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ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Education

Geography 2030

Specification

GEOG1 Physical and Human Geography

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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General Guidance for A Level Geography Assistant Examiners

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Levels Marking - General Criteria

The following general criteria relate to knowledge, understanding and their critical application and the quality of written communication as outlined in the AQA Geography subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1: An answer at this level is likely to:

- display a basic understanding of the topic;
- make one of two points without support of appropriate exemplification or application of principle;
- demonstrate a simplistic style of writing perhaps lacking close relation to the term of the question and unlikely to communicate complexity of subject matter;
- lack organisation, relevance and specialist vocabulary;
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: An answer at this level is likely to:

- display a clear understanding of the topic;
- make one or two points with support of appropriate exemplification and/or application of principle;
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter;
- demonstrate relevance and coherence with appropriate use of specialist vocabulary;
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: An answer at this level is likely to:

- display a detailed understanding of the topic;
- make several points with support of appropriate exemplification and/or application of principle;
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/tentativeness of explanation;
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary;
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

NB A perfect answer is not usually required for full marks. Clearly it will be possible for an individual candidate to demonstrate variable performance between the levels. In such cases the principle of best-fit should be applied. Experience suggests that the use of exemplars within this mark scheme and the discussion which takes place during the Co-ordination Meeting normally provides sufficient guidance on the use of levels in marking.

Annotation of Scripts

- Where an answer is marked using a levels of response scheme the examiner should annotate the script with 'L1', 'L2' or 'L3 at the point where that level is thought to have been reached. The consequent mark should appear in the right hand column. Where an answer fails to achieve Level 1, zero marks should be given.

- Where answers do not require levels of response marking, each script should be annotated to show that one tick equals one mark. It is helpful if the tick can be positioned in the part of the answer which is thought to be credit-worthy. For points marked questions, where no credit-worthy points are made, zero marks should be given.

General Advice

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Question 1

AO1 - 4

(a) (i) Channel is straight (in the foreground). (1)
Slight curve to the top of the photograph. (1)
River occupies all/most of bed. (1)
Depth is shallower at edge (1) as bedload is visible.
Load varies in size (1). Relatively large boulders present at water's edge. (1).
Flow is turbulent in places (1) and rapids are present in the foreground (1).

(4 marks)

AO1 - 4

(a) (ii) Accept reference to weather – related features and geomorphological aspects.
Reference likely to be made to potential for heavy rain; snow and snowmelt; impact of evaporation; steep slopes; vegetation cover (and its limited nature).
There are many clues in Figure 1.
4 x 1 or 2 x (1 + 1); any combination.
Need to explain how the factor affects discharge levels to access marks; no mark for factor only. *(4 marks)*

AO1 - 2, AO2 - 3, AO3 - 2

(b) Cross sections show that Golden Clough (Fig 2a) is much narrower than the River Noe (Fig 2b) – the latter is four times wider. The depth shows greater variation in the former with the greatest depth being over 55cm; in contrast the maximum depth of the River Noe is only 28cm approximately. This is about half that of Golden Clough. The River Noe has a much smoother profile and whilst it is not symmetrical, there is an approximation to this, with two relatively deep areas either side of a shallower central section and areas near the banks. The Golden Clough cross section is clearly asymmetrical with a very deep area near to the left bank and the channel becoming shallower as the right bank is approached.
Use of HR/ comment – There is clearly less of the water in contact with the bed and banks in Figure 2a than 2b, suggesting that this is the more efficient river as there will be less friction. This is borne out by the different hydraulic figures, where that for Golden Clough is clearly higher; the consequence of a narrower and deeper channel, rather than a broader, shallower one.

Level 1 Describes the cross sections, probably separately.
This may be general, e.g. golden Clough is narrow and deep – or it may refer in detail to change.
(1-3 marks)

Level 2 Contrasts the two cross sections.
Will offer some idea of extent of contrasting depth etc.
Will either use HR data or offer (tentative) comment.
(4-5 marks)

Level 3 Clearly contrasts the two cross sections.
Gives a clear idea of extent of contrasts e.g. River Noe is four times as wide.
Will make effective use of HR data and offer clear comment
(6-7 marks)

7 marks

AO1 - 6, AO2 - 7, AO3 - 2

(c) Description should relate to the development of riffles and pools at equal intervals along a stretch of river (pools occur 5-6 times the width of the bed). There should be information relating to what these are – alternating areas of shallow and deep water where *energy increases within a pool area due to less friction/greater efficiency and is then lost as the water flows over the shallower riffle where friction is greater. Flow over these becomes uneven and results in the maximum flow being toward one side downstream.* The pools become placed on the main curve of the meanders. The inside and outside bends of the meander are very different with shallow water, *slow flow*, *deposition*, and the build up of a slip off slope characterising the inner bend whilst deep water, *fast flow*, *lateral erosion (especially abrasion and hydraulic action)* and a river cliff characterise the outside bend. Thus, the meanders have a distinct asymmetrical profile. The spacing between the pools and the contrasts between the two bends *relate to a corkscrew like movement of the water as it spirals downstream from bank to bank – helicoidal flow. Thus, the material that is eroded from an outside meander bend is subsequently deposited on the inside bend of the next meander downstream.*
Sections in italics above relate to explanation.

Level 1 Describes the formation of meanders.
Will refer to basic processes such as erosion and deposition.
Likely to focus on contrasts between inside and outside bend.
Partial description and sequence not identified.

(1-5 marks)

Level 2 Clear description of the formation of meanders.
Will refer to specific processes e.g. abrasion, helicoidal flow.
Begins to identify sequence of formation e.g. begins with riffles and pools.
Explanation will be present.

(6-10 marks)

Level 3 Clear description of the formation of meanders.
Will refer to specific processes e.g. abrasion, helicoidal flow with clear evidence of understanding.
Identifies sequence of formation e.g. begins with riffles and pools.
Explanation will be clear in a more balanced answer.

(11-15 marks)

15 marks

Question 2

AO1 - 2

(a) (i) X – Zone of accumulation; Y – meltwater.

(2 marks)

AO1 - 3

(a) (ii) During the nineteenth century, there was a positive mass balance (1) as colder conditions led to advance (1) e.g. in areas such as the Alps (1). The twentieth century saw a reversal of this with retreat (1) being dominant due to a global increase in temperatures (1). Some areas have lost a lot of ice e.g. Alps (1) and there is evidence of increased calving (1) in areas such as Antarctica.
Accept valid points relating to different time periods from that used as illustration above.

(3 marks)

AO1 - 2, AO2 - 2

(b) (i) Warm based glaciers are those where temperatures allow some melting of the ice to occur (1). The temperature especially during summer on average rises above 0 degrees, allowing surface melting (1). Below the surface, pressure of the ice allows melting below 0 degrees (1). Such melting does not occur in cold based glaciers and there is very limited surface melting during the short summer (1). The meltwater percolates through the warm based glacier (1) acting as a lubricant for movement (1). Consequently, warm based glaciers move faster than cold based glaciers (1) and have greater erosive power as a result (1).
If only one type considered or differences not made clear – max 2

(4 marks)

(b) (ii) Patterned ground refers to the organisations of stones that appear on the surface in a variety of different shapes such as stripes, circles and polygons. These form due to frost heaving – this is the process where stones are pushed up to the surface due to freezing of water below the surface and its expansion as ice forms, moving the stones to the surface. (Finer material moves downwards). The formation of an ice lens beneath the stone is responsible for the process – this prevents the stone from slipping back. When there is some thawing, the infilling of the space by finer material means the stone remains in place. The repeated nature of the process results in the rising of the stones above the surface. Once on the surface, the stones move outwards from a slightly raised centre to form circles. On steeper gradients, lines will form.

Level 1	Defines and describes patterned ground. This may be general or it will refer in detail at the top end	*(1-2 mark)*
Level 2	Begins to explain the formation. There will be some reference to frost heave. Sequence will be correct but partial.	*(3-4 marks)*
Level 3	Clearly explains the formation of patterned ground. The process of frost heave is understood. Clear complete sequence.	*(5-6 marks)*

6 marks

AO1 - 5, AO2 - 8, AO3 - 2

(c) Arguments for protection – Last wilderness area – its aesthetic value;
Wildlife present – uniqueness;
Fragility of ecosystem;
Impact of earlier exploitation – whaling, sealing;
Presence of resources (extraction not permitted at present) – Environmental Protocol;
Preservation for scientific and peaceful activities (Antarctic Treaty);
Allow tourists access but without damage to area – such as feeding penguins, seals.

Level 1 Describes the characteristics of Antarctica.
Will refer to different aspects such as climate, ice cover and ecosystem.

(1-5 mark)

Level 2 Identifies reasons why Antarctica should be protected.
Begins to explain.
Some reference to case study, facts in support.

(6-10 marks)

Level 3 Clearly identifies reasons for protection.
Explanation will be clear.
There is specific and detailed reference to case study in support.

(11-15 marks)

15 marks

Question 3

AO1 - 2

(a) (i) 2 x 1 – e.g. cliffs via wave erosion, cliffs via landslides, river carrying silt into sea, transport by waves of offshore sediment.

(2 marks)

AO1 - 3

(a) (ii) The impact of temperature change/freeze thaw weathering (1) +1 for explanation of the process. An awareness that material is weakened and then can be eroded more easily by the waves (1). There is an increase in instability resulting in an increased likelihood of mass movement (1). Can refer to the impact of wind and rain. May consider impact on certain types of rock of chemical weathering.
3 x 1 or 1 x (1+1) +1.

(3 marks)

AO1 - 2, AO2 - 2

(b) Constructive waves are relatively low and long – elliptical in cross section (1) whereas destructive are high and steep – circular in cross section (1). Destructive waves have a higher frequency (1), 6-8 versus 10-14 per minute (1). The swash is dominant with constructive waves (1) and the backwash with destructive waves (1) – explanation of the significance of this (+1 for each).

(4 marks)

AO1 - 6

(c) Response should show understanding of the term emergence and its cause(s) – that landforms result from an increase in land height relative to the sea. Such changes are usually the result of an isostatic change in sea level where there is a local (rather than worldwide) change in the height of the land usually caused by the melting of glaciers and the recovery of the land from the pressure exerted by the weight of the ice. Areas of land now exposed are being acted upon by the sea to create a new shoreline. Above this are raised beaches – now beyond the reach of the waves and often a fossil cliff line and other relict features. Case study information likely to refer to west Scotland or Wales.

Level 1	Defines and describes coastlines of emergence. Will mention a landform.	*(1-2 mark)*
Level 2	Begins to explain the formation. There will be some reference to change in land height and its relative increase or will relate to specific landform(s) - partial sequence.	*(3-4 marks)*
Level 3	Clearly explains the formation of landforms. The process of isostatic change and its impact is understood and some reference to sequence and landforms. May be imbalance between the two aspects.	*(5-6 marks)*

6 marks

AO1 - 5, AO2 - 8, AO3 - 2

(d) Content will depend on case study/studies used.
Costs likely to relate to –
Economic – cost of protection and differences between different aspects' funding of scheme and sources.
Environmental – appearance and knock-on effect of certain strategies.
Benefits likely to relate to –
Economic – saving of areas of land, housing, transport routes, industry, etc.
Social – maintaining people's homes, communities.
Environmental – depending on scheme – natural look of coast, preserving habitat.

Level 1	Describes the case study. Will refer to what has been done.	*(1-5 mark)*
Level 2	Identifies costs and/or benefits – may be clear imbalance. Some reference to case study, facts in support. Tentative/implicit assessment.	*(6-10 marks)*
Level 3	Clear identification of costs and benefits – a balanced response. There is specific and detailed reference to case study in support. Clear explicit comment which reflects earlier content.	*(10-15 marks)*

15 marks

Question 4

AO1 - 2

(a) The key difference relates to contrasts in the amount of rainfall (1) with arid environments receiving 250mm or less (1) and semi arid environments receiving more than 250mm but less than 500mm (1). There are also differences in location with arid areas representing the deserts and the semi arid areas being on the fringes (1). *(2 marks)*

AO1 - 3

(b) High pressure present in arid and semi arid areas is the descending limb of the Hadley cell (1). The descending air warms and its ability to hold moisture increases (1). The presence of high pressure means the air is stable (1) and as such will not rise/cool and cause precipitation (1). Winds are out blowing from the high pressure area (1) and consequently do not gain moisture from the sea (1).
3 x 1 or 1 x (1+1) +1. *(3 marks)*

AO1 - 2, AO2 - 2

(c) (i) Presence of a number of dune ridges (1). These are approximately parallel to each other (1). They are asymmetrical in shape (1) with one side (facing left on picture) being steeper than the other (1). Some appear to be crescent shaped (1). May suggest barchanoid ridge as name to landform (1). May note nature of vegetation (1) and its impact on formation – stabilising or deforming (1).

Credit valid statements on mountains in the background and micro features on the sand in the foreground. 4 x 1 *(4 marks)*

AO1 - 6

(c) (ii) Wind is responsible for moving sand via a number of processes suspension – where small (0.15mm) particles are picked up and carried; saltation – where larger sand particles are lifted temporarily from the ground and bounce along and surface creep – the impact of particles in the saltation process dislodging those on the surface on impact. Following transportation, the particles are deposited. This is due to a reduction in the speed of the wind. The direction of the wind and the consistency of origin have an impact on the shapes and layout of the dunes which is also influenced by other factors such as the amount of sand, the presence of vegetation.

Level 1	Describes generally what wind does. Will mention process at a basic level e.g. transportation.	*(1-2 marks)*
Level 2	Begins to describe with reference to dunes. Recognises nature of specific processes e.g. saltation. Relates to specific landform(s).	*(3-4 marks)*
Level 3	Clearly describes the formation of dunes. The role of wind in determining shape is understood. Will recognise presence of other factors.	*(5-6 marks)*

6 marks

AO1 - 5, AO2 - 8, AO3 - 2

(d) Role of people in desertification likely to relate to:

Farming practices – overgrazing, over cultivation;
Deforestation – for fuel, building materials, farmland;
Using of water, especially groundwater sources;
Overall increase in population adding to demand and exacerbating impact.
The aspects above need explaining regarding their impact on the soil and its quality and often soil erosion. Their interrelationship may be recognised.
There are physical causes relating to variability in weather and the unreliability of rainfall – below average rainfall – and higher temperatures. This may also be linked to the impact of global warming and its disruption of expected weather patterns – which links back again to the role of people.

Level 1	Describes desertification. Will refer its characteristics and possibly impacts.	*(1-5 marks)*
Level 2	Identifies one or two ways in which people cause desertification. Ideas are more developed and some detail is present – reference to the Sahel. Tentative/implicit assessment.	*(6-10 marks)*
Level 3	Clear consideration of two or more ways in which people cause desertification. Ideas are developed and consequences of deforestation, overgrazing etc are clear. Sahel is clearly used in answer. A recognition at the top end that there are natural causes. Clear explicit comment which reflects earlier content.	*(11-15 marks)*

15 marks

Question 5

AO1 - 4

(a) (i) Number of children, out of every 100, who die before their first birthday.

(ii) Average age to which a member of the population can expect to live.

Each clear and full answer = 2 marks
Each partially correct answer = 1 mark

(2 x 2 marks)

AO2 - 4, AO3 - 2

(b) (i) LEDCs have a high death rate and a high birth rate to compensate for this and so have a moderately small population increase. However, as health care and diet improve the death rate usually falls, but the BR takes longer to adjust and so the net effect is to increase the rate of increase. As the country develops further the BR is reduced and the increase reduces. It may reach a point where the DR is higher than BR, especially in countries with a top heavy age profile, so then the population starts to fall.
Some countries have factors that distort the basic demographic transition pattern. For instance, southern African countries like Botswana have a very high incidence of HIV/AIDS infection and this raises the DR and reduces the rate of population increase. Civil war, as in Sierra Leone, or tight state control of birth rate, as in China, can also have a big effect on population increase rates.

Level 1 The answer is basic.
Points are not developed.
Links are not made between BR and DR, reasons for changes in these two and changes in the rate of change.

(1-3 marks)

Level 2 The answer is clearly developed with links made between BR and DR, reasons for changes in these two and changes in the rate of change.
If one such link is developed the answer can reach the bottom of the level. As more links are made the mark moves towards the top of the level.

(4-6 marks)

6 marks

AO1 - 2, AO2 - 3

(b) (ii) Low work force.
Low tax base.
People have to work longer.
Migrants might be attracted for work.
Reduction in demand for teachers, etc. Increased demand for carers.
Growing importance of the 'grey pound'.
Falling population can lead to negative growth.
State may increase family allowances and other such benefits.

Level 1 The answer is basic.
Points are not developed.
A series of isolated points are given, not supported by detailed case studies.

(1-2 marks)

Level 2 The answer is clearly developed with links made between different aspects of the topic.
A detailed case study is given, or reference is made to a number of relevant case studies.
If one such link is developed the answer can reach the bottom of the level. As more links are made the mark moves towards the top of the level.

(3-5 marks)

5 marks

AO1 - 6, AO2 - 9

(c) The content will depend on the case study chosen.

Level 1 Description of development plans is basic with isolated facts not linked into a coherent account.
Any attempt to assess the level of success is purely descriptive and not justified or backed up by facts or figures.

(1-5 marks)

Level 2 Description is clear and coherent.
Clear links are made between the needs of the people and the developments that have been planned or are taking place.
An attempt is made to assess the degree of success and to justify this assessment.

(6-10 marks)

Level 3 Description is thorough.
Assessment is clear and detailed with statements supported by clearly organised evidence.

(11-15 marks)

15 marks

Question 6

AO1 - 4

(a) Both types of farming use the land to produce as much as possible. Capital-intensive farming is by the use of fertilisers, pesticides, specialised seeds, machinery, etc, but usually with a small input of labour. On the other hand, labour intensive uses a lot of labour but little capital is available for investment.

A clear explanation of either type - 2 x 1 mark
Clear comparisons drawn 2 x 1 mark. **4 marks**

AO1 - 2, AO2 - 3

(b) In Kenya, for example, areas of the best farmland are being taken over to produce luxury crops for export to W Europe, leading to loss of land for traditional subsistence and near subsistence farming. In turn, this can lead to the need for food aid.

In India, use of hybrid seeds has increased productivity but has meant that poorer farmers are unable to afford seeds every year but cannot save some of last year's crop for next year's planting. They have been forced to sell up and leave the land. Production is now aimed towards the urban markets and rural areas are actually suffering food shortages.

Level 1 At least one relevant point is made but it is basic and does not develop ideas clearly.
Any attempt at explanation is basic and does not make clear or detailed links between the facts observed and the reasons put forward.
(1-2 marks)

Level 2 The explanation is clear with observed facts explained with some clarity and development.
As the depth and complexity of the explanation increases the mark will rise through the level.
(3-5 marks)

5 marks

AO1 - 4, AO2 - 2

(c) Appropriate technology involves some form of technological improvement to the farm but without involving expensive or over-complex developments that are dependent on outside knowledge, understanding or support. Local people must be able to make and maintain the technology without expensive equipment, fuel, etc.

Level 1 The chosen scheme is described in a basic way.
Explanation is limited. It may consist mainly of assertions which are not clearly supported.
(1-3 marks)

Level 2 There is a clear explanation of the relevance and importance of the chosen scheme. The explanation is well supported by reference to factual detail from the chosen scheme.
(4-6 marks)

6 marks

AO1 - 6, AO2 - 7, AO3 - 2

(d) The interested parties include farmers, tourists, walkers and other outdoor sports enthusiasts, bird watchers and other naturalists, conservationists, Defra, etc.

Environmental Stewardship Schemes mean that farmers are paid a subsidy to farm their land in line with conservation methods. They need to conserve land, geology, vegetation, wildlife, scenery, etc. This often means a reduction in intensity of farming, especially reduction in stocking levels and in ploughing of land. Less fertiliser and pesticide is added. This keeps the land looking as it has done or even restores it to form a better habitat with increased bio-diversity. This attracts more tourists, walkers, bird watchers, etc.

Candidates can refer to any areas with such schemes but if they chose this area they might refer to agreements not to fill in grykes (which is sometimes done to reduce risk of sheep breaking legs), agreements to reduce stocking levels on areas of limestone pavement, maintenance of dry stone walls, late cutting of meadows for hay rather than silage (to encourage flower meadows to develop) etc.

Level 1 A brief list of parties is given.
Description of stewardship schemes is basic with isolated points that do not develop a coherent account.
Any attempt at discussion is limited. Points made are not clearly supported with facts; rather they are assertions.

(1-5 marks)

Level 2 A clear list of parties is given.
Description is clear and relevant. The main points of the chosen scheme are described in a coherent way.
Discussion develops some points clearly, although it may be very one-sided.
Most discussion points are supported by or develop out of clear relevant factual information.

(6-10 marks)

Level 3 The answer is thorough. There is detailed reference to one or more case studies of stewardship schemes.
Discussion is detailed and well-structured.
Two or more sides of the discussion are put forward and developed in a reasonably balanced way. The answer may come down on one side or the other in the discussion, or leave matters open.

(11-15 marks)

15 marks

Question 7

AO1 - 4

(a)(i) Renewable energy is part of cycle which is not interrupted by generation of electricity - water cycle, tidal cycle, wind, etc.
Alternatively, it is a continuous process, such as solar power.

(a)(ii) Fossil fuels represent stored carbon, in the form of oil, coal or natural gas, which was formed over many million years and stored, but once released will not be replaced during the foreseeable future.

Simple, basic definitions = 2 x 1 mark.
Clear, full definitions - 2 x 2 marks.

(*2 x2 marks)*

AO2 - 3, AO3 - 2

(b) In Country A 50% is produced from oil and over 75% from fossil fuels, whilst in Country B, less than 10% is produced from fossil fuels. Instead, around 75% of B's energy comes from nuclear whilst less than 5% of B's comes from that source.

Both countries produce about 15% of their energy from HEP and other renewable resources.
Clearly, Country A is using a much higher proportion of energy sources that contribute to global warming. Country B is a comparatively low contributor to global warming in comparison with A and with most of present day countries.

Level 1 The answer consists of basic points, mainly or entirely lifted from the data source, with no clear development.

(1-2 marks)

Level 2 The answer takes data from the source and uses it clearly to compare the countries and to explain their contributions to global warming.

(3-5 marks)

5 marks

AO1 - 4, AO2 - 2

(c) Appropriate technology involves some form of technological improvement to the farm, but without involving expensive or over-complex developments that are dependent on outside knowledge, understanding or support. Local people must be able to make and maintain the technology without expensive equipment, fuel, etc.

Level 1 The chosen scheme is described in a basic way.
Explanation is limited. It may consist mainly of assertions which are not clearly supported.

(1-3 marks)

Level 2 There is clear explanation of the relevance and importance of the chosen scheme. The explanation is well supported by reference to factual detail from the chosen scheme.

(4-6 marks)

6 marks

AO1 - 8, AO2 - 7

(d) Candidates might choose schemes such as the recent plan to insist that all new built homes are carbon neutral by 2015, or smaller scale schemes such as new developments in Milton Keynes, planning homes, services and work places in close proximity but with easy access between them, in order to cut down travelling. New building materials might be considered which provide better insulation. New types of engine that are more efficient and produce less CO2 or schemes like London Congestion Charge to reduce car travel and subsidise public transport are also relevant.

Level 1 A basic answer with simple, unconnected points. The answer makes assertions but these are not justified with the use of evidence from case studies.

(1-5 marks)

Level 2 A clear answer in which the plans or schemes are described and linked to the issues, although the links may be quite straightforward. Discussion is limited, and one part of an argument or theme may be over-developed at the expenses of the alternatives.
There is some reference to case study material.

(6-10 marks)

Level 3 A detailed and balanced answer. The chosen schemes are described and there is clear, detailed discussion of the effects of the changing structure.
One or more case studies are used to support the arguments.
The answer is balanced, although this does not necessarily mean that a neutral point of view is adopted.

(11-15 marks)

15 marks

Question 8

AO2 - 2, AO3 - 2

(a)(i) There is a clear correlation between level of development and HIV/Aids infection. Over a half of those affected live in Sub-Saharan Africa. Over half of the rest live in South and South East Asia. The rest of Asia and Latin America also have high numbers. West Europe and Australia have low numbers, although North America seems to have more than one might expect. Moslem North Africa and the Middle East seem to have comparatively low figures.

2 x 1 marks for clear descriptive points lifted from the map.
2 x 1 marks to be gained by manipulating or using the data to make some form of generalisation about the pattern.

4 **marks**

AO1 - 5

(a)(ii) The distribution of deaths is even more uneven than the rate of infection. Of course, this is partly due to the uneven spread of the disease - due to lack of knowledge, societal secrecy, unavailability of condoms, poor position of women, etc. It is also a result of the poor availability of drugs and other forms of treatment in poorer countries, as well as people's unwillingness to admit to having the infection, or even to find out if they have it. Poor general health and poor levels of nourishment are also to blame in part.

Candidates might discuss negatives linked to poor countries or the alternate positives linked to richer countries - but not double credit opposites.

Level 1 Simple basic, descriptive points are made. Knowledge is limited and shows little specific reference to countries or to regions. Links are not made between different aspects of the problem.

(1-2 marks)

Level 2 The answer is clear and shows sound knowledge with clear links between different aspects of the issue.
Overall world patterns are seen and explained clearly.
Links between the two maps are seen and explained.

(3-5 marks)

5 marks

AO1 - 4, AO2 - 2

(b) Training health workers involves some form of improvement to local areas but without involving expensive or over-complex developments that are dependent on outside knowledge, understanding or support. Local people must be able to make and maintain the health care system without expensive equipment, fuel, etc.

In particular, local workers are trained to deal with childhood ailments, pregnancy support and midwifery, inoculations, basic hygiene in homes, etc. What is more, basic health workers are unlikely to be tempted by offers of better nursing salaries in more developed countries.

Level 1 The chosen scheme is described in a basic way. Explanation is limited. It may consist mainly of assertions which are not clearly supported.

(1-3 marks)

Level 2 There is a clear explanation of the relevance and importance of the chosen scheme. The explanation is well supported by reference to factual detail from the chosen scheme.

(4-6 marks)

6 marks

AO1 - 7, AO2 - 8

(c) Since the 1960s the UK BR has been declining - though not always steadily, whilst the DR has been declining fairly steadily. This led to a static population in the 1990s, although it has been countered by increase immigration from South Asia, Africa, and East Europe in particular.

A declining population causes issues of a shrinking work force and a declining tax base to pay for the services that are needed.

An ageing population causes issues linked to health care and support for the aged and also issues linked with changing economic patterns and the increasing value of the 'grey pound'. Linked to this are issues connected with falling school roles and decreasing need for child-centred health and care services. This latter is partly counter-balanced by an increase in the need for childcare as women make up an increasing proportion of work force, encouraged by the government who wish to counter the falling work force.

All these issues can be linked to precise examples from the candidates' studies.

Level 1 A basic answer with simple, unconnected points. The answer makes assertions but these are not justified with the use of evidence from case studies.

(1-5 marks)

Level 2 A clear answer in which the changes are described and linked to the issues, although the links may be quite straightforward.
Discussion is limited, and one part of an argument or theme may be over-developed at the expense of the alternatives.
There is some reference to case study material.

(6-10 marks)

Level 3 A detailed and balanced answer. The population structure is described and there is clear, detailed discussion of the effects of the changing structure.
One or more case studies are used to support the arguments.
The answer is balanced, although this does not necessarily mean that a neutral point of view is adopted.

(11-15 marks)

15 marks