



GCSE MARKING SCHEME

GEOGRAPHY - SPECIFICATION B

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE GEOGRAPHY SPECIFICATION B. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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UNIT 1 - FOUNDATION TIER

Question 1	AO1	AO2	AO3
(a)			3
(b) (i)			1
(ii)	1	1	
(iii)	1		
(iv)	1	3	
(c) (i)			2
(ii)		1	2
(d)(i)	2	2	
(ii)	1		
(iii)	2	2	
(e)	2	3	
Totals	10	12	8

Question 2	AO1	AO2	AO3
(a) (i)			1
(ii)			1
(iii)			1
(b) (i)			3
(ii)	1		
(iii)		1	
(c)(i)	1	1	1
(ii)	1	1	
(iii)	1	1	
(d)(i)		2	
(ii)	2	2	
(iii)	2	2	
(e)	2	3	
Totals	10	13	7

Question 1		Rationale	Mks	Expected Answers
(a)	Study the map above. Circle the correct answers in the passage below	Credit one mark for each correct answer however identified.	[3]	Cornwall, 28km, A38
(b)	(i) Give one service the village had already lost before the local shop and Post Office closed?	Credit one mark for a correct response. No other services accepted.	[1]	Pub/bus (service) (1)
	(ii) Give one problem that the closure of the village shop and post office may cause for local people. Explain how this may affect their quality of life.	Credit one mark for stated problem and one for its explanation	[2]	Longer time spent travelling (1) so more costly travelling longer distances (1) so not easy to get convenience goods/inconvenient (1) nowhere to post parcels (1) rely on neighbours/family help (1)
	(iii) What type of goods do village shops mainly sell?	Credit correct response however identified. Do not credit exemplars.	[1]	Convenience or Low Order Goods Goods which are bought nearly every day
	(iv) Explain two ways in which services, other than the village shop and Post Office, could affect the quality of life of local people.	Credit one mark for each way and one for its explanation Do not credit reference to shop or Post Office Do not credit simple statement of loss of service. Do not credit list from text box.	[4]	Old people can't drive (1) makes elderly feel isolated (1) Loss of community spirit when pub closes (1) so people feel isolated (1) Children have to travel further to school (1) more time travelling/more costly travelling (1) Loss of jobs for people working in pub/school (1) so less disposable income in village (1) Teenagers have less access to entertainment (1) crime rate goes up (1) so people feel less secure (1)

Question		Rationale	Mks	Expected Answers	
(c)	(i)	Complete the graph above to show the following information	Credit correct location of point. Completion of line is not required.	[2]	
	(ii)	Describe the pattern of the graph between 1990 and 2010. Use figures in your answer	Credit one mark for overall increase, one for its qualification and one for accurate use of figures. Max. 2 marks awarded if whole time period not referred to.	[3]	The number of new shops has increased (1) slowly until 2000 (1) from 1 in 1990 to 26 in 2010 (1)
(d)	(i)	Explain two ways in which the opening of a new shop in Lanreath could affect the quality of life of local people.	Credit one mark for each 'way' and one for its explanation Max. 1 mark awarded for income/money reference.	[4]	Local people don't have to travel so far (1) so there is less air/noise pollution / less congestion / saves them money (1) Local producers will get more business / the shop is selling local produce (1) so they will make more money/create more jobs (1) Local people will see each other (1) so improved community spirit/elderly will not feel so isolated (1) Volunteers can get work experience in the shop (1) so this might help them to get a job (1)
	(ii)	What is 'counter-urbanisation'?	Credit correct response however identified.	[1]	People moving from urban to rural areas

Question		Rationale	Mks	Expected Answers	
(d)	(iii)	<p>The population of rural villages, like Lanreath, is now increasing as young families move in.</p> <p>Explain the effects that this change might have on rural villages.</p>	<p>Levels of response marking. Work upwards through the levels. Apply no ticks.</p> <p>Credit reference to both positive and negative effects.</p> <p>Mark</p> <p>Response insufficient for level 1 0</p> <p>Level 1: giving simple description 1</p> <p>Level 2: giving simple explanation lacking in detail 2/3</p> <p>Level 3: gives detailed and specific explanation 4</p>	[4]	<p>Indicative content</p> <p>Description: shops/pubs/garages make more money, schools have more children, doctors/dentists have more people using them, roads are busier, new services open</p> <p>Simple explanation: shops / school / dentists are more likely to stay open / unlikely to close, air pollution.</p> <p>Detailed explanation: money can be invested in the business and develop it. Could also mean larger class sizes and pressure on small schools could be more difficult for people to get an appointment. Increased competition for existing businesses which may result in loss of customers/income. Less money or reinvestment. An increase in asthma / ill health.</p>

Question		Rationale	Mks	Expected Answers												
(e)	Case Study															
	<p>(i) For a service in a town or city:</p> <ul style="list-style-type: none"> Name of service Describe the location of this service within the town or city. Explain why is it located here. <p>(ii) For a town or city where there are varieties in quality of life:</p> <ul style="list-style-type: none"> name the town or city describe how quality of life varies in different parts of the town/city. explain why quality of life varies between these places. 	<p>Levels of response marking. Work upwards through the levels. QWC should be assessed qualitatively as an integral part of the judgement.</p> <table border="1"> <thead> <tr> <th>Level/Mark</th> <th>Description Explanation</th> <th>QWC</th> </tr> </thead> <tbody> <tr> <td>1 0 - 1 mark</td> <td>Gives a basic description of explanation point.</td> <td>Communication is unclear.</td> </tr> <tr> <td>2 2 - 3 mark</td> <td>Case study named. Gives basic, generic descriptive and/or explanation points.</td> <td>Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.</td> </tr> <tr> <td>3 4 - 5marks</td> <td>Appropriate case study named. Provides an account which includes some specific description and explanation.</td> <td>Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.</td> </tr> </tbody> </table>	Level/Mark	Description Explanation	QWC	1 0 - 1 mark	Gives a basic description of explanation point.	Communication is unclear.	2 2 - 3 mark	Case study named. Gives basic, generic descriptive and/or explanation points.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.	3 4 - 5marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.	[5]	<p>(i) Describes where a service is located in a town or city. Could be shopping, leisure, transport, parks.</p> <p>(ii) Describes variations in quality of life in different neighbourhoods, perhaps contrasting quality of life in suburban and inner urban districts.</p> <p>Explanations may consider a variety of variables including the effects of quality of housing, externalities, types of employment available or rates of unemployment/poverty.</p>
Level/Mark	Description Explanation	QWC														
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3 4 - 5marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.														

Question 2			Rationale	Mks	Expected Answers
(a)	(i)	Complete the climate graph above to show that rainfall in August is 40mm	Credit one mark for correct completion of graph. Does not need to be shaded	[1]	
	(ii)	In which month is the highest rainfall? (1)	Credit one mark for correct response.	[1]	May
	(iii)	For how many months does the dry season last?	Credit one mark for correct response.	[1]	9 (months)
(b)	(i)	Use the map above to circle the correct answers in the passage below.	Credit one mark for each correctly identified answer, however identified.	[3]	Nyeri (1) Southerly (1) Indian Ocean (1)
	(ii)	What is meant by the term <i>deposition</i> ?	Credit correct response however identified.	[1]	The dropping of material as a river's speed slows
	(iii)	The Flood plain of the Tana River Delta is used by farmers. Give one feature of a floodplain that makes it good for farming.	Credit any simple feature.	[1]	Flat land (1) fertile land (1) floods often (1) close to river for water (1)

Question		Rationale	Mks	Expected Answers	
(c)	(i)	Label the photograph:	Credit one mark for each correct label. Credit correct names if used.	3	From left to right B, A, C.
	(ii)	River cliffs are formed by erosion. Explain how a river might erode its bed and banks.	Credit either two named processes or one named process and its explanation or two unnamed explanations.	2	Corrasion/abrasion (1) river uses material/rock to rub against the bed and banks (1) Hydraulic action (1) river uses power of the water to break up the bed and banks (1) Solution/corrosion (1) river uses chemicals to dissolve the bed and banks (1) Not attrition at this is the erosion of material in the river not the bed and banks.
	(iii)	Rivers transport material. Explain how rivers transport material.	Credit either two named processes or one named process and its explanation or two unnamed explanations.	2	Traction (1) rolling boulders along the bed (1) Saltation (1) bouncing rocks along the river bed (1) Suspension (1) carries small pieces of rock which float along the river (1) Solution (1) dissolves sediment and carries it along the channel (1)
(d)	(i)	Use Map 2 to name one food and one non-food use of the delta under the TISP.	Credit one mark for each of food and non-food use. Must be taken from Map 2.	2	food = rice (1) livestock (1) non-food = sugar cane (for biofuel) (1)
	(ii)	Give and explain one advantage and one disadvantage of the TISP.	Credit one mark for each advantage and disadvantage and one for each explanation.	4	<u>Advantage:</u> New jobs growing biofuel (1) reduces unemployment / attracts money to area (1) Greater new food sources (1) reduces hunger/malnutrition (1) Greater secondary jobs (1) processing biofuel (1) <u>Disadvantages:</u> Removal/pollution of water (1) death of wildlife (1) destroys traditional farming (1) farmers lose land (1) Ecosystems affected (1)

Question			Rationale	Mks	Expected Answers															
(d)	(iii)	Explain how an unreliable supply of water might affect the quality of life of people living in the Tana Delta area.	<p>Levels of response marking. Work upwards through the levels. Apply no ticks.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>Response insufficient for Level 1</td> </tr> <tr> <td>1</td> <td>1</td> <td>gives a simple description</td> </tr> <tr> <td>2</td> <td>2/3</td> <td>Gives simple explanation that is lacking in detail</td> </tr> <tr> <td>3</td> <td>4</td> <td>Gives detailed and specific explanation</td> </tr> </tbody> </table>	Level	Mark	Response		0	Response insufficient for Level 1	1	1	gives a simple description	2	2/3	Gives simple explanation that is lacking in detail	3	4	Gives detailed and specific explanation	[4]	<p>Indicative Content</p> <p>Description: farm animals/plants die, less water to drink/fewer fish in rivers.</p> <p>Simple explanation: less food, less varied diet, spread of water-borne disease.</p> <p>Detailed explanation: malnourishment or hunger problems, dehydration, loss of livelihood. People have to move away. People die.</p>
Level	Mark	Response																		
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Question		Rationale	Mks	Expected Answers												
(e)	Case Study Either															
(i)	<p>For period of weather caused by low or high pressure:</p> <ul style="list-style-type: none"> Name and locate the area Describe the main features of the weather Explain how the weather affected people. 	<p>Levels of response marking. Working upwards through the levels. QWC should be assessed qualitatively, as an integral part of the judgement.</p> <table border="1"> <thead> <tr> <th>Level/Mark</th> <th>Description Explanation</th> <th>QWC</th> </tr> </thead> <tbody> <tr> <td>1 0 - 1 mark</td> <td>Gives a basic description of explanation point.</td> <td>Communication is unclear.</td> </tr> <tr> <td>2 2 - 3 mark</td> <td>Case study named. Gives basic, generic descriptive and/or explanation points.</td> <td>Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.</td> </tr> <tr> <td>3 4 - 5marks</td> <td>Appropriate case study named. Provides an account which includes some specific description and explanation.</td> <td>Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.</td> </tr> </tbody> </table>	Level/Mark	Description Explanation	QWC	1 0 - 1 mark	Gives a basic description of explanation point.	Communication is unclear.	2 2 - 3 mark	Case study named. Gives basic, generic descriptive and/or explanation points.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.	3 4 - 5marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.	[5]	<p>(i) Indicative content: any period of weather affecting any area drawn from a variety of scales. Effects of the period of weather might be social and/or economic.</p>
Level/Mark	Description Explanation		QWC													
1 0 - 1 mark	Gives a basic description of explanation point.		Communication is unclear.													
2 2 - 3 mark	Case study named. Gives basic, generic descriptive and/or explanation points.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.														
3 4 - 5marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.														
(ii)	<p>OR</p> <p>For a river or a coastal landform that affects the lives of people:</p> <ul style="list-style-type: none"> Name and locate the landform Describe the main features of the landform Explain how the landform affects the lives of people. 			<p>(ii) Indicative content: any river or coastal landform that has affected the lives of people. Effects of the landform might be social and/or economic.</p>												
			30													

UNIT 1 - HIGHER TIER

Question 1	AO1	AO2	AO3
(a)			3
(b) (i)	1		
(ii)	1	3	
(c)(i)			1
(ii)			3
(d)(i)	1	3	
(ii)	1		
(iii)	3	2	
(e)	3	5	
Totals	10	13	7

Question 2	AO1	AO2	AO3
(a)			2
(b)(i)			3
(ii)	1		
(iii)	1		
(c) (i)		1	1
(ii)	3	1	
(d) (i)		4	
(ii)	3	2	
(e)	3	5	
Totals	11	13	6

Question		Rationale	Mks	Expected Answers	
(c)	(i)	Complete the graph above to show that 20 new stores were opened in 2004.	Credit one mark for correct plot of point.	[1]	
	(ii)	Expected answers.			
	(ii)	Describe the trend of the graph between 1980 and 2009. Use figures in your answer	Credit one mark for describing overall increase, one for qualifying trend, one for accurate use of figures/calculation. Max 2 marks if no figures used. (1 + 1 + 1)	[3]	Number of new shops has increased (1) fluctuation (1) slowly at first and then more rapidly (1) from 1 in 1990 to 26 in 2010 (1)
(d)	(i)	Explain how the opening of the new shop may have affected the quality of life for different groups of people living in Lanreath.	Credit one mark for each 'way' and one for each explanation. Credit further elaboration. (1 + 1 + 1) +1 (1 + 1) x 2 Max. 3 marks If only refers to one group of people. Max. 2 marks if no named groups. Do not credit lifting from text. Manager can be a group. Locals is enough.	[4]	Local residents don't have to travel so far (1) so there is less air/noise pollution (1) less congestion (1) saves them money (1). Local producers will get more business because shops are using local produce (1) so they will make more money and may even create more jobs. They will save money and time travelling to deliver their goods (1). Local people will see each other (1) so improved community spirit (1) elderly will not feel so isolated (1). Volunteers can get work experience in the shop (1) so this might help them to get a job (1), it will improve their social life in the village and make them feel part of the village (1).

Question		Rationale	Mks	Expected Answers															
	(ii)	Counterurbanisation is the increase in people moving from urban areas to live in rural areas. One reason is the improvement in ICT facilities such as internet broadband. Suggest one other reason for counterurbanisation	Credit one mark for correct response. Do not credit any ideas lifted from text.	[1] Increase in car ownership (1) <u>any push factor</u> from urban areas e.g. crime / noise / air pollution / traffic congestion / high density housing / lack of privacy (1) in urban areas. <u>Any pull factor</u> for the rural area e.g. peace and quiet / less traffic/ lower density housing / more privacy (1). If pollution is used it must be qualified.															
	(iii)	The population in some rural villages, like Lanreath, is increasing as a result of counterurbanisation. Explain the effects that counterurbanisation might have on different groups of people living in rural villages	<table border="1"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>QWC</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>Response sufficient for Level 1</td> </tr> <tr> <td>1</td> <td>1</td> <td>Gives only description</td> </tr> <tr> <td>2</td> <td>2/3</td> <td>Gives simple explanation</td> </tr> <tr> <td>3</td> <td>4/5</td> <td>Gives detailed and specific explanation</td> </tr> </tbody> </table> <p>Max. Level 2, 3 marks for 0 groups Max. Level 3, 4 marks for 1 group.</p>	Level	Mark	QWC		0	Response sufficient for Level 1	1	1	Gives only description	2	2/3	Gives simple explanation	3	4/5	Gives detailed and specific explanation	[5] Simple description: Shops/pubs/garages make more money, schools have more children, doctors/dentists have more people using them, roads are busier, new services open Simple explanation: Shops/pubs/garages invest in the business and develop it. Schools more likely to stay open but could also mean larger class sizes and pressure on small schools. Doctors/dentists will not have to worry about threat of closure but could be more difficult for people to get an appointment Increased traffic may increase risk for young children. Detailed and specific explanation: Businesses can invest and possibly expand / diversify / specialise, e.g. pubs become gastro-pubs so there is greater variety of leisure opportunities in village and more opportunities for employment. Children / students will have wider sphere of social contacts / more teachers and better facilities in school. Local car owners will be affected by problems with parking / increased congestion. asthmatics may be affected by increased pollution from traffic.
Level	Mark	QWC																	
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Question		Rationale	Mks	Expected Answers															
(e)	Case Study	Levels of response marking. Work upwards through the levels. QWC should be assessed qualitatively as an <u>integral</u> part of the judgement.																	
(i)	For a service in a town or city: <ul style="list-style-type: none"> Name the service Describe the distribution of this service within the town or city Explain how access to this service varies for different groups of people 	<table border="1"> <thead> <tr> <th>Level / Mark</th> <th>Description Explanation</th> <th>QWC</th> </tr> </thead> <tbody> <tr> <td>1 0-2 marks</td> <td>Case study named. Gives basic generic descriptive and/or explanation points.</td> <td>Communication is fairly clear and the information is communicated by brief statements. There is some accuracy of spelling.</td> </tr> <tr> <td>2 3-4 marks</td> <td>Appropriate case study named. Provides an account which includes some specific description and explanation.</td> <td>Communication is more articulate. Some specialist terms are used correctly. There is a clear accuracy of spelling, punctuation and grammar.</td> </tr> <tr> <td>3 5-6 marks</td> <td>Appropriate case study applied well. Provides an account which includes specific and elaborated description and explanation.</td> <td>Communication is logical and has structure. Some specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</td> </tr> <tr> <td>4 7-8 marks</td> <td>Appropriate choice of case study applied very well. Provides a sophisticated account which includes specific and wholly accurate description and explanation.</td> <td>Communication is sophisticated and includes regular use of specialist terms with proficiency. Spelling, punctuation and grammar have almost faultless accuracy.</td> </tr> </tbody> </table>	Level / Mark	Description Explanation	QWC	1 0-2 marks	Case study named. Gives basic generic descriptive and/or explanation points.	Communication is fairly clear and the information is communicated by brief statements. There is some accuracy of spelling.	2 3-4 marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some specialist terms are used correctly. There is a clear accuracy of spelling, punctuation and grammar.	3 5-6 marks	Appropriate case study applied well. Provides an account which includes specific and elaborated description and explanation.	Communication is logical and has structure. Some specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.	4 7-8 marks	Appropriate choice of case study applied very well. Provides a sophisticated account which includes specific and wholly accurate description and explanation.	Communication is sophisticated and includes regular use of specialist terms with proficiency. Spelling, punctuation and grammar have almost faultless accuracy.	[8]	<p>(i) May describe shopping, leisure, transport, parks. Must explain how access to the service is different for different groups of people e.g. low income people, car owners, elderly. There will be positives and negatives in the answer at the highest level.</p> <p>Max. Level 1 if name country but not town/city Max. Level 2 if no groups. Max. Level 3 if only one group.</p> <p>(ii) Describes variations in quality of life in different neighbourhoods, perhaps contrasting quality of life in suburban and inner urban districts.</p> <p>Explanation may consider a variety of variables including the effects of quality of housing, externalities, types of employment available or rates of unemployment/poverty.</p> <p>Candidates must refer to distribution to get Level 4.</p>
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(ii)	For a town or city where there are variations in quality of life <ul style="list-style-type: none"> Name and locate the town or city Describe how the quality of life varies in different parts of the town/city Explain why quality of life varies between these places. 																		

Question 2		Rationale	Mks	Expected Answers
	(a)	Describe the pattern of precipitation throughout the whole year in Kipini. Refer to figures in your answer.	Credit one mark for each descriptive point. Must include figures for full marks. Must include scale for full marks. Do not accept reference to spring/summer seasons.	[2] e.g. Wet and dry season (1) wettest April to July (1) with max 340mm of rain in May (1) Dry from August to March (1) with driest month in February at 9mm (1) Average rainfall is 87 mm (1)
	(b) (i)	Use the map above to describe the course of the Tana River from source to mouth.	Credit one mark for each descriptive point. Do not credit 'near to' or 'past'. Do not credit length of river or reference to features	[3] In southern Kenya (1). It flows south easterly (1) and then east (1) it enters the Indian Ocean (1) south of Equator (1) It flows south from Garissa (1) Moves from highland to lowland (10 Source is in highland. (1)
	(ii)	The Tana Delta is formed as a result of deposition. What is meant by the term 'deposition'?	Credit one mark for correct description. Do not credit 'deposits material'.	[1] The dropping of material where rock/material is left/placed/dumped (1)
	(iii)	The flood plain of the Tana River Delta is used by farmers. Give one feature of a delta that makes it good for farming.	Credit one mark for correct feature. Do not credit 'good soil'.	[1] Flat land (1) fertile land (1) floods often (1) close to river for water (1) silt (1) transport on river (1) moist (1)

Question		Rationale	Mks	Expected Answers
(c)	(i)	Identify the 2 landforms labelled on the photography above:	Credit 1 mark for each correctly labelled feature. Do not double credit.	[2] A = slip-off slope (1) (river) beach (1) mud flat (1) river bank (1) Point bar (1) B = (River) cliff (1) (steep) river bank (1) (River) embankment (1)
	(ii)	Describe how a river erodes and transports material along its channel.	Credit one mark for each accurate descriptive point. Max 3 marks, if only refers to erosion or transportation.	[4] Erosion: Corrasion/abrasion (1) river uses material/rock to rub against the bed and carry along/ wear away/ rub away banks (1) Hydraulic action (1) river uses the power of the water to break up the bed and banks (1) Solution/corrosion (1) river uses chemicals to dissolve the bed and banks (1) Attrition (1) rocks bang together and break up (1) Transportation: Traction (1) rolling boulders along the bed (1) Saltation (1) bouncing rocks along the river bed (1) Suspension (1) carries small pieces of rock which float along the river (1) Solution (1) dissolves sediment and carries it along the channel (1)

Question		Rationale	Mks	Expected Answers															
(d)	(i)	<p>Explain how the activities of the TISP might affect the River Tana and its delta.</p>	<p>Credit one mark for each simple explanation plus one mark for each valid elaboration.</p> <p>(1+1) x 2 (1+1+1) + 1</p> <p>Do not credit answers which relate to human activity e.g. crops / cattle</p>	<p>[4]</p> <p>There will be less water in the river (1) or underground (1) animals/plants die (1) Less material deposited on delta (1) less erosion (1) speed/discharge decreases (1) Less water reaches the mangroves/swamp/Indian Ocean (1) more dry river beds (1) less water in Hippo Lake (1) water is polluted (1) by waste from sugar processing plants (1)</p>															
	(ii)	<p>Explain how an unreliable supply of water might affect the quality of life of people living in the Tana Delta area.</p>	<p>Levels of response marking. Work upwards through the levels. Apply no ticks.</p> <table border="1" data-bbox="748 528 1330 841"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>Response sufficient for Level 1</td> </tr> <tr> <td>1</td> <td>1</td> <td>Gives only description</td> </tr> <tr> <td>2</td> <td>2 / 3</td> <td>Gives simple explanation</td> </tr> <tr> <td>3</td> <td>4 / 5</td> <td>Gives detailed and specific explanation.</td> </tr> </tbody> </table> <p>Accept answers related to drought and flooding and quality of water. Don't credit man-made drought.</p>	Level	Mark	Response		0	Response sufficient for Level 1	1	1	Gives only description	2	2 / 3	Gives simple explanation	3	4 / 5	Gives detailed and specific explanation.	<p>[5]</p> <p>Indicative content</p> <p>Description: loss of farmland, less animals for food, less water for local people, more jobs, people have to move away</p> <p>Simple explanation: Less animals/fish in area so less food for local hunters could result in malnourishment or hunger problems. People may be displaced if land is changed to agriculture and homes have to be moved which is stressful. Could lose jobs if worked in area as farmer/fishing and will find it difficult to get a new job.</p> <p>Detailed and specific explanation:</p> <p>Decreased fish numbers so less food for hunters in area and this could lead to malnourishment or hunger problems and then farmers either requesting aid/support from government/protests against TISP or movement to urban areas creating pressure there.</p> <p>People/communities may be displaced breaking ties with family and friends an forcing people to live on land further away which may be poorer quality or may force them to move to urban areas creating problems there.</p>
Level	Mark	Response																	
	0	Response sufficient for Level 1																	
1	1	Gives only description																	
2	2 / 3	Gives simple explanation																	
3	4 / 5	Gives detailed and specific explanation.																	

UNIT 2A - FOUNDATION TIER

	AO1	AO2	AO3
(a) (i)			1
(ii)		1	3
(iii)	1		
(iv)	2		
(b)(i)			2
(ii)	1	2	
(c)	1	2	
(d)(i)		1	
(ii)	1	1	
(iii)	1	1	
(iv)	2	2	
(e) Case study	2	3	
TOTAL	11	13	6

Question			Rationale	Mks	Expected Answers								
1.	(a)	Study the map below. It shows the location of the 'Just Coffee' Co-operative head office and farms that grow coffee for it. 'Just Coffee' is a 'fair trade' organisation											
	(i)	In which country is the head office of 'Just Coffee'?	Credit one mark for correct response.	[1]	The Head office of 'Just Coffee' is in the <i>USA</i> Accept 'America' Do not accept 'Wisconsin'.								
	(ii)	Use information from the map to complete the following passage. Choose from the words in the box.	Credit one mark for each correct answer however identified.	[4]	Most of the coffee growers are in Central and South America . They are located between the tropics of Cancer and Capricorn . Only one country in Africa has more than one grower. This is Uganda . There are no coffee growers in cooler parts of the world.								
	(iii)	What best describes the term <i>Fair Trade</i> organisation? Tick(✓) the correct answer in the table below.	Credit correct answer however identified.	[1]	<table border="1"> <tr> <td></td> <td>Tick (✓)</td> </tr> <tr> <td>One that pays the grower a price that gives a reasonable profit</td> <td>✓</td> </tr> <tr> <td>One that pays the grower the lowest possible price</td> <td></td> </tr> <tr> <td>One that sells the coffee to the consumer at a cheap price</td> <td></td> </tr> </table>		Tick (✓)	One that pays the grower a price that gives a reasonable profit	✓	One that pays the grower the lowest possible price		One that sells the coffee to the consumer at a cheap price	
	Tick (✓)												
One that pays the grower a price that gives a reasonable profit	✓												
One that pays the grower the lowest possible price													
One that sells the coffee to the consumer at a cheap price													
	(iv)	Give another feature of <i>fair trade</i> . Explain how it helps the grower.	Credit one mark for an appropriate feature and a second for its explanation.	[2]	Examples: Uses no child labour (1) more chance of an education (1) No religious/gender discrimination (1) feeling of equality/greater respect (1) Decent working conditions (1) less chance of accidents/industrial disease / safer (1) Education training of self / children (1) Improvements in skills / qualifications (1)								

Question		Rationale	Mks	Expected Answers										
	(b)	Study the information below. It shows where the money goes from the sale of a bag of 'Just Coffee'.												
	(i)	The table below shows where the money paid by the customer for a bag of coffee goes. Complete the table using information from the bag of coffee above.	Credit one mark for each correct response.	[2] Country of coffee growth 25, Country of Just Coffee Head Office 68										
	(ii)	For each job state which sector of industry it is in. One has been done for you.	Credit one mark for each correct answer.	[3] <table border="1" data-bbox="1406 807 2114 1110"> <thead> <tr> <th>Job</th> <th>Sector of Industry</th> </tr> </thead> <tbody> <tr> <td>Selling the bag of coffee</td> <td>Tertiary</td> </tr> <tr> <td>Grinding the coffee beans</td> <td><i>secondary</i></td> </tr> <tr> <td>Transport of coffee from grower to USA</td> <td><i>tertiary</i></td> </tr> <tr> <td>Growing the coffee</td> <td><i>primary</i></td> </tr> </tbody> </table>	Job	Sector of Industry	Selling the bag of coffee	Tertiary	Grinding the coffee beans	<i>secondary</i>	Transport of coffee from grower to USA	<i>tertiary</i>	Growing the coffee	<i>primary</i>
Job	Sector of Industry													
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Question		Rationale	Mks	Expected Answers												
(e)	Case Studies															
	<p>Answers only one of the questions, either (i) or (ii)</p> <p>Either</p> <p>(i) For a place or places that are planning to tackle the possible future effects of climate change:</p> <ul style="list-style-type: none"> Name the place or places. Describe what they are planning to do. Explain why they think it necessary to plan in this way. <p>Or</p> <p>(ii) For a country or region where the employment structure has changed:</p> <ul style="list-style-type: none"> Name the country or region. Describe how the employment structure has changed. Explain why the employment structure has changed. 	<p>QWC should be assessed qualitatively as an integral part of the judgement.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Description/Explanation</th> <th>QWC</th> </tr> </thead> <tbody> <tr> <td>1 0 – 1 mark</td> <td>Gives a basic description or explanation point.</td> <td>Communication is unclear.</td> </tr> <tr> <td>2 2 - 3 marks</td> <td>Case study named. Gives basic, generic descriptive and / or explanation points.</td> <td>Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.</td> </tr> <tr> <td>3 4 -5 marks</td> <td>Appropriate case study named. Provides an account which includes some specific description and explanation.</td> <td>Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.</td> </tr> </tbody> </table> <p style="text-align: right;">[5] Total marks = 30</p>	Level	Description/Explanation	QWC	1 0 – 1 mark	Gives a basic description or explanation point.	Communication is unclear.	2 2 - 3 marks	Case study named. Gives basic, generic descriptive and / or explanation points.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.	3 4 -5 marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.	[5]	<p>Indicative Content:</p> <p>(i) Any place at any scale where attempts are being made to counter perceived effects of climate change: coastal management schemes, river flood alleviation, severe weather warning....</p> <p>(ii) Any country or region where there has been a shift in employment involving a changed emphasis of sector. Accept a time scale no further back than, for example, a shift from primary to secondary/tertiary with mid to late 20th century coal mine closures.</p>
Level	Description/Explanation	QWC														
1 0 – 1 mark	Gives a basic description or explanation point.	Communication is unclear.														
2 2 - 3 marks	Case study named. Gives basic, generic descriptive and / or explanation points.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.														
3 4 -5 marks	Appropriate case study named. Provides an account which includes some specific description and explanation.	Communication is more articulate. Some geographical terms are used correctly. There is clear accuracy of spelling, punctuation and grammar.														
End of Theme 3																

UNIT 2A - HIGHER TIER

	AO1	AO2	AO3
(a)(i)	1		
(ii)			3
(b)(i)		1	1
(ii)			1
(iii)	1	1	
(c)(i)		1	1
(ii)	1	2	
(d)(i)	2	1	
(ii)	3	2	1
(e) Case Study	3	5	
TOTAL	10	13	7

Question		Rationale	Mks	Expected Answers
1.	(a)	Study the map below. It shows the location of the 'Just Coffee' Co-operative head office and farms that grow coffee for it. 'Just Coffee' is a 'fair trade' producer.		
	(i)	What is meant by <i>fair trade</i> ?	Credit one mark for a correct description.	[1] <i>Bottom line: where the grower/producer is paid a fair price for the produce(1)</i>
	(ii)	The head office of 'Just Coffee' is in the USA. Describe the distribution of 'Just Coffee's' growers.	<i>Credit three simple statements that collectively describe the distribution.</i>	[3] <i>Examples: Located immediately either side of the Equator / within the tropics (1), Most are in Central / South America (1) some are in Africa / few in Africa (1) There are none in temperate latitudes / north or south of the tropics (1) There are no growers in Europe / Asia / Australia (1 max for list) Don't allow opposites.</i>
	(b)	Study the information below. It shows where the money goes from the sale of a bag of 'Just Coffee'.		
	(i)	Give one secondary and one tertiary job involved in the coffee industry	<i>Credit one mark each for secondary and tertiary. If a list provided by candidate, only accept the first suggestion</i>	[2] <i>Examples: <u>Secondary</u>: roasting / bagging / label creation / bag making. <u>Tertiary</u>: transporting / selling (retailing) / marketing.</i>
	(ii)	What % of the cost of a bag of coffee goes to the country of the Head Office.	<i>Credit correct percentage only.</i>	[1] <i>68% The inclusion of the % symbol is <u>not</u> required.</i>

Question		Rationale	Mks	Expected Answers
	(iii) Suggest why, even with Fair Trade, a small percentage of money stays in the country where the coffee is grown.	<i>Credit either two simple points (P+P), or one simple point (P) and the elaboration (E).</i>	[2]	<p><i>Examples:</i></p> <p><i>No processing takes place in the growing country (1) P...+ more money is gained in processing (1) E</i></p> <p><i>The owners are based in another country (USA) (1) P...+ so they will want to keep the larger share of the profits (1) E</i></p> <p><i>Only the growing takes place here (1) P... + The Processing takes place outside the country(1) P.</i></p> <p><i>Money is needed for transport / shops / marketing (1) P... transport / shops / marketing is not provided by the growing country (1) E</i></p>

Question		Rationale	Mks	Expected Answers
	(c)	Study the table. It shows the status of women in Nicaragua and the UK.		
	(i)	Compare the lives of women in Nicaragua with those in the UK. Use the information in the table to help your answer.	[2]	<p>Parliament: Both figures are low (1) P ...+ so women are under-represented in each country (1) E</p> <p>Education: Far more women in the UK finish their education (or expressed as a reverse) (1) P + so their chances of a better job / future / pay are increased (1) E</p> <p>Paid Employment: Fewer women in Nicaragua (or expressed in reverse) are in paid employment (1) P + so they will have less income / independence / too reliant on men (1) E</p>

Question		Rationale	Mks	Expected Answers
	<p>(c) (ii) Study the information in the boxes below. It shows ways in which a women's coffee growing co-operative in Nicaragua uses money it earns to help women in its local area.</p> <p>Choose one way in which the La FEM Co-operative tries to help local women. Explain how it is may help the development of local women.</p>	<p>Credit one simple explanation (E) + E + further E, to gain the three marks.</p> <p>Do not award marks if responses go across the three ways provided in the resource. The candidate is asked to select one way, from the three available.</p>	[3]	<p>1: A new school for young women will teach them new skills (1) E + so they might get jobs easier (1) E ++ so they are more independent / better off (1) E</p> <p>2: They have a chance to run their own farm (1) E + this could earn them money (1) E ... ++ they might even be self sufficient in food (1) E</p> <p>3: In terms of education, women in the countryside are less disadvantaged compared to men (or urban women) (1) E + which means they have more equal access to jobs (1) E ++ which may allow them to have a higher income / more self esteem / greater empowerment (1) E</p>
	<p>(d) News article: Damage at La FEM</p>			
	<p>(i) How may short term emergency aid from 'Just coffee' drinkers help people in the affected area.</p>	<p>Credit reference to short term aid. Either one simple point (P) accompanied by two related elaborations (E + E) or two simple points with associated elaboration (P + P + E). A maximum of two marks if no elaboration is attempted.</p>	[3]	<p>Examples: but reward other short-term aid</p> <p>Food provided (1) P + reduces danger of hunger / starvation / saves lives (1) E ... ++ fewer deaths (1) E</p> <p>Water provided (1) P + prevents dehydration (1) E ++ stops them drinking dirty water (1) E ... or ... fewer deaths/ saves lives (1) E ... or less water borne disease (1) E</p> <p>Medical help given (1) P + stops pain / suffering (1) E ++ more survive their injuries (1) E</p> <p>Rescue teams find injured (1) P ... + more survivors (1) E ... ++ less psychological effects / family trauma (1) E</p> <p>Temporary tents / accommodation (1) P ... + ...give shelter (1) E + less misery / warmer / more comfort (1) E</p>

Question		Rationale	Mks	Expected Answers	
	(d) (ii)	<p>Explain how long term development aid might be used to help people living in poorer countries.</p>	<p><i>Levels of response marking. Work upwards through the levels.</i></p> <p style="text-align: right;">Mark</p> <p><i>Response insufficient for Level 1</i> 0</p> <p><i>Level 1: Gives only description</i> 1</p> <p><i>Level 2: Gives simple explanation lacking in detail</i> 2/3</p> <p><i>Level 3: Gives detailed and specific explanation</i> 4/5</p> <p>Max 2 marks if the aid is short term.</p>	[5]	<p><u>Level 1:</u> <i>Provides education</i> <i>Provide health care</i> <i>Rebuilding of settlements</i> <i>New drainage / water supplies</i></p> <p><u>Level 2:</u> <ul style="list-style-type: none"> - <i>Education gives better opportunities for the future</i> - <i>Health care reduces disease</i> - <i>Rebuilding homes gives more comfortable living</i> - <i>New drains / water supply reduces disease.</i> </p> <p><u>Level 3:</u> <ul style="list-style-type: none"> - <i>Education programmes improve job prospects, leading to higher standards of living / wider job opportunities</i> - <i>Health care increases well being / life expectancy / productive workforce</i> - <i>Rebuilding homes offers comfort / security / safety</i> - <i>New drains / water supply prevent water borne diseases such as cholera, so life expectancy increases / less strain on medical services</i> - <i>Aid will allow Nicaragua / la Fem co-op to target their resources in other projects, e.g. infrastructure / women's rights</i> </p>

Question		Rationale	Mks	Expected Answers															
	(e)	Case Studies	Levels of response marking. Work upwards through the levels. QWC should be assessed qualitatively as an integral part of the judgement.	[8]	Indicative content: <ul style="list-style-type: none"> Allow for depth ie responses that target minutiae within a very focussed aspect of Climate C Allow for breadth ie responses that take a more holistic response, with brevity across many aspects of Climate C Allow responses focussed on preventative measures, to reduce the threat of climate change happening. Allow for responses that accept climate change as inevitable, with the obvious consequences, and the steps available to reduce the likely impacts. 														
		Answer only one of the questions, either (i) or (ii).																	
		Either																	
		(i) For a place or places where people are planning to tackle the possible future effects of climate change: <ul style="list-style-type: none"> Name the place or places Describe what they are planning to do Explain why carrying out these plans may be difficult. 																	
		Or																	
(ii) For a country or region where the employment structure has changed. <ul style="list-style-type: none"> Name the country or region Describe how the employment structure has changed. Explain the effects of these changes. 																			
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Level	Description/Explanation	QWC																	
1 0 - 2 marks	Case study named. Gives basic, generic descriptive and/or explanation points.	Communication is fairly clear and information is communicated by brief statements. There is some accuracy of spelling.																	
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Total marks = 30																			

End of Theme 3

UNIT 2B - FOUNDATION TIER

Question	AO1	AO3	AO3	
A(a)(i)			3	
(ii)	1	1		
(b)(i)			2	
(ii)			2	
(iii)	1	2		
(c)(i)	1			
(ii)	1			
(d)(i)			2	
(ii)	1	1		
(iii)	1	1		
				20
B(a)(i)	1			
(ii)			2	
(iii)			3	
(b)(i)	1	1		
(ii)	1	2		
(c)(i)	2			
(ii)	2	1	1	
(d)(i)			2	
(ii)		1	1	
(e)(i)		2		
(ii)	1	1		
(f)	1	3		29
C	3	7	1	11
Totals	18	23	19	60

Part A

You are advised to spend about **25 minutes** on this part.

This part looks at how developed India is.

India is a country in Asia. It is quickly developing its industry. Migration from rural to urban areas is rapid.

Part A asks you to look at how developed India is. 20

Part B asks you to explore three options for developing India. 29

Part C asks you to decide which option India should develop first. 11

Question		Rationale	Mks	Expected Answers
	(a)	Study the graph on page 3 of the separate Resource Folder .		
	(i)	Circle the three correct answers in the following passage: 3 x 1 [3]	[3]	India's population has risen between 1995 and 2010. The rate of change is best described as rapid . The total estimated population change between 2010 and 2030 is 320 million people.
	(ii)	Medical care is improving in India. How might this affect the population size? Explain your answer. Credit one mark for any statement that suggests a rise (1) or fall (1) and the other for an appropriate explanation as to why it should encourage the rise. Credit (1) for clear explanation even if no population affect is given. 1 + 1 [2]	[2]	Examples: Rise (1); fewer die of disease (1); people live longer (1); more children survive adulthood (1). Fall (1); improved family planning (1) fewer children born (1) Do not accept 'less die' or reference to migration.

Question		Rationale	Mks	Expected Answers
	(b)	The pie charts below show the actual population structure of India in 2010 and its predicted structure in 2050.		
	(i)	Complete the pie chart for 2050 to show the following information: 1 + 1 [2]	[2]	The working age population will be 65% The retired age population will be 15%
	(ii)	Give two ways in which the population structure in India is expected to change between 2010 and 2050. 2 x 1 [2]	[2]	<i>Examples:</i> <i>School age proportion will decrease (1)</i> <i>The retired age proportion will increase (1)</i>
	(iii)	Complete the sentences below to explain how changes to India's population structure between 2010 and 2050 may affect its ability to pay for the needs of its people. 3 x 1 [3]	[3]	Choose from the following completions: Working age people pay most of the taxes so the country's income will stay the same Providing education for each child is expensive so the cost of education will fall Medical costs are highest for older people so the cost of healthcare will rise

Question		Rationale	Mks	Expected Answers								
	(c)	Study the table on page 3 of the separate Resource Folder . It shows some indicators of development for India and the UK.										
	(i)	What is meant by adult literacy rate? Tick the correct answer in the table below.	[1]	<table border="1"> <thead> <tr> <th>Statement</th> <th>Tick (✓)</th> </tr> </thead> <tbody> <tr> <td>The percentage of people 15 and over who can read</td> <td></td> </tr> <tr> <td>The percentage of people 15 and over who can word process</td> <td></td> </tr> <tr> <td>The percentage of people 15 and over who can read and write</td> <td>✓</td> </tr> </tbody> </table>	Statement	Tick (✓)	The percentage of people 15 and over who can read		The percentage of people 15 and over who can word process		The percentage of people 15 and over who can read and write	✓
Statement	Tick (✓)											
The percentage of people 15 and over who can read												
The percentage of people 15 and over who can word process												
The percentage of people 15 and over who can read and write	✓											
	(ii)	How does the adult literacy rate show that India is economically poorer than the UK.	[1]	In India most children must work so don't go to school (1)								
	(d)	(i) Complete the bar graph for 2008 using the following information: 2: 1+1	[2]									
	(ii)	Suggest and explain one advantage to India of the projected changes. 2: 1+1	[2]	Examples: Urban population more likely to be taxed (1) so more government income (1) Fewer people to feed in rural areas (1) less pressure on scarce food resources (1) Less demand on village medical/school services (1) fewer teachers/doctors/nurses required in villages (1) Migrants send money home so villages become richer (1) so less need for government help (1)								
	(iii)	Suggest and explain one disadvantage to India of the projected changes. 2: 1 + 1	[2]	Examples: Cities more crowded so greater demand for housing/services in cities (1) great cost of provision for city authorities (1) Ageing population in rural areas (1) no-one to do the jobs (1)								
Total marks 20												

End of Part A

Part B

You are advised to spend about **30 minutes** on this part.

This part explores three options for developing India.

Question		Rationale	Mks	Expected Answers																
	(a)	Study the graph on page 4 of the separate Resource Folder .																		
	(i)	What is an <i>urban</i> area?	[1]																	
	(ii)	Describe the trend of Internet users in India's urban areas between 2000 and 2009. Use figures in your answers.	[2]	Examples: Risen (1) from 5-6 million in 2000 to 41-42 million in 2009 / by 35-37 million (1). doubled every 3 years (1+1)																
	(iii)	In the table below one correct statement has been ticked. Complete the table by ticking three more correct statements.	[3]	<table border="1"> <thead> <tr> <th>Statement</th> <th>Tick (✓)</th> </tr> </thead> <tbody> <tr> <td>There was about one million Internet users in rural areas in 2000</td> <td align="center">✓</td> </tr> <tr> <td>The number of rural Internet users is always higher than urban users</td> <td align="center">x</td> </tr> <tr> <td>The increase in the number of urban Internet users is always greater than rural</td> <td align="center">✓</td> </tr> <tr> <td>The greatest increase in rural Internet users was between 2006 and 2009</td> <td align="center">✓</td> </tr> <tr> <td>The greatest increase of rural Internet users was between 2000 and 2003</td> <td align="center">x</td> </tr> <tr> <td>The total number of Internet users more than trebled between 2006 and 2009</td> <td align="center">x</td> </tr> <tr> <td>The total number of Internet users has increased by over 50 million between 2000 and 2009</td> <td align="center">✓</td> </tr> </tbody> </table>	Statement	Tick (✓)	There was about one million Internet users in rural areas in 2000	✓	The number of rural Internet users is always higher than urban users	x	The increase in the number of urban Internet users is always greater than rural	✓	The greatest increase in rural Internet users was between 2006 and 2009	✓	The greatest increase of rural Internet users was between 2000 and 2003	x	The total number of Internet users more than trebled between 2006 and 2009	x	The total number of Internet users has increased by over 50 million between 2000 and 2009	✓
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Question		Rationale	Mks	Expected Answers
	(b)	Study the statements below the photograph on page 4 of the separate Resource Folder .		
	(i)	Give one advantages for people living in rural areas of increasing Internet access in their village. Explain why it is an advantage.	Credit one appropriate advantage for one mark and the second for its explanation. Expect most candidates to choose two advantages given in the resource but also credit any they have suggested independent of these. 1 + 1 [2]	[2] Examples: The use of video link surgeries (1) enables more frequent doctor' consultation/reduces risk of serious implications of illness (1). Studying for diploma/education online (1) improves access/reduces travel costs/time (1). Weather forecasts advise local farmers (1) when to plant/harvest (1)
	(ii)	Explain why it is difficult to access the Internet in rural areas of India.	Credit one mark for each explanatory statement. A maximum of two marks for merely repeating information from the resource. 1 + (1 + 1) or 1 + (2 x 1) [3]	[3] Examples: Access to the Internet is not guaranteed (1) because electricity supply is unreliable (1). Most users have to plan ahead/travel to Internet café (1) because few own a computer (1)
	(c)	Study the photograph and text boxes on page 5 of the separate Resource Folder .		
	(i)	Wind power is a renewable form of energy. Suggest and explain one advantage to the environment of using renewable energy.	Credit one mark for an appropriate advantage and the second for its explanation. 1 + 1 [2]	[2] Examples: Renewable energy creates no CO ₂ (1) so does not contribute to global warming (1) Renewable energy does not pollute the atmosphere (1) reducing health risk to wildlife (1) Renewable energy does not contribute to acid rain (1) reducing loss of Forests/habitats (1)

Question		Rationale	Mks	Expected Answers
(c)	(ii) Give and explain two ways in which a turbine like the one in the photograph might help improve quality of life in an Indian village.	Credit one mark for each valid 'way' and the other marks for their elaboration. 2 x (1 + 1) [4] Do not accept references to jobs.	[4]	Examples: Enables use of electrical apparatus (1) reducing housework times/increasing leisure times (1) Allows contact with outside world (1) using TV/radio/ internet (1) More comfortable living conditions (1) through use of fans (1) Ability to read/work in evening (1) using artificial light (1)
(d)	Study the map on page 6 of the separate Resource Folder .			
	(i) In which parts of the country do the strongest winds blow?	Credit one mark for each valid locational statement. (1 + 1) [2]	[2]	West/north south (1); coastal areas (1) Mountain/highland areas (1)
	(ii) Explain why wind energy may not be the best electricity supply for all Indian villages.	Credit one mark for each appropriate explanatory statement. A maximum of one mark if no map evidence is provided. (1 + 1) [2]	[2]	Examples: There are large areas of the country with low wind speeds (1) so little generation potential (1). Credit reference to more suitable energy sources.

Question		Rationale	Mks	Expected Answers
	(e)	Study the diagram on page 7 of the separate Resource Folder. It shows the possible jobs taken by India's university graduates.		
	(i)	Give and explain one job that would help the development of India's rural areas.	One mark for choice of job. Other credited for explanation as to how it will help India's rural area. 1 +1 [2]	[2] Examples: agriculture scientist (1) develop new crops giving higher yields (1) devise more productive farming methods (1)
	(ii)	Suggest why increasing the number of university places might speed up India's economic development.	One mark for a correct reason. The other for its explanation. Reasons may be general or specific to a named occupation.	[2] Examples: At the forefront of technology development (1) attracts foreign firms (1) develop cars of the future (1) high demand from rest of world (1) Graduates earn more (1) so pay more tax (1)
	(f)	Study the news article on page 7 of the separate Resource Folder. Choose two ways in which the universities seem to be failing the people of India. Write their number below. For each way explain how this might affect the development of the country.	Credit explanation only. 2 x (1 + 1) [4]	[4] Examples: 1: <u>Higher education numbers are low</u> : Most of population remains poorly educated (1) with little prospect of well paid jobs (1) / no way for poor to break out of cycle of poverty (1) 2: <u>Low quality universities courses</u> : Wastes resources (1) that could be channelled into secondary education/health care (1) Keeps work pool poorly qualified (1) doesn't attract mncs (1) 3: <u>Little rural higher education</u> : Reinforces current social structures (1) maintains unfairness in country/is divisive (1)

Total marks 29

End of Part B

Part C

You are advised to spend about **35 minutes** on this Part.

In this part you will advise the Indian government on which of three strategies it should support to encourage the country to develop further:

The options are:

1. Improve rural Internet access
2. Build small wind powered generators in villages
3. Increase the number of university places

Use the 'India Developments' Factfile in the Resource Folder to complete the following matrix to help you organise some ideas.

Use the information in your matrix on page 13 to help you write a letter to the Indian government. You may also use information from other parts of this paper and ideas of your own.

You should advise which one option it should develop first for the future development of the country. You should explain why you have chosen this option and explain why your choice is better than the other two options.

To the Indian government

I am writing to advise you to:

- Improve rural Internet access
- Build small wind powered generators in villages
- Increase the number of university places

Tick (✓) your chosen option.

[11]

I have chosen this because

This section is marked using a levels of response mark scheme.

We are rewarding candidates for the quality of their answers as opposed to merely crediting the number of responses they make. There is no correct choice. Marks are awarded for the statements made in relation to the choice made.

Candidates responses in the letter and matrix should be marked together. As the degree of integration for a level three response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the letter.

Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level. QWC must be assessed qualitatively as an integral part of the judgement.

Level One: The candidate's response contains little specific detail about the area. There is no elaboration beyond that provided directly by the sources. Communication is unclear. **(1 - 2)**

Level Two: The candidate's response contains some specific detail about the area and options. There is elaboration of ideas beyond that provided by the sources. Communication is clear and information is communicated by brief statements. There is some accuracy of spelling, punctuation and grammar. **(3-8)**

Level Three: The candidate presents a letter that considers the options in detail. Different options are considered along with the effects of each and a clearly explained decision is made. Communication is more articulate. There is some accuracy in spelling, punctuation and grammar. Some geographical terms are used with proficiency. **(9-11)**

Marking Procedures

- Mark the letter by, indicating in the text where a contribution to a particular level has been made.
- As you are marking the letter, mark the first reference to:

- | | | |
|--|--------|---|
| <input type="checkbox"/> chosen option | with a | C |
| <input type="checkbox"/> first rejected alternative | with a | A |
| <input type="checkbox"/> second rejected alternative | with a | R |

The candidate must attain at least two of the above elements with elaboration beyond that relating directly to the Factfile to access Level 3. Exploration of a third element, a consideration of both long and short term impacts or meaningful use of imported parallel case study information will trigger higher marks in the level.

- If the candidate is credited below the top of L2 through the letter, mark the matrix. Apply a levels mark (L1 or L2) in the text wherever you judge a statement at that level has been written.
- Write a statement at the bottom of the matrix to indicate the overall level attained, e.g. low/middle/high Level 1/Level 2.
- When both matrix and letter has been marked apply a final mark that reflects the position of the candidate within the highest level attained for geographical content, irrespective of whether that is in the matrix or letter. Write this as a level and mark on the left side of the sheet adjacent to the bracketed mark.
- Remember that you should apply no ticks when marking this section.

Total mark 11

End of Part C

UNIT 2B - HIGHER TIER

Question	K + U	A	S
A (a) (i)			2
(ii)	2	2	
(iii)			2
(b) (i)			2
(ii)		2	
(c) (i)	1	1	
(ii)	1		
(iii)	2		
(iv)	1	1	
B (a) (i)			2
(ii)	2	1	1
(iii)	2	1	1
(b) (i)			3
(ii)	1	1	
(iii)		2	
(iv)		2	
(c) (i)		1	1
(ii)		1	1
(iii)	2	2	
(d)	4	8	2
	18	25	17

Question		Rationale	Mks	Expected Answers
A.	Section A. This section asks you to explore how developed India is. Study graph 1 on page 3 of the separate resource folder. It shows the recent change of population in India and the UK and the forecasts for growth.			
(a)	(i) Describe how the population of India has changed from 1995 to 2010	Credit one mark for simple descriptive point and one mark for qualification of trend/use of figures. Check figures aren't for 2030.	2	Gone up (1) by 235 million (1). Credit any valid description within tolerance ± 25 million.
	(ii) What effects could the projected population change have on India.	Credit one mark for each 'effect and one for each elaboration. Max 2 for simple statements without consequence. (1 + 1) + (1 + 1) or (1 + 1 + 1) + 1.	4	Services put under pressure (1) so people die earlier (1) etc More workers (1) so industries grow (1) so tax receipts up (1) Huge drain on finances (1) so development can't happen (1) Huge potential workforce (1) to kick start development (1) Largely young population (1) uses lots of medical facilities (1) so expensive to keep healthy (1) use lots of schools (1). Overcrowding (1). Overpopulation (1) leading to pressure on services/resources (1). Lack of jobs (1) leading to crime (1).
	(iii) Compare the population change in the two countries during the period 1995 to 2010	Credit one mark for each comparative statement. Credit comparative data.	2	UK's very static in comparison (1) India's total change/rise much bigger than UK's (1) Figures within tolerance ± 25 million.
(b)	Study the population pyramids on page 4 of the separate resource folder.			
	(i) Describe how the structure of India's population is predicted to change from 2000 to 2030.	Credit one mark for each correctly identified change.	2	Increase in number (1) Many more older people (1) Significantly more over 80's (1) More economically active (1)

Question		Rationale	Mks	Expected Answers	
(b)	(ii)	How might changes in population structure affect India's future development?	Credit either two simple statements or one simple statement with elaboration. Must refer to population explicitly.	2	More money needs to be spent on elderly care (1) Less spent on looking after babies (1) Pensions bill will be bigger (1) More tax payers (1) so more money to spend on developing India (1) India's development might be slower (1) ... as there is a bigger dependent population (1). The government will have even more challenges than it has already (1)... as it needs to provide an infrastructure to support a huge young and old population (1) More school children means greater pressure on schools (1) so education standards might slip (1)
(c)		Study table 1 on page 5 of the separate resource folder. It shows a range of development indicators for India and the UK.			
	(i)	Explain why GDP per capita is considered, by some, to be a good measure of India's development?	Credit either two simple statements or one simple statement with elaboration. Be careful of rehash of definition.	2	Wealth is linked to development (1). Averages out extremes of wealth/poverty (1) regional differences (1) Allows comparison of countries regardless of size of population (1) so [China]'s output can be compared to [Switzerland]'s (1) Allows government spending to be included in measure (1) Seems to reflect conditions in countries realistically (1) Money buys health (1) etc
	(ii)	What is adult literacy?	Credit one mark for correct description.	1	Being able to read <u>and</u> write (1)
	(iii)	Explain why the Indian Government would want a higher literacy rate.	Credit either two simple statements or one simple statement with elaboration.	2	So that spending on schools can be seen to be worthwhile! (1) People able to access better jobs (1) so tax income rises (1) People can access information (1) so they can be better farmers etc (1) so level of personal development improves (1) Population will be better placed to help India develop (1)

Question		Rationale	Mks	Expected Answers
	(iv) Choose one of the indicators from table 1. Explain whether it is a useful indicator of development for India.	Do not credit GDP per capita or Adult Literacy. Mark "Rubric". 1 mark for simple understanding of indicator. 1 mark for showing relevance.	2	Defines (1). Explains relevance (1). Life expectancy shows investment in medical care (1) infant mortality shows investment in medical care (1) and future workforce of country (1). Urbanisation indicates level of service economy (1) and therefore wealth of people (1). Labour force in agriculture. If labour force small then more machines in use (1) so technology levels high (1). If they can afford to go to school and not work then must be relatively well off (1). Life expectancy/literacy are national indicators so do not help policy makers to see regional inequalities/the gap between men and women between different castes (1).
B.	Section B in this Part you are asked to explore three different options for developing India.			
(a)	Study page 6 in the separate resource booklet.			
	(i) Describe the trends in Internet use in India.	Credit one mark for simple descriptive point and one for qualification of trend/use of figures.	2	Both increasing (1) or total rising (1). Rural increasing more quickly (1) 23 x as opposed to 7 x (1) twice as quickly (1). Urban always bigger (1). Urban increases by 35m, rural by 22m (1).
	(ii) Explain why the Indian government might be willing to spend money on improving internet access in rural areas in particular.	Credit one mark for each simple statement and one for each elaboration. Be watchful of unused lift from resource. (1 + 1) + (1 + 1) or (1 + 1 + 1) + 1. Max 2 for simple statements.	4	There are fewer uses in rural areas currently (1). Rural areas have lower levels of development (1) so government will want to stimulate jobs (1) or education (1) by improving access to information (1) or training (1) over internet. Rural populations are very large (1) so government wants them to be happy. Prevents urbanisation (1) reducing pressure on urban areas (1). Farmers can improve yields (1). More business opportunities (1) so more taxes (1).

Question		Rationale	Mks	Expected Answers
	(iii) Explain why the Indian Government could find it difficult to improve internet access in rural areas.	Credit one mark for each simple statement and one for each elaboration. Max 2 for simple statement unelaborated. (1 + 1) + (1 + 1) or (1 + 1 + 1) + 1.	4	Unreliable electricity supply so maybe broadband access poor (1) or so people might not trust it (1). Little access to computers so need to be purchased (1). Rural area so vast (1) cost high (1) difficult to give everyone access (1). Literacy rates low (1) so people can't use the internet (1).
(b)	Study pages 7 and 8.			
	(i) Use the map on page 8 to describe the distribution of windy places in India.	Credit one mark for each descriptive point, whether they are about windiest or least windy places. 3 simple descriptions	3	Strongest winds in the North (1) and South (1). Strong winds in the west (1). Least winds in the east (1). Large areas have little wind (1) or Windy areas are small percentage of country (1).
	(ii) Explain why wind power maybe considered to be sustainable.	Credit one mark for each simple statement and one for each elaboration. Pollution must be qualified. Beware lifts from page 7.	2	No CO2 emissions (1). Renewable fuel (1). Low technology (1). Easily sited in area of need (1). It could power fridges (1) keeping medicines safe for longer (1). It could charge mobile telephones (1) so people could stay in touch over long distances (1). Factories could be set up (1) to provide jobs (1). Improve its popularity (1). Sustainable because it requires little maintenance (1) no power lost in supply (1). It will allow them a chance to develop the rural areas (1) because electricity is a vital part of industry (1) health care (1) etc. Wind would allow them to develop without producing CO2 (1) reducing global climate change (1). Accessible to all (1) as its cheap (1) and low tech (1).

Question		Rationale	Mks	Expected Answers	
(b)	(iii)	Suggest how increasing the amount of electricity supplied to rural areas would improve levels of development.	Credit one mark for each simple sentence and one for each elaboration.	2	Improve cooking facilities (1) so better diet (1). Better connection to Internet (1) better education (1). Improve the quality of life in rural areas by giving them electric light (1) so they could study in the evening (1) work later (1). Electricity could improve effectiveness of irrigation (1) raising yields (1). Could provide refrigeration (1) so medicines stay useful for longer (1) so food fresher/less dangerous (1).
	(iv)	Explain one reason why wind power may be unsuitable for supplying rural areas in India.	Credit one mark for a simple statement and one mark for its elaboration.	2	It isn't very windy (1) so limited use (1). Not continuous (1) so can't depend upon it (1). Open to elements so it breaks in storms (1). Such a vast area (1) distribution an issue (1). Difficult to maintain (1) without training (1).
(c)		India has one of the largest populations of university graduates in the world, but it is only a small proportion of the total population.			
		Study page 9 of the separate resource folder.			
	(i)	Suggest why the Indian Prime Minister thinks that students in India's rural areas should be helped to go to university.	Credit one mark for each simple statement or credit one simple statement and one for its elaboration.	2	Rural areas poorer (1) might stop urbanisation (1). Everyone should be able to access education (1) socially sustainable (1). Talent being wasted (1) which could help India develop (1). Education leads to better employment (1) means more taxes (1) less need for Government help (1).

Question		Rationale	Mks	Expected Answers
	(ii) Explain one of the other concerns given about India's universities.	Credit one mark for each simple statement or credit one simple statement and one for its elaboration. Beware of lifting from page 9 of the resource.	2	Lack of government backing (1) so poorly financed (1). Low numbers so future less optimistic (1) talent wasted (1) Poor quality courses so Indian degrees less useful than other countries (1). Poor quality teachers (1) so universities don't meet needs of India (1). Not enough places so development doesn't happen as quickly as it could (1). Favouritism (1) so best don't get to university (1). Corruption (1) so poor decisions made (1).
	(iii) Explain the possible benefits to India of having better universities.	Credit one mark for each simple statement and one for each elaboration. Benefit to India is the key issue. Max 2 for simple statements. (1 + 1) + (1 + 1) or (1 + 1 + 1) + 1.	4	Educate future workforce (1) who will earn money (1) ensuring greater development (1). Better qualified people (1) will develop LEDCs for everyone (1) without reliance on foreign intervention (1). Universities earn money for LEDCs (1) through new technologies (1) students' fees (1) and services (1) Can give prestige (1). Better qualified people (1) will bring more money in for everyone / trickle down (1). Will give rise to aspiration (1). Might solve local problems (1) like disease (1) or farming issue (1). Better qualified workers (1) attract MNCs (1). More people will go (1) and get better skills (1).

Question	Rationale	Mks	Expected Answers	
<p>C. You are advised to spend about 35 minutes on this section.</p> <p>In this part you will advise the Indian Government on what its order of priority should be in implementing three possible options to raise levels of development in India:</p> <ul style="list-style-type: none"> • Improve internet access in rural areas • Increase the amount of wind power generated for rural India • Increase the number of places at universities in India <p>Use the Factfile on page 10 in the Resource Folder to help you organise your ideas on the matrix on the next page.</p> <p>You should spend about 15 minutes completing the matrix. This section asks you to make a decision about the priority the Indian government should have for each option.</p> <p>You are advised to comment on the sustainability of your decision."</p>	<p>This section is marked using a process of best fit where the candidate response is compared to levels descriptions in a levels of response mark scheme.</p> <p>We are rewarding candidates for the quality of their answers, as opposed to merely crediting the number of responses they make. There is no correct choice. Marks are awarded for the statements made in relation to the decision made.</p> <p>Candidate responses in the report and matrix should be marked together. As the degree of integration for a Level 3 response falls outside that possible to demonstrate in the matrix alone, marks in Levels 3 & 4 may, therefore, only be awarded to candidates who have completed the report.</p> <p>Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.</p> <p>The strand for QWC should be considered as an integral part of the assessment.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>When both matrix and letter has been marked apply a final mark that reflects the position of the candidate within the highest level attained for geographical content, irrespective of whether that is in the matrix or letter.</p>	14	<p>Level 1 1 - 4 marks</p>	<p>The candidate presents a response that is mainly descriptive with some elaboration. It contains some reference to both development and industry. Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</p>
			<p>Level 2 5 - 8 marks</p>	<p>The candidate presents a response where the evidence used is pertinent to India to make a decision. An element of reference to sustainability is present. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</p>
			<p>Level 3 9 - 11 marks</p>	<p>The candidate presents a report in which a choice of development is made and there is some clarity of justification in terms of sustainability of both employment and environment. The answer has a significant element of balance. Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</p>
			<p>Level 4 12 - 14 marks</p>	<p>The candidate presents a report that clearly explores the issue and competently addresses sustainability of social, employment and environmental factors. Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</p>



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