include named places within the MEDC and/or credible hazard impact data e.g. number of deaths, costs of damage, or correctly named plates linked to causes ideas</i></p>	8	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level</p> <p>Use <b>J</b> within answer if only one basic valid idea for Level 1</p>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (7–8 marks)</b> Demonstrates good knowledge and understanding of the problems associated with the tectonic hazard example and how plate tectonics caused the hazard.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4–6 marks)</b> Demonstrates sound knowledge and understanding of the problems associated with the tectonic hazard example and how plate tectonics caused the hazard. With detailed ideas for one of these sections.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b> Demonstrates limited knowledge and understanding of the tectonic hazard example. With a basic idea about a problem associated with the hazard or a basic plate tectonics idea about the cause of the hazard</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Use <b>DEV</b> within answer to show creditable detail/development Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b> Top of level will have detail about the problems faced by people after the tectonic hazard with a clear explanation of how plate tectonics caused the hazard, with some place specific detail. (such as named places within the MEDC and/ or credible data linked to the hazard or valid named plates) Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b> Top of level will have basic idea(s) about problems and a basic explanation of how plate tectonics caused the hazard. Will be additional detail about the problems or the causes. Bottom of level will have a basic idea about a problem and a basic idea about plate tectonics causing the hazard or ... Detail about problems with no valid causes ideas or ... Detail about causes with no valid problems ideas <b>Valid named MEDC place and tectonic hazard needed.</b></p> <p><b>Level 1</b> Top of level will have a correct hazard type with a basic idea about a problem or plate tectonics for the cause. Bottom of level will be a valid named MEDC place or a correct hazard type with no further valid information or basic problem idea or plate tectonics idea with no MEDC example or hazard.</p>

Question			Answer	Marks	Guidance
5	(a)	(i)	Somalia	1	1 x 1
		(ii)	15 (accept 15000)	1	1 x 1
		(iii)	low	1	1 x 1
	(b)		Reasons could focus on positive and/or negative factors such as: Poor health care; lack of investment in hospitals / unavailability of doctors, medicines Healthy living conditions; access to safe water supply / hygienic sanitation Unhealthy diet / malnutrition; problems of food intake – lack of variety/unsuitable/ too much Improved education; more knowledge of childcare / healthy lifestyle (or vice versa)	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea  Reasons must be linked to high and/or low infant mortality  No double credit for positive/negative points linked to same factors
	(c)		2 marks for ideas about changes to literacy 1 mark for literacy will increase, second mark for reason more schools / teachers / increased spending on education  2 marks for ideas about changes to internet access 1 mark for internet access will increase, second mark for reason because more computers / internet cafes / mobile phones Families can afford PCs/mobile phones, improvement in national infrastructure such as broadband provision	4	2 x 2 or 3+1 Two developed responses needed for full marks 1 mark for any reference to increase e.g. “more”, “higher”, “rises” and “goes up”, second mark for reason/explanation  Credit reason for increase even if increase not stated Maximum of 3 marks for one well explained change  No credit for how literacy/internet access affects development/quality of life.
	(d)		Life expectancy = how long people will live/are expected to live <u>and</u> as an age in years <u>or</u> as an average <u>or</u> for a country	2	1 mark for basic definition second mark for additional detail

Question	Answer	Marks	Guidance
(e)	<p><b>Benefits</b> of aid could include:  Provides money for investment in agriculture / water supply;  helps to improve diet / health of local people  Buys machinery to start new industries; creates more job opportunities / creates wealth  Finances new projects such as h.e.p. / roads / clinics; help to develop local economy / improve quality of life</p> <p><b>Problems</b> could include:  If used inappropriately benefits are short-lived; does not promote sustainability  Aid may be directed to capital-intensive project; may not help local people  Country becomes dependent on aid; does not encourage self-help  Aid may be tied to donor country; may not encourage appropriate development  Aid from donor may be stopped/reduced  Corruption may mean that aid does not reach the people it is intended for  Aid in the form of loans creates debt</p>	4	<p>2 x 2 or 3+1  Two responses needed for full marks  1 mark for stating a basic idea, second for detail/explanation</p> <p>Maximum of 3 marks for a well explained benefit or problem</p> <p>1/2 marks only for lists of problems/benefits without explanation</p> <p>No credit for relief/emergency aid</p>
(f)	<p><b>Case Study: an aid project in an LEDC</b></p> <p><b>Indicative content</b>  <i>Aid project can be large or small scale and focus on NGO or government or international aid.</i></p> <p><i>No credit for responses which focus on fund raising in MEDCs</i>  <i>Features of aid project should focus on what aid was spent on.</i>  <i>Such as farming, health care, education, water supply, housing, sanitation, industry, job creation, credit specific ideas about refugee camps</i></p>	8	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p>

Question	Answer	Marks	Guidance
	<p><i>Affect on quality of life could be positive and/or negative and should be clearly linked to the aid project example given.</i></p> <p><i>Place specific detail could include named places within the LEDC, aid agencies involved, credible data linked to the project or its effects e.g. jobs created, costs of project</i></p> <p><b>Level 3 (7–8 marks)</b> Demonstrates good knowledge and understanding of the features of a valid LEDC aid project and its affects on the people of the LEDC.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4–6 marks)</b> Demonstrates sound knowledge and understanding of a feature of a valid LEDC aid project and an affect on the people of the LEDC. With detailed ideas for one of these sections.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b> Demonstrates limited knowledge and understanding with a basic idea about a valid LEDC aid project.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level Use <b>J</b> within answer if only one basic valid idea for Level 1 Use <b>DEV</b> within answer to show creditable detail/development Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b> Top of level will have detail about the features of the LEDC aid project with a clear explanation of its affects on the people of the LEDC, with some place specific detail (such as named places within the LEDC and/ or credible data linked to aid project or its impact on the people) Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b> Top of level will have basic idea(s) about a feature of the LEDC aid project and one affect on the people. Will have additional detail about the features or the affects.</p> <p>Bottom of level will have a basic idea about a feature of the aid project and a basic idea about one affect or ... Detail about the features of the aid project with no valid effects.</p> <p><b>Valid named LEDC needed.</b></p> <p><b>Level 1</b> Top of level will have basic idea(s) about a <b>valid aid project</b> with no named LEDC Bottom of level will be a valid named LEDC place with no further valid information <u>or</u> a general idea about aid with no named LEDC or no reference to a valid aid project</p>

Question		Answer	Marks	Guidance
6	(a)	Examples of primary industry could include Farming, fishing, forestry, mining, quarrying, extractive industries Definition of tertiary = provision of a service or transporting goods or selling goods	2	1 mark for example of primary industry  1 mark for definition of tertiary
	(b)	(i)	8% (accept 7-9%)	1 1 x 1
		(ii)	Decreased	1 1 x 1
		(iii)	Tertiary	1 1 x 1
	(c)	(i)	Reasons for decline in secondary industry could include: Mechanisation/developments in technology; fewer people needed to work in factories Closure of manufacturing industries; production moved abroad Foreign competition in manufacturing; cheaper imports of products	2 2 x 1 or 1 x 2 1 mark for basic idea Second mark for second basic idea or for explanation/development of one idea No credit for increase in primary or tertiary
		(ii)	Reasons for increase in tertiary could include: Increase in service provision, wealthier population increase in retail sector/shopping centres, elderly population increase in health care services, economic development = increase in banking and financial services, development of tourist industry	2 2 x 1 or 1 x 2 1 mark for basic idea Second mark for second basic idea or for explanation/development of one idea No credit for decrease in primary and secondary
	(d)	Ways in which economic activities could increase the greenhouse effect <u>could</u> include: Power stations Manufacturing/Factories; Transport /more car ownership/more air travel Increased agriculture cattle farming/rice paddies; Deforestation; less trees to absorb carbon dioxide Increased use of aerosols / refrigerators/ air conditioning; release CFCs	4	2 x 2 or 3+1 Two developed responses needed for full marks 1 mark for idea, second mark for explanation/development Maximum of 3 marks for one well explained way Maximum of 2 marks for list of valid ways Credit reference to correct greenhouse gas(es) for development of idea given per economic activity No double credit for the same greenhouse gas

Question	Answer	Marks	Guidance
(e)	<p>Possible effects could include:  Rising sea level; floods low-lying coastal areas  Melting ice caps; sea level rises  Extension of sub-tropical dry areas; adverse effects agriculture / water supply  Change in rainfall patterns; desertification  Change in temperature patterns; effects on tourism / agriculture  Migration of tropical diseases to higher latitudes e.g. malaria  Increased frequency and severity of extreme weather events  Loss of habitats; polar bears on Arctic ice  Loss of/change to ecosystems</p>	4	<p>2 x 2 or 3+1  Two developed responses needed for full marks  1 mark for idea, second mark for explanation/development</p> <p>Maximum of 3 marks for one well explained effect</p> <p>2 marks maximum for a list of effects</p> <p>Credit explanation of how global warming causes the effect(s)  and/or the consequences of the effect(s)  Credit references to valid places linked to idea(s) as development e.g. flooding of Bangladesh  Credit for valid ideas about possible positive effect  Increased diversity of crops in temperate latitudes  Increased tourism due to higher temperatures</p>
(f)	<p><b>Case Study: a multinational company in a named country</b></p> <p><b>Indicative content</b>  <i>Must be a credible, named multinational company.  Named country can be an LEDC or an MEDC.</i></p> <p><i>Advantages and disadvantages ideas must focus on people who live in the chosen country.  Advantages could include jobs, wages, workers' benefits.  Disadvantages could include low wages, poor conditions, affects of pollution on health.</i></p> <p><i>Place specific detail could include named places within the chosen country, credible data linked to MNC e.g. jobs, number of factories, information about MNC products/services</i></p>	8	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level  Use <b>J</b> within answer if only one basic valid idea for Level 1  Use <b>DEV</b> within answer to show creditable detail/development  Use <b>PLC</b> to indicate place specific detail for Level 3</p>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (7–8 marks)</b> Demonstrates good knowledge and understanding of a valid multinational company and its advantages and disadvantages for the people within one named country in which it operates.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4–6 marks)</b> Demonstrates sound knowledge and understanding of a valid multinational company and an advantage and a disadvantage for the people within one named country with detailed ideas for one of these sections.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b> Demonstrates limited knowledge and understanding with a basic advantage or disadvantage of a named multinational company for the people of a country in which it operates.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p><b>Level 3</b> Top of level will have detail to explain the advantages and disadvantages of a multinational company for the people of a country in which it operates, with some place specific detail (such as named places within the country and/ or credible data linked to the MNC and its products/services) Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b> Top of level will have basic ideas about an advantage and a disadvantage of the MNC for the people of the country. Will be additional detail about the advantage(s) or disadvantage(s).</p> <p>Bottom of level will have a basic idea about an advantage and a disadvantage of the MNC for the people of the country or... Detail for advantages with no valid disadvantages ideas or ... Detail for disadvantages with no valid advantages ideas or ...</p> <p><b>Valid named MNC and a country needed.</b></p> <p><b>Level 1</b> Top of level will have a valid named MNC and a basic advantage or disadvantage for the people.</p> <p>Bottom of level will be a valid named MNC with no further valid information <u>or</u> an advantage or a disadvantage with no valid named MNC.</p>

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