

Geography B

General Certificate of Secondary Education

Unit **B563/02**: Key Geographical Themes (Higher Tier)

Mark Scheme for June 2012

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Annotations

Annotation	Meaning
	Unclear
	Cross
	Development
	Example / reference
	Level one
	Level two
	Level three
	Relevant place detail
	Correct point
	Omission mark
	Irrelevant, a significant amount of material that does not answer the question
	Left Bracket
	Right Bracket
	Just /Justification

Question			Answer	Marks	Guidance
1	(a)	(i)	<p>Ideas such as: Stage 1 population starts off low / slow increase Stages 2/3 population grows rapidly / steadily Stage 4 population is high / grows slowly / levels off Stage 5 population is high / decreases</p> <p>Maximum 1 mark if no reference to stages</p>	3	<p>3 x 1 mark ✓</p> <p>No credit for reference to birth rates / death rates</p>
		(ii)	<p>People's attitudes change more slowly / families still chose to have more children Children can help with work on farm / paid job; support family Children can look after parents in their old age; no pensions High rates of child mortality / replace children who die Lack of access to family planning / contraception / birth control People are not taught about family planning / contraception / birth control Cannot afford family planning / contraception / birth control Traditional culture / religious beliefs may value large family size; importance in village / male virility Families are still used to high death rates Lack of education for girls / low marriage age / low status of women; expectation that they have many children</p>	4	<p>4 x 1 mark ✓</p> <p>1 mark for each valid idea Can also award additional marks for development</p>

Question	Answer	Marks	Guidance
	<p>(iii) Ideas about birth rate / death rate: Large old / ageing population; so increased demand for medical care/hospitals/residential homes High dependant population; increased demand for pensions Smaller economically active population/less workers for the future; need for migrant workers which may create tensions Smaller working population; less tax revenues to pay for pensions or health care / increased tax burden / later retirement age Death rate is higher than birth rate; population declines/underpopulation Low birth rate; less economically active in future / school closures More government spending on old; less money to spend on young / other services</p> <p>Ideas about high population: High unemployment; demand for increased government benefits Many homeless; cost to house people Overpopulation; lack of resources such as water / food</p>	4	<p>2 x 2 marks ✓</p> <p>1 mark for each idea second mark for development (dev)</p> <p>Problems for government not family</p> <p>Grey vote or 'smaller population' must relate to a government problem</p>

Question	Answer	Marks	Guidance
(b)	<p>Antenatal/Postnatal care can increase population / reduce death/child mortality rates; because it will improve health of mothers and their ability to care for their babies / improve health of babies</p> <p>Child immunisation can increase population / reduce child mortality / death rate; because children will not die from diseases</p> <p>Child immunisation can decrease population / reduce birth rate; if parents believe their children will survive / less children required per family</p> <p>Family planning can decrease population / reduce birth rate; because parents can control / get advice on family size</p> <p>HIV information can increase population / reduce death rate; because people take precautions against catching AIDs / steps taken to prevent spread of infection from mother to baby</p> <p>HIV information can decrease population / reduce birth rate; because greater use of condoms / education about risks</p>	4	<p>2 x 2 ✓</p> <p>1 mark for how the idea affects population change 1 mark for why it does this</p> <p>Can credit 'why' without 'how'</p>
(c)	<p>Ideas such as: Balance of people of different ages / age groups / dependent or economically active Balance of gender/sex in a country's population</p>	2	<p>1 mark for reference to age ✓ 1 mark for reference to gender/sex ✓</p>

Question	Answer	Marks	Guidance
(d)	<p>Case study: example of international migration</p> <p>Indicative content Example of migration may be between any two countries</p> <p>Causes of migration could include push and pull factors. Consequences of migration could be for the country of origin of the migrants and the destination country. Consequences can be positive or negative.</p> <p>Level 3 (7–8 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both explain the causes and explain the consequences of migration between two countries.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which explain the causes and/or explain the consequences of migration between two countries.</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3 A key discriminator of an answer at the top of Level 3 is place detail</p> <p>Full level 3 answer needs three well developed ideas plus relevant place-specific detail, (such as place name, dates, event).</p> <p>Well developed ideas which make a comprehensive answer (i.e. explain causes and consequences) = bottom of Level 3</p> <p>A comprehensive answer + place-specific detail = top of Level 3</p> <p>Level 2</p> <p>A key discriminator of an answer at the top of Level 2 is that explanations are developed</p>

Question	Answer	Marks	Guidance
	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas explain the causes and/or explain the consequences of migration between two countries.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks No evidence submitted or the response does not address the question.</p>		<p>Full level 2 needs three developed ideas plus a named example of two countries between which migration has taken place.</p> <p>A developed answer which focuses on internal migration cannot gain full Level 2 credit.</p> <p>Level 1</p> <p>Full level 1 needs three simple ideas plus a named example of migration between two countries</p> <p>Credit names of two countries at bottom of level if no other relevant idea</p>

Question		Answer	Marks	Guidance
2	(a)	(i)	1	✓
		(ii)	1	Only acceptable answer ✓
		(iii)	1	Only acceptable answers ✓
	(b)	(i)	2	2 x 1 ✓ NOT: economic activities
		(ii)	4	2 x 2 1 mark for factor ✓ second mark for development (dev) No credit for push factors Development can also include ideas such as 'can work at home, broadband access, easy to access city services
	(c)		4	2 x 2 1 mark for reason ✓ second mark for development (dev) Only credit 'not available in village' once ^ shops

Question	Answer	Marks	Guidance
(d)	<p>Ideas such as: Village is traditional / peaceful; more people will change nature of village Increase in traffic / commuting; noise / air pollution / accidents Influx of wealthier people could increase local house prices; young locals cannot afford to live there Newcomers may not integrate; divided community / crime New housing developments; ruin countryside / spoils views</p>	4	<p>4 x 1 mark ✓</p> <p>One mark for each valid idea Can also award additional marks for development (dev)</p> <p>No credit for increase in population, high population density</p>
(e)	<p>Case study: land use change in an urban area</p> <p>Indicative content Urban area may be in any location (MEDC or LEDC), a town or city area is acceptable</p> <p>Land use change can be replacement of existing use, or alteration to or improvement of existing use Land use change could include housing, shopping, industrial or transport developments Sustainability could be considered as economic, social or environmental</p> <p>Level 3 (7–8 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe land use change and comment on the sustainability of the change.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3 A key discriminator of an answer at the top of Level 3 is place detail</p> <p>Full level 3 answer needs three well developed ideas plus relevant place-specific detail, (such as location name, statistics).</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe the changes and/or comment of the sustainability of the changes.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas describe the changes and/or comment of the sustainability of the changes.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks</p> <p>No evidence submitted or the response does not address the question.</p>		<p>Well developed ideas which make a comprehensive answer (i.e. describe land use change and comment on sustainability) = bottom of Level 3 A comprehensive answer + place-specific detail = top of Level 3</p> <p>Level 2</p> <p>A key discriminator of an answer at the top of Level 2 is that descriptions and comments on sustainability are developed.</p> <p>Full level 2 needs three developed ideas plus a named example of an appropriate urban area.</p> <p>A developed answer which focuses on a rural area cannot gain full Level2 credit.</p> <p>Level 1</p> <p>Full level 1 needs three simple ideas plus a named example of an urban area.</p> <p>Credit a named urban area at bottom of level if no other relevant idea</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	Over the oceans / named oceans / over water In the Tropics/between Tropics of Cancer & Capricorn / between 5° and 15° north and south of equator More in N hemisphere than S hemisphere Central America between Tropic of Cancer & Equator SE Asia between Tropic of Cancer & Equator / between Tropic of Capricorn & Equator	2	2 x 1 ✓ ^ near the equator
		(ii)	Typhoons move westwards Typhoons move from the ocean towards the land / Asia North in the northern hemisphere / south in the southern hemisphere Away from the equator / lower to higher latitudes	1	^ curved path
	(b)		Swirling cloud pattern / clouds curve inward /anticlockwise Dense cloud formation Eye of storm Spiralling winds / spiral shape	2	2 x 1 ✓ ^ over the sea
	(c)	(i)	Conditions such as: High sea temperature / more than 27°C; cause rapid evaporation Deep ocean waters / at least 60 metres deep; water supply to fuel evaporation Winds spiral; due to Earth's rotation Wind speeds need to be constant / strong winds / more than 74 mph; to move storm Low pressure; due to air rising	4	4 x 1 mark ✓ One mark for each valid idea Can also award additional marks for development (dev) ^ warm sea, humid air

Question	Answer	Marks	Guidance
(ii)	<p>Ideas such as: Homes/buildings are less sturdy / no building regulations; easily destroyed Lack of warning / education / no prediction; people not prepared Poor emergency services; lack of help / support Dependence on farming; food shortages / hunger No organised plan to deal with storm; no evacuation routes / shelters No money to re-build; people live in temporary camps for long time Poor infrastructure / communications; aid is slow to arrive Poor health care; people die of injuries / disease spreads faster Corrupt government; lack of money spent on protection</p>	4	<p>4 x 1 mark ✓ One mark for each valid idea Can also award additional marks for development (dev) ^ poor houses</p>
(iii)	<p>Widespread poverty / people are poor; people cannot afford to move to safer areas Strong family / community ties; people may have been born and brought up in the area and do not want to move May farm the land / have a business in the area; and not be able to move / cannot afford to move Perception / religious beliefs; people may believe they are safe from the impact of future tropical storms Protection measures / plans in place; may be shelters / safe places to go to / may be reliable early warning systems and emergency services / may have protected their own property Don't occur very often; willing to take the risk / don't know they are at risk</p>	4	<p>2 x 2 marks 1 mark for reason second mark for development (dev) Not: High population density No choice about living there Cheaper area to live</p>

Question	Answer	Marks	Guidance
(d)	<p>Case study: example of a climatic hazard in an MEDC</p> <p>Indicative content Climatic hazard may be a tropical storm or a drought which must be located in an MEDC. Allow any appropriate climatic hazard including flooding</p> <p>Methods used to protect people could include monitoring, prediction, evacuation planning, education, building structures, defences, water management schemes, water transfer schemes.</p> <p>Sustainability could be considered as economic, social or environmental</p> <p>Level 3 (7–8 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe protection methods and explain how sustainable the methods are.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe protection methods and/or explain how sustainable the methods are.</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3</p> <p>A key discriminator of an answer at the top of Level 3 is place detail</p> <p>Full level 3 answer needs three well developed ideas plus relevant place-specific detail, (such as place name, costs).</p> <p>Well developed ideas which make a comprehensive answer (i.e. describe protection methods and explain how sustainable they are) = bottom of Level 3</p> <p>A comprehensive answer + place-specific detail = top of Level 3</p> <p>Level 2</p> <p>A key discriminator of an answer at the top of Level 2 is that descriptions and explanations are developed</p>

Question	Answer	Marks	Guidance
	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which describe protection methods and / or explain how sustainable the methods are.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks</p> <p>No evidence submitted or the response does not address the question.</p>		<p>Full level 2 needs three developed ideas plus a named example of an MEDC or place in an MEDC with an appropriate climatic hazard</p> <p>A developed answer which focuses on a climatic hazard in an LEDC cannot gain full Level2 credit.</p> <p>Level 1</p> <p>Full level 1 needs three simple ideas plus a named example of an MEDC or a place in an MEDC with an appropriate climatic hazard</p> <p>Credit name of MEDC and appropriate climatic hazard at bottom of level if no other relevant idea</p> <p>An answer which focuses on a tectonic hazard cannot be credited</p>

Question	Answer	Marks	Guidance
4 (a)	<p>Earthquakes are: On or near to plate margins / boundaries – 1 mark reserve Clustered in Middle East / 4 in Middle East / West Asia / 2 on Iranian plate / 2 on Indo-Australian plate Clustered in South East Asia / 4 in Indonesia / South East Asia / 5 on Eurasian plate Isolated earthquake in Central America / Caribbean plate Isolated earthquake in South America / S American plate Located in LEDCs Most are in coastal locations / most are on land Most are in Asia Identified plate boundaries - Iranian / Arabian, Eurasian / Indo-Australian, Iranian / Indo-Australian (to 2 marks maximum)</p>	3	<p>3 x 1 ✓ Not equator Not regions where there are no earthquakes ^ clustered, isolated, edge of countries Must refer to plate boundaries to score 3 marks</p>
	<p>(b)</p> <p>Poor condition of buildings / lack of earthquake-proof buildings; many are destroyed / easily destroyed / people trapped inside them Poor emergency services; people trapped cannot be rescued in time Lack of preparation plans; no earthquake proof buildings / earthquake drills High population density; many people very vulnerable Physical characteristics / geology; cause landslide / liquefaction Magnitude / power of earthquake: leads to greater destruction Can't afford prediction devices; such as radon gas meters</p> <p>Conditions after earthquake (to 2 marks maximum) Lack of shelter; homeless people may die if severe weather conditions; Lack of clean water; people die from water-contamination diseases;</p>	4	<p>4 x 1 mark ✓ One mark for each valid idea Can also award additional marks for development (dev) ^ no warning, no prediction, no money</p>

Question	Answer	Marks	Guidance
	No emergency food supplies; starvation / malnourishment Poor health care; people die of injuries and/or spread of disease Rely on foreign help / aid; takes time to arrive / people die before it arrives Destruction of roads / airports / railway; difficult to access affected area		
(c)	Idea must be linked to number data such as: Mercalli Scale reading (based on eye witness accounts) Number of people homeless / displaced Number of people in need of medical treatment / injured Costs of damage / repairs Economic impact eg number of working days lost Number of buildings damaged / destroyed Number of homeless people Insurance costs Size of area affected	2	2 x 1 ✓ Not Richter scale (magnitude) ^ amount of damage
(d)	Ideas such as: Homelessness / home destroyed by earthquake; have to live in temporary shelters / hypothermia Unemployment; place of work destroyed / damaged or disruption to transport infrastructure prevents journey to work /no income to support themselves Shock / trauma; loss of friends/family / bereavement Lack of clean water / sanitation; outbreak of disease / cholera / typhoid / Need medical care; but hospitals destroyed / damaged Forced to leave the area; lose job / separated from family Lose possessions; everything left in home / sentimental value No food / water; supply route / pipeline destroyed No gas / electricity supply; no light / appliances / danger of fire Aftershocks; more damage / slow down rescue operations	4	2 x 2 marks 1 mark for explanation ✓ second mark for development (dev) ^ people starve ^ lose money

Question	Answer	Marks	Guidance
(e)	<p>Methods such as:</p> <p>Measuring movements along fault lines / plate margins; Using satellites / lasers / sensors Measuring smaller foreshocks before major earthquake Seismic gap theory / frequency of previous earthquakes / recurrence interval Measure build up of radon gas; use strainmeters in bore holes Monitoring water levels in wells Measure stress in rocks; use seismometers Measure deformation in rocks; use tiltmeters Observation of unusual / disturbed animal behaviour; snakes / frogs / pigs / dogs Measure stress building up in rocks Plot recent earthquakes on a map to look for pattern</p> <p>It is difficult to predict / predication is unreliable</p>	4	<p>4 x 1 mark ✓</p> <p>One mark for each valid idea Can also award additional marks for development (dev)</p>

Question	Answer	Marks	Guidance
(f)	<p>Case study: example of a tectonic hazard event in an MEDC</p> <p>Indicative content Tectonic hazard may be an earthquake or a volcanic eruption which must be located in an MEDC. Accept tsunami if related to earthquake</p> <p>Processes such as plate movement at different types of boundary, subduction, transverse, collision</p> <p>Actions to reduce the impact could include monitoring, mapping, evacuation procedure, education, structural defences</p> <p>Accept measures taken before or after a tectonic event to deal with either immediate or long-term impacts</p> <p>Level 3 (7–8 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both explain natural processes and explain how impacts were reduced. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> Award mark at top of level</p> <p><i>Answer meets the criteria but with some inconsistency</i> Award mark at middle of level</p> <p><i>Answer just meets the criteria for the level</i> Award mark at bottom of level</p> <p>Level 3</p> <p>A key discriminator of an answer at the top of Level 3 is place detail</p> <p>Full level 3 answer needs three well developed ideas plus relevant place-specific detail, (such as names of plates, location).</p> <p>Well developed ideas which make a comprehensive answer (i.e. explain natural processes and explain how impacts were reduced) = bottom of Level 3</p> <p>A comprehensive answer + place-specific detail = top of Level 3</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which explain natural processes and/or explain how impacts were reduced.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which explain natural processes and/or explain how impacts were reduced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks</p> <p>No evidence submitted or the response does not address the question.</p>		<p>Level 2</p> <p>A key discriminator of an answer at the top of Level 2 is that explanations are developed</p> <p>Full level 2 needs three developed ideas plus a named example of an MEDC or place in an MEDC with an appropriate tectonic hazard. Not China</p> <p>A developed answer which focuses on a tectonic hazard in an LEDC cannot gain full Level2 credit.</p> <p>Level 1</p> <p>Full level 1 needs three simple ideas plus a named example of an MEDC or place in an MEDC with an appropriate tectonic hazard</p> <p>Credit name of MEDC and appropriate tectonic hazard at bottom of level if no other relevant idea</p> <p>An answer which focuses on a climatic hazard cannot be credited</p>

Question			Answer	Marks	Guidance
5	(a)	(i)	Turkey / 9	1	✓
		(ii)	<p>Infant mortality has a negative correlation with GDP/as GDP goes up infant mortality goes down Life expectancy has a positive correlation with GDP/as GDP goes up so does life expectancy Higher GDP = lower infant mortality / Lower GDP = higher infant mortality Higher GDP = higher life expectancy / Lower GDP = lower life expectancy</p>	2	2 x 1 mark ✓ No credit for individual countries
		(iii)	<p>Because: More / better healthcare / medical care; Hospitals; doctors; medicines; operations; immunisation; clinics; midwives; post-natal care 3 marks maximum on medical care ideas</p> <p>Improved living / housing conditions; Access to safe / clean water supply / hygienic sanitation; Healthier diet / less prone to malnutrition / deficiency diseases / obesity Better education about healthy living More care for old people / retirement homes / pensions More tax is paid</p>	4	4 x 1 mark ✓ 3 marks maximum on life expectancy or infant mortality ✓ No credit for stating higher life expectancy or lower infant mortality – need why. No double credit for same explanation for both life expectancy & infant mortality 1 mark for each valid idea Can also award additional marks for development (dev) ^ more money, more food, more water, better facilities

Question	Answer	Marks	Guidance
(b)	<p>Get a job / better job / more skilled job; Earn money / higher pay; Spend money on food / education / family / clothes; Pay tax for government to fund healthcare;</p> <p>Self-belief / pride / self-esteem Able to read instructions such as machinery/pump; improves farming/irrigation techniques Able to understand contraception/family planning advice; raise status of women/control family size Teach women to read so they can teach children; improve standard of living in future</p>	4	<p>4x1 mark ✓</p> <p>1 mark for each valid idea Can also award additional marks for development (dev)</p> <p>Not: better education, better quality of life</p>
(c)	<p>Fig. 10 shows change over time/sequence of change Fig. 10 refers to more stages of development / four levels Fig. 11 shows historical situation</p> <p>Fig. 11 show global distribution of developed/developing countries Fig. 11 shows split between / which countries are LEDCs & MEDCs / development divide</p>	2	<p>2x1 mark ✓</p> <p>No mark for Fig. Can refer to either Fig 10 or Fig. 11 Don't need comparison</p> <p>Accept reasons for rejecting the other Figure</p>

Question	Answer	Marks	Guidance
(d)	<p>Doesn't always reach the people who need it; due to poor infrastructure/corruption</p> <p>Aid may be tied to donor country; and have to be used to buy goods/services/arms from donor / donor wants something in return</p> <p>Creates dependency on aid; so government / local people lose incentive to make long-term plans / struggle when aid withdrawn / devalues economy</p> <p>If used inappropriately benefits are short-lived; does not promote sustainability</p> <p>Aid may be directed to capital-intensive project; may not help local people</p> <p>Takes time to be effective; will not help short-term disaster/hardship</p> <p>Aid given as loan; leads to debt / interest must be paid</p>	4	<p>2 x 2 marks</p> <p>1 mark per disadvantage ✓</p> <p>second mark for development (dev)</p> <p>Not effect on NGO / country supplying aid</p>
(e)	<p>Case study: aid project in an LEDC</p> <p>Indicative content</p> <p>The aid project can be any scale which must be located in an LEDC.</p> <p>The aid project can be short or long term</p> <p>The aid project can be tied, multi or bi-lateral, NGO or government.</p> <p>Features could focus on food production, education, family planning, water supply, industry, energy, housing, health care, disaster aid</p> <p>Not fair trade unless part of an aid project</p> <p>Sustainability could be considered as economic, social or environmental</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer</p> <p>Use DEV in the answer to show development</p> <p>Use PLC to indicate place specific detail at Level 3</p> <p><i>Note carefully:</i></p> <p><i>Answer consistently meets the criteria for the level</i></p> <p><i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i></p> <p><i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i></p> <p><i>Award mark at bottom of level</i></p>

Question	Answer	Marks	Guidance
	<p>Level 3 (7–8 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe features of the project and explain how sustainable the project is.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe features of the project and/or explain how sustainable the project is.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which describe features of the project and/or explain how sustainable the project is.</p>		<p>Level 3</p> <p>A key discriminator of an answer at the top of Level 3 is place detail</p> <p>Full level 3 answer needs three well developed ideas plus relevant place-specific detail, (such as place name, examples of aid).</p> <p>Well developed ideas which make a comprehensive answer (i.e. describe features of the project and explain how sustainable it is) = bottom of Level 3</p> <p>A comprehensive answer + place-specific detail = top of Level 3</p> <p>Level 2</p> <p>A key discriminator of an answer at the top of Level 2 is that descriptions and explanations are developed</p> <p>Full level 2 needs three developed ideas plus a named example of an LEDC or a place in an LEDC with an appropriate aid project.</p> <p>A developed answer which focuses on an aid project in an MEDC cannot gain full Level 2 credit.</p> <p>No named LEDC = 5 marks maximum</p> <p>Level 1</p> <p>Full level 1 needs three simple ideas plus a named example of an LEDC or place in an LEDC with an appropriate aid project.</p>

Question			Answer	Marks	Guidance
			Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication. 0 marks No evidence submitted or the response does not address the question.		Credit name of LEDC and appropriate aid project at bottom of level if no other relevant idea
6	(a)	(i)	40	1	Only acceptable answer ✓
		(ii)	Serbia / C	1	✓
		(iii)	<p>People in LEDCs are farmers; which is labour-intensive Little mechanisation of farming in LEDCs; many people still employed in farming Little manufacturing in LEDCs; lack of factories/expensive machinery People in LEDCS lack education / training; can only work in unskilled jobs Lower wages / government incentives in manufacturing in LEDCs; attracts MNCs</p> <p>Demand for services in MEDCs; due to higher standard of living/more disposable income Decline of mining / farming in MEDCs; due to depletion of resources Decline in manufacturing in MEDCs; due to mechanisation MEDCs rely on cheap imports of primary & secondary goods; no need to produce in the country More developed infrastructure in MEDCs; jobs in transport Better education / training in MEDCs; needed for work in skilled jobs</p>	4	2 x 2 1 mark for each reason ✓ second mark for development (dev) No credit for terms primary / secondary / tertiary / quaternary because explanation is required not description No double credit for reasons

Question		Answer	Marks	Guidance
	(b)	Industry which involves: Research and development High technology / advanced technology Providing information Footloose Grouped together Small workforce Needs little raw materials Located near university Highly skilled/trained / qualified workforce / graduates eg research science/computer science/biotechnology/ robotics/aerospace engineering	3	3 x 1 mark ✓ Reserve 1 mark for example ^ new technology, using computers No credit for example of location (e.g. Cambridge Science Park) Accept other valid examples Not computer industry Not brand names
	(c) (i)	Short waves / radiation from sun / sun's rays Sun's rays come to earth / earth absorbs heat / earth heats up Earth radiates heat / reflects heat / sun's rays bounce back Layer of greenhouse gases or named gas / greenhouse gas or named gas in atmosphere Greenhouse gas / named gas caused by cars / vehicles etc. Green house gases absorb radiation / trap rays / cannot escape Atmosphere heats up	4	4 x 1 mark ✓ 1 mark for each valid idea Can also award additional marks for development (dev) Don't credit 'heat from sun' for radiation Not deforestation ^ gases (need greenhouse gas or named gas)

Question	Answer	Marks	Guidance
(ii)	<p>More industrial development / factories; produces more greenhouse gases / CO₂ / NO₂</p> <p>More car ownership / travel; produces more greenhouse gases/named gases / CO₂ / NO₂</p> <p>Higher standard of living; more demand for electricity</p> <p>More use of electricity; more greenhouse gases / burn more fossil fuels</p> <p>Greater reliance on fossil fuels to support development; release more greenhouse gases</p> <p>LEDCs rely on farming / primary sector; less emissions than manufacturing</p> <p>Large scale cattle farming; higher methane emissions</p>	4	<p>2 x 2</p> <p>1 mark for each reason ✓ second mark for development (dev)</p> <p>Only credit 'greenhouse gases' once but allow named greenhouse gases for second development mark</p> <p>^more transport, more pollution, more gases</p>
(d)	<p>Case study: a multi-national company</p> <p>Indicative content</p> <p>The company can operate in any country</p> <p>Effects on local people could be positive or negative and focus on jobs, training, investment, exploitation, environmental pollution</p> <p>Effects on the economy could be positive or negative and focus on development, influence of the MNC within the country.</p> <p>Level 3 (7–8 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which explain how the MNC affects both local people and the economy of the country</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer</p> <p>Use DEV in the answer to show development</p> <p>Use PLC to indicate place specific detail at Level 3</p> <p><i>Note carefully:</i></p> <p><i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3</p> <p>A key discriminator of an answer at the top of Level 3 is place detail</p> <p>Full level 3 answer needs three well developed ideas plus relevant place-specific detail, (such as place name, types of employment).</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (4–6 marks) Demonstrates sound knowledge through developed ideas which explain how the MNC affects local people and/or the economy of the country.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks) Demonstrates limited knowledge through simple / undeveloped ideas which explain how the MNC affects local people and/or the economy of the country.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks No evidence submitted or the response does not address the question.</p>		<p>Well developed ideas which make a comprehensive answer (i.e. explain the effects on local people and the country's economy) = bottom of Level 3</p> <p>A comprehensive answer + place-specific detail = top of Level 3</p> <p>Level 2 A key discriminator of an answer at the top of Level 2 is that explanations are developed</p> <p>Full level 2 needs three developed ideas plus a named example of an MNC and a country or a place in a country in which it operates.</p> <p>Level 1 Full level 1 needs three simple ideas plus a named example of an MNC and a country or a place in a country in which it operates.</p> <p>Credit name of an MNC and appropriate country at bottom of level if no other relevant idea</p>

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