

IGCSE

Geography

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Geography (4GE0)

First examination 2011

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Acknowledgements

This document has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to its development.

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Introduction

The sample assessment material has been prepared to support the specification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examinations.

Sample question paper

Paper 1

7

SECTION A – THE NATURAL ENVIRONMENT AND PEOPLE

Answer TWO questions only from this section.

Put a cross in the box indicating the question you have chosen to answer (☒).
 If you change your mind, put a line through the box (☒) and then
 put a cross in another box (☒).

If you answer Question 1 put a cross in the box (☑).

1. River environments

- (a) Study Figure 1 which shows the distribution of average annual rainfall in Spain. It also gives information about Spain's national water transfer plan.

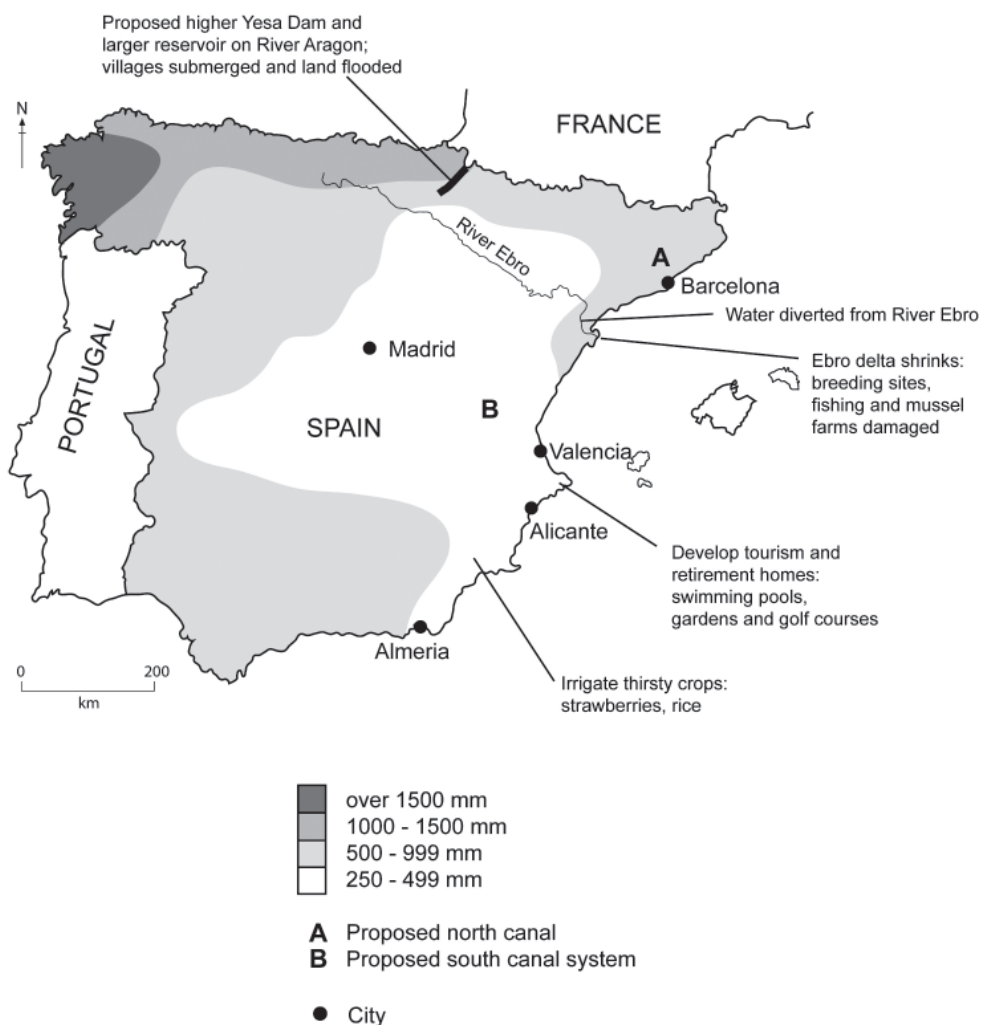


Figure 1

(i) Indicate:

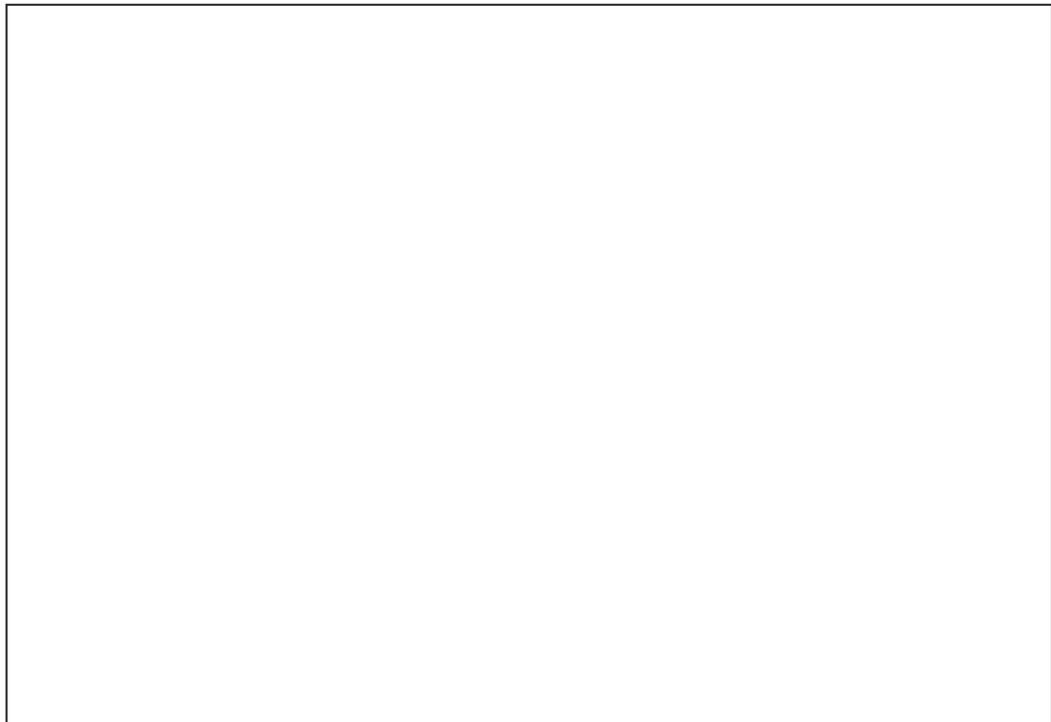
1. the wettest area of Spain
2. the driest area of Spain

(2)

(ii) Draw a sketch map of the course of the River Ebro.

Label the location of:

- the mouth
- the upper course
- the flood plain.



(3)

(iii) Describe the part played by the River Ebro in the national water plan.

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(3)

(iv) What are the advantages of this national water plan?

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(4)

(v) Give **one** possible effect the plan might have on the environment.

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(1)

(b) Rainfall in Spain was much below average in 2005. Describe what you think the water managers did in this situation.

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(4)

(c) Describe how data would be collected about water quality in a river.

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(4)

If you answer Question 2 put a cross in the box (☒).

2. Coastal environments

(a) Study Figure 2(a) which shows a cliff coastline undergoing change.

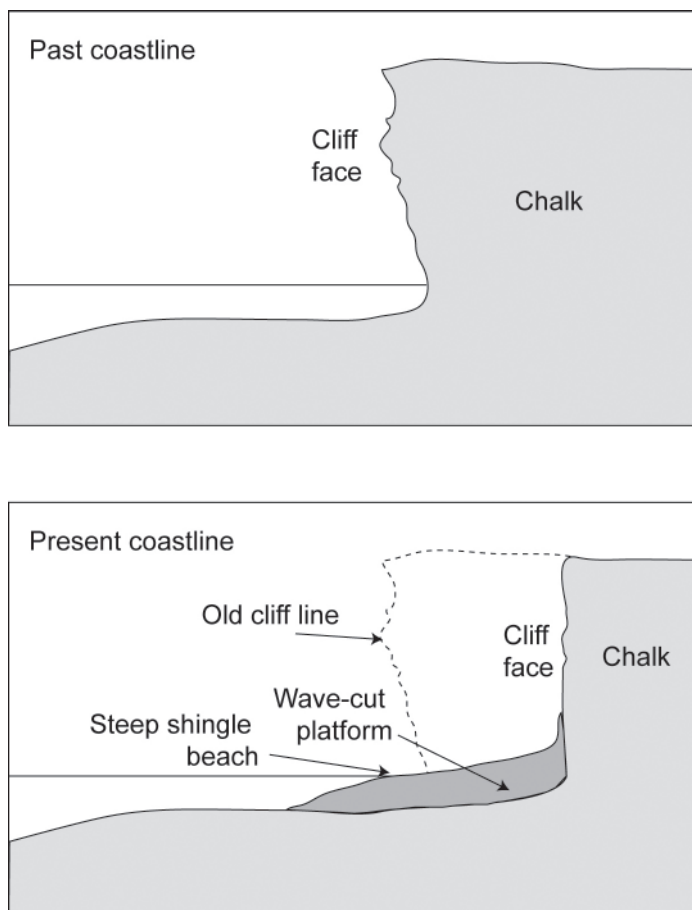


Figure 2(a)

(i) State **two** ways in which the cliff face has changed.

1

2

(2)

(ii) Explain how wave erosion has caused these changes.

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(4)

(iii) Explain why the following features occur on the present coastline:

1. a wave-cut platform

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2. a steep shingle beach.

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(6)

(b) Describe the **swash** and **backwash** of a wave.

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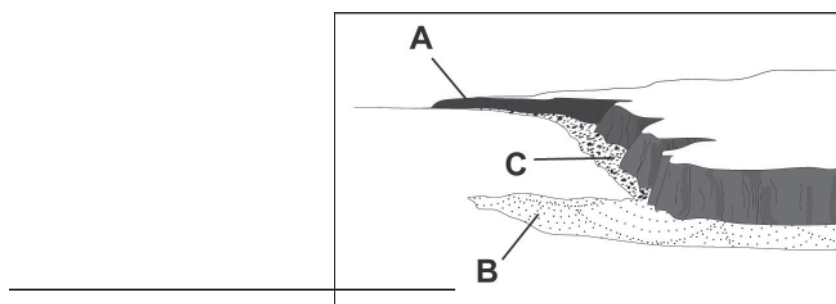
.....

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(2)

(c) (i) Study Figure 2(b) which shows the coastline close to the cliffs in Figure 2(a). Label **B** on Figure 2(b) and describe why the deposition is occurring here.



Shingle 
 Sand 

Location of cliffs shown in Figure 2(a) **A**

Figure 2(b)

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(3)

(ii) Describe a fieldwork study to investigate the beach profile at C. You may use diagrams to help your answer.

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(4)

If you answer Question 3 put a cross in the box (☒).

3. Hazardous environments

(a) Study Figure 3(a) which shows an area close to an active volcano.

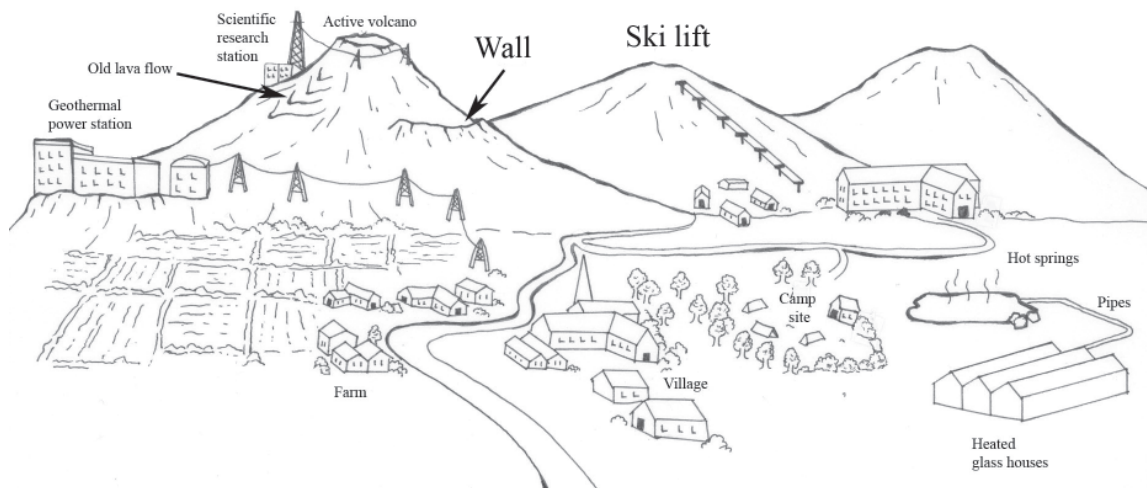


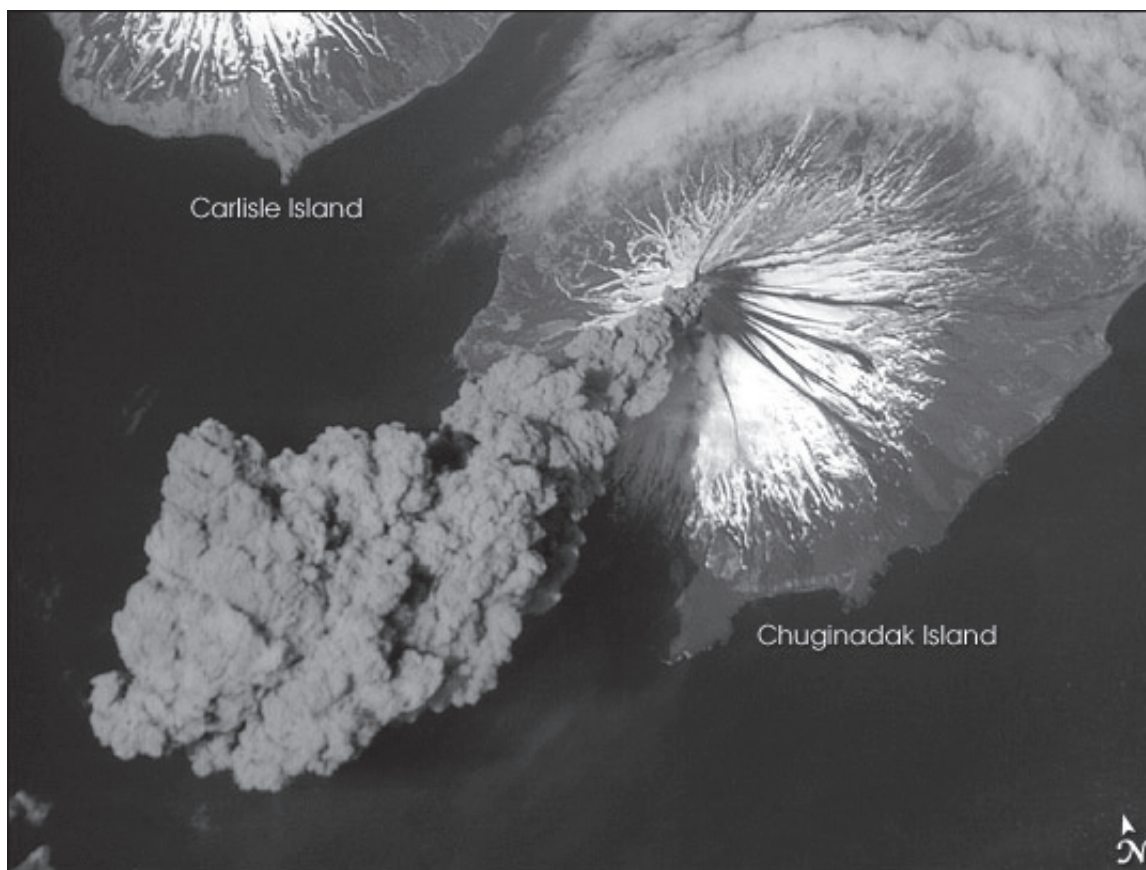
Figure 3(a)

Give **three** reasons why some people live close to volcanoes.

- 1
- 2
- 3

(3)

(b) Study Figure 3(b) which is a satellite image of a volcano in Alaska.



(Source: NASA)

Figure 3(b)

(i) State the wind direction over the volcano.

..... **(1)**

(ii) What evidence is there that this volcano is active?

.....
.....
.....
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.....
..... **(3)**

(c) Describe the main effects of volcanic eruptions:

1. in the short-term

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.....

2. in the long-term.

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(4)

(d) Describe **two** ways in which people try to reduce the harmful effects of volcanic eruptions.

1

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.....
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2

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(4)

(e) Extreme weather is a natural hazard.

(i) Describe how you would collect and record:

1. wind speed

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2. precipitation (rainfall).

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(6)

SECTION B – PEOPLE AND THEIR ENVIRONMENTS

Answer TWO questions only from this section.

If you answer Question 4 put a cross in the box (☒).

4. Economic activity and energy

(a) Study Figure 4(a) which shows the factors influencing the choice of location of a new factory.

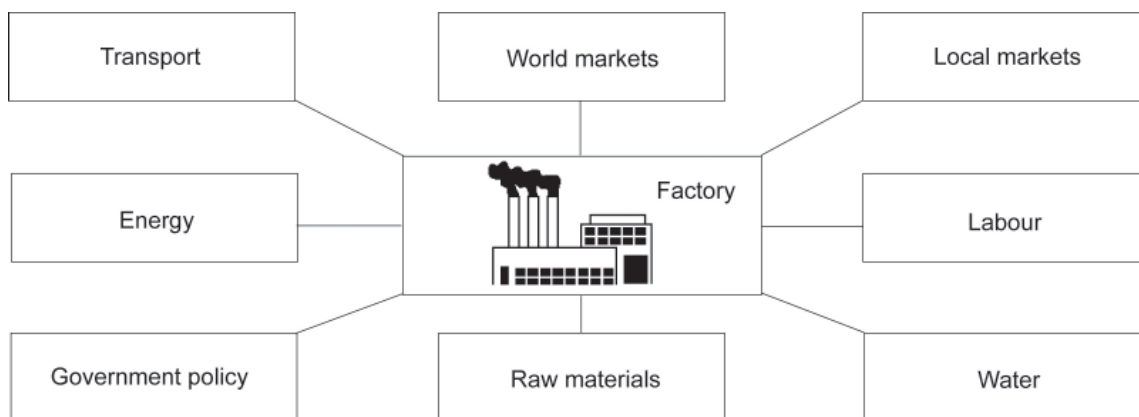


Figure 4(a)

(i) To which economic sector does Figure 4(a) refer? Put a cross in the box next to the correct answer.

- primary
- secondary
- tertiary
- quaternary

(1)

(ii) What is meant by the term **world markets**?

.....

.....

.....

.....

(2)

(iii) Name an industry located close to its sources of raw materials.

..... **(1)**

(iv) Describe the advantages of an industry being located close to its sources of raw materials.

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..... **(4)**

(b) Study Figure 4(b). It shows the scores a transnational company gave to eight key factors when choosing the location for a new factory.

Location Factors	Score of importance (out of 100)
Labour	85
World markets	80
Government policy	70
Transport	60
Energy	50
Local markets	50
Water	40
Raw materials	30

Figure 4(b)

(i) Complete Figure 4(c) below by:

- labelling the axes
- drawing the bars for transport and government policy.

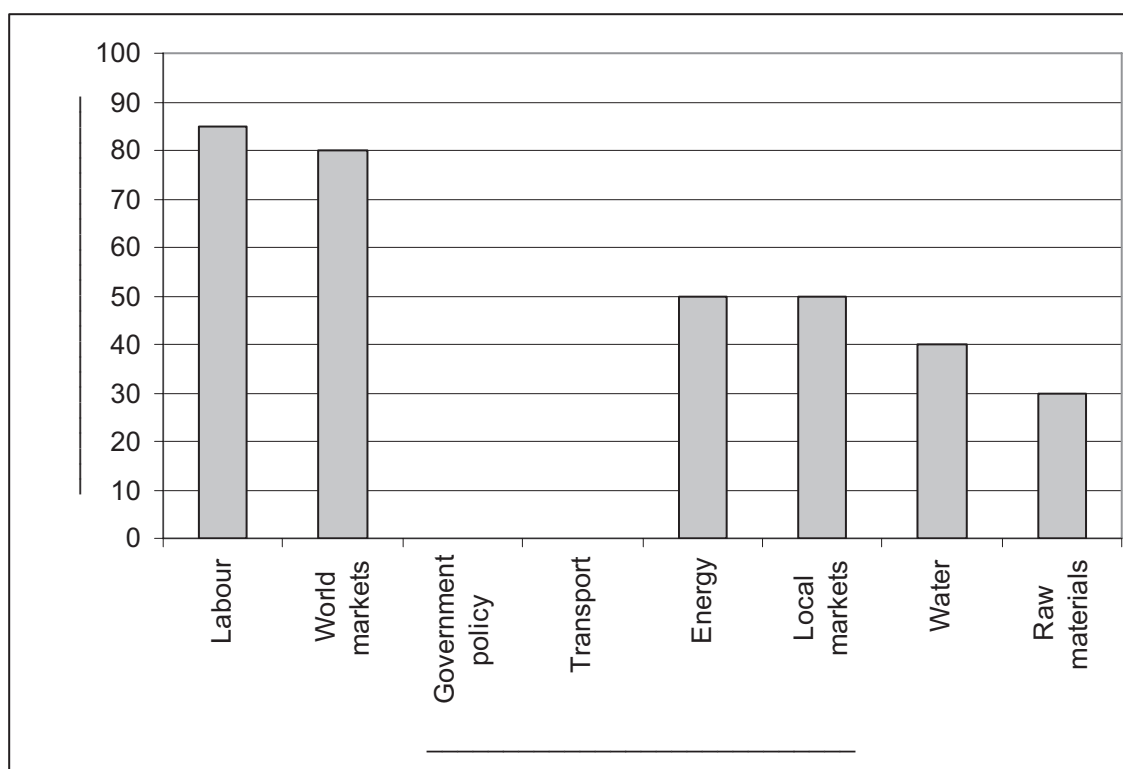


Figure 4(c)

(3)

(ii) Suggest why this transnational company gave a high score to government policy.

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(4)

(c) Describe how people's views on the use of renewable and non-renewable energy could be investigated.

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(6)

If you answer Question 5 put a cross in the box (☒).

5. Ecosystems and rural environments

(a) Study Figure 5(a) which shows factors affecting farming.

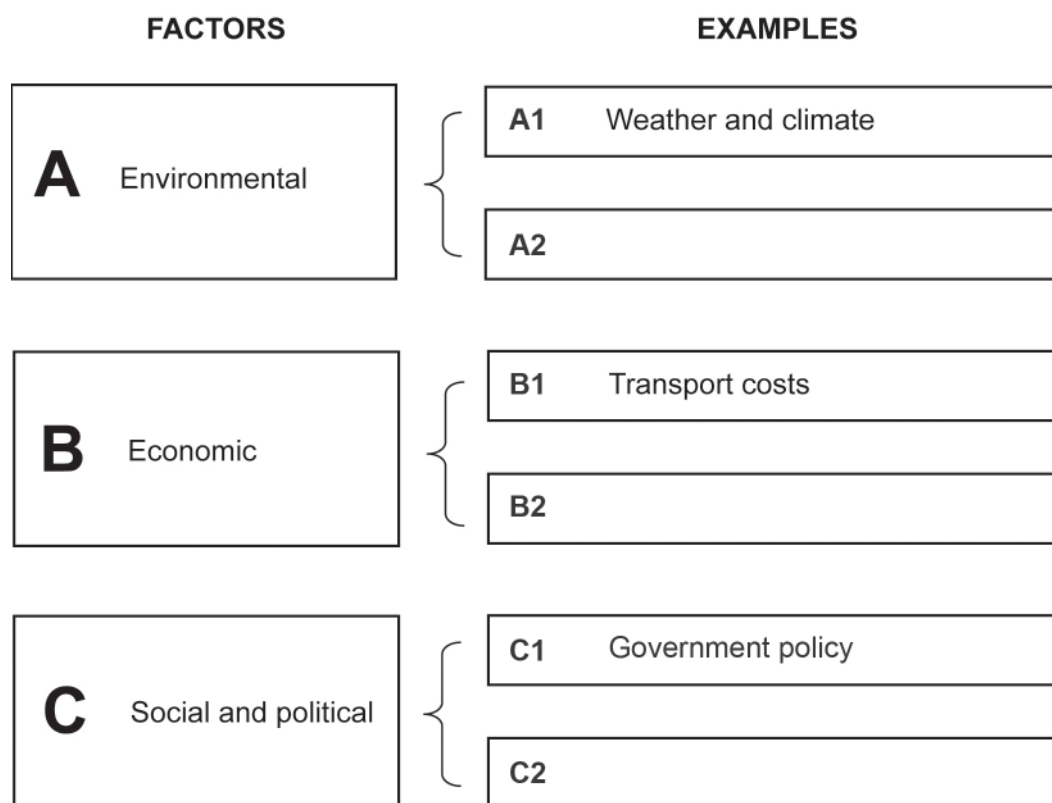


Figure 5(a)

(i) Complete boxes **A2**, **B2** and **C2** by giving another example for each factor. **(3)**

(ii) Choose any **two** factors from **A1**, **B1** and **C1** on Figure 5(a), and describe how each affects a named type of farming.

Named type of farming

Factor 1

.....

.....

.....

Factor 2

.....

.....

.....

(4)

(b) Describe how an investigation into the production of a farm could be planned.

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(6)

(c) Study Figure 5(b) which is a scattergraph of average food consumption and the percentage of people undernourished in selected countries.

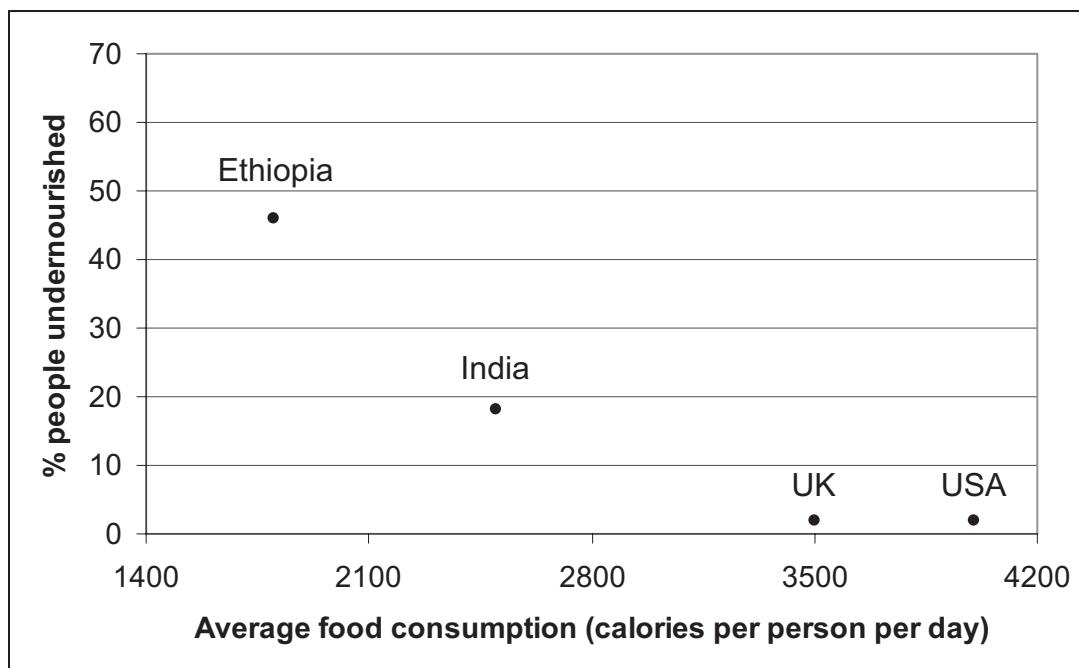


Figure 5(b)

(i) What is the relationship shown in Figure 5(b)?

.....

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.....

.....

(2)

(ii) Complete Figure 5(b) by plotting the data for Kenya and Nigeria, given below.

	% people undernourished	Average food consumption (calories per person per day)
Kenya	32	2100
Nigeria	10	2700

(2)

(iii) Explain **two** reasons why food shortages exist in some LICs.

1

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2

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(4)

(d) Study Figure 5(c) which shows some concerns of a group of rice farmers.

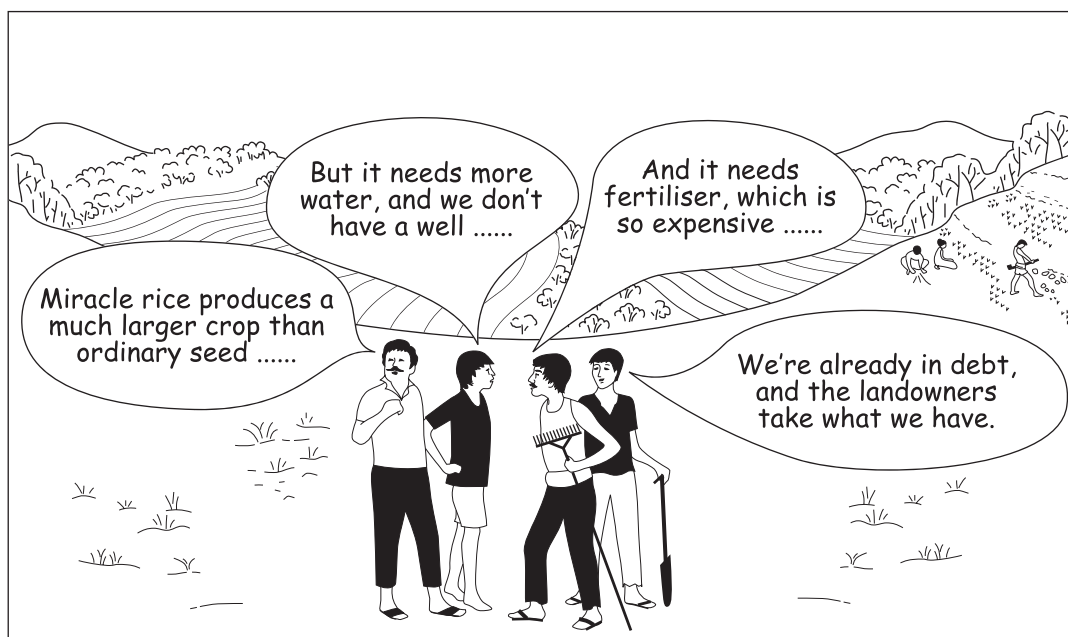


Figure 5(c)

If you answer Question 6 put a cross in the box (☒).

6. Urban environments

(a) Study Figure 6(a) which shows land use in Nairobi, Kenya.

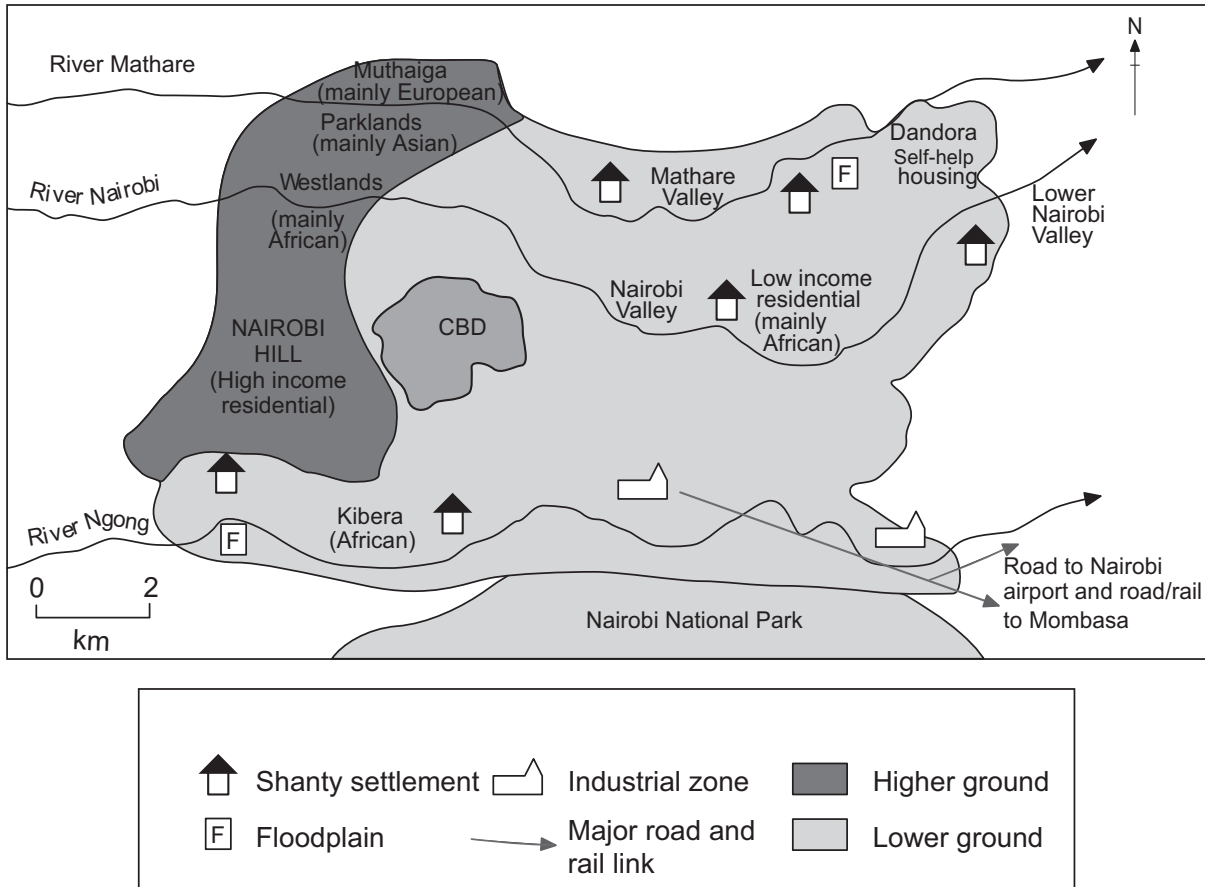


Figure 6(a)

(i) Name **two** typical locations of shanty settlement.

1

2

(2)

(ii) Give **one** typical characteristic of:

1. shanty settlement residents

.....
.....

2. shanty settlement housing.

.....
.....

(2)

(iii) Briefly describe the term **self-help housing**.

.....
.....

(1)

(iv) Describe **one** difference between self-help housing and shanty settlement housing.

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(2)

(v) What evidence is there on Figure 6(a) that the people of Nairobi live in areas according to:

1. their income

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.....

2. their ethnicity?

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(4)

(b) Study Figure 6(b) which shows an area of Nairobi.



Figure 6(b)

Which area of the city is shown by Figure 6(b)? Justify your answer.

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(4)

(c) Describe how a fieldwork investigation of land use across an urban area could be planned and carried out.

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(6)

SECTION C – GLOBAL ISSUES

Answer ONE question only from this section.

If you answer Question 7 put a cross in the box (☒).

7. Fragile environments

- (a) Study Figure 7 which shows how the average annual global temperature varied between 1860 and 2005.

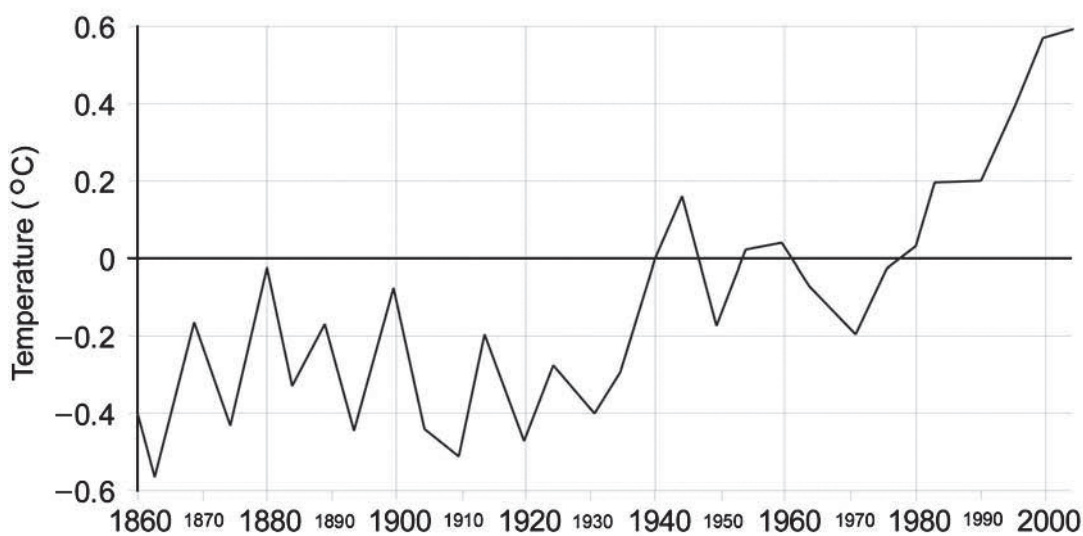


Figure 7

- (i) Which of the following was the **warmest** decade (10-year period)? Put a cross in the box next to the correct answer.

- 1880-1890
- 1950-1960
- 1990-2000

(1)

- (ii) By how much was the year 2000 warmer than the year 1860?

.....

(1)

(iii) Describe the trend from 1980 to 2005.

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(2)

(b) Global warming is thought to be due to a strengthening of the greenhouse effect caused by atmospheric pollution.

(i) Give **two** human activities which are causing this pollution.

1
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2
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(2)

(ii) Explain how a stronger greenhouse effect could be leading to global warming.

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(5)

(c) Suggest the likely impact that global warming might have on:

1. food supply

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2. Gross Domestic Product.

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(4)

(d) Describe the aims, successes and failures of the Kyoto Protocol on climate change.

Aims:

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Successes:

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Failures:

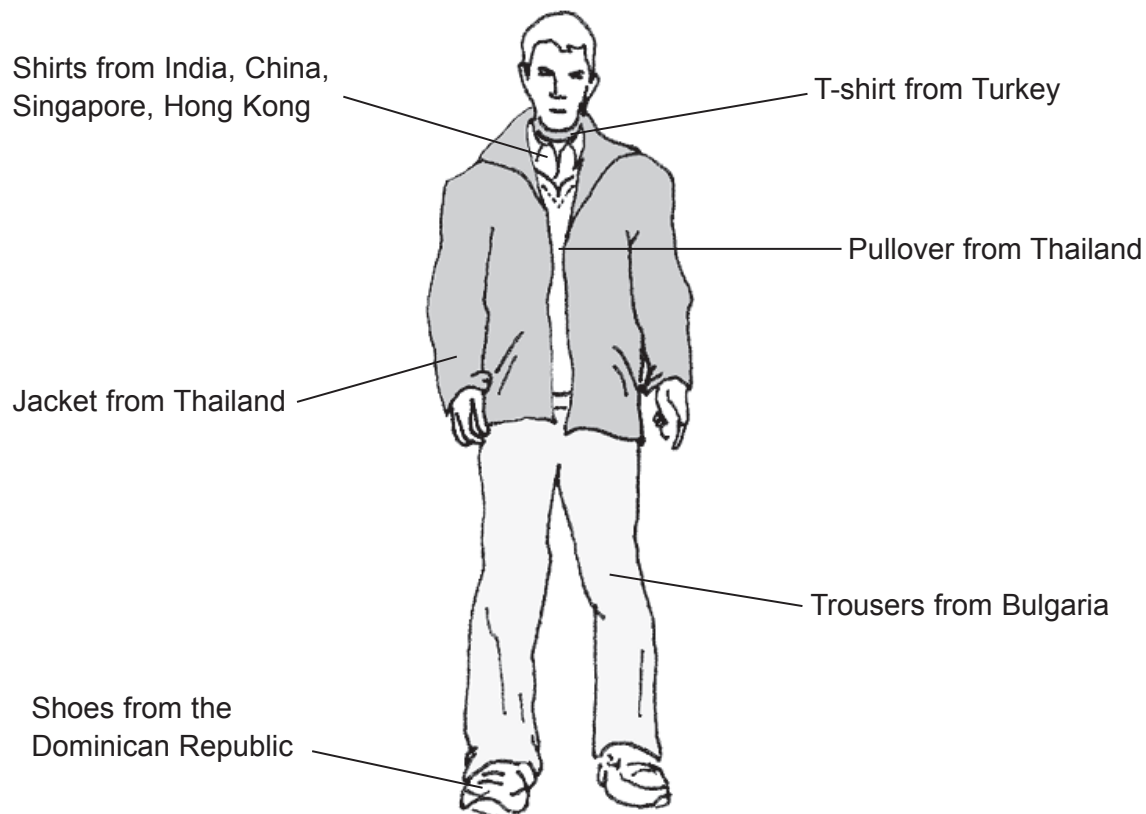
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(6)

If you answer Question 8 put a cross in the box (☒).

8. Globalisation and migration

(a) Study Figure 8 which gives information about Timberland, a clothing company based in the United States of America.



Products retailed in 30 countries, mainly in North America, Europe and Asia

US company employing 5550 retail staff and having a revenue of £1 billion a year

Figure 8

(i) Name **one** piece of clothing that is **not** manufactured in South East Asia.

..... (1)

(ii) How many continents make up Timberland's main retail markets?

..... (1)

(iii) What term is used to describe a company that operates in as many countries as Timberland?

.....
(1)

(iv) Timberland is a 'global brand'. Explain what this means.

.....
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.....
.....
(2)

(v) Suggest why new markets for Timberland goods are opening up around the world.

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(4)

(vi) Give **two** reasons, explaining one fully, why Timberland goods are:

1. manufactured in LICs and NICs

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2. retailed in HICs.

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(6)

(b) Describe the main advantages and disadvantages of globalisation.

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(6)

(c) Explain how the growth of a single global market has been made possible.

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(9)

Q8

(Total 30 marks)

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If you answer Question 9 put a cross in the box (☒).

9. Development and human welfare

(a) Study Figure 9(a) which shows some development indicators for Sri Lanka and the United Kingdom (UK).

Indicator	Sri Lanka	United Kingdom
Urban Population (% of total population)	23	89
Infant Mortality Rate (per 1000 people)	17	6
Gross National Product (GNP) (US\$ per person per year)	800	20 800
TVs (per 1000 people)	82	612
Doctors (per 1000 people)	23	164

Figure 9(a)

(i) Complete the sentences below by putting a cross in the box (☒) next to the correct answer.

In the UK GNP is higher than in Sri Lanka by **200** ☒
2 000 ☒ dollars per person.
20 000 ☒

Compared with the UK, Sri Lanka has a **lower** ☒
similar ☒
higher ☒

number of doctors per 1000 people and a **lower** ☒
similar ☒
higher ☒

rate of infant mortality.

(3)

(ii) Which of these countries is an LIC?

.....
(1)

(iii) Explain the term **infant mortality**.

.....
.....
.....
.....

(2)

(iv) With reference to the indicators shown in Figure 9(a), which **two** are the best indicators of human welfare? Give a reason for each of your choices.

1. Choice

Reason

.....
.....
.....

2. Choice

Reason

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.....
.....

(4)

(b) Study Figure 9(b) which shows the global distribution of the Human Development Index (HDI) values. The HDI is based on life expectancy, educational level and economic output data.

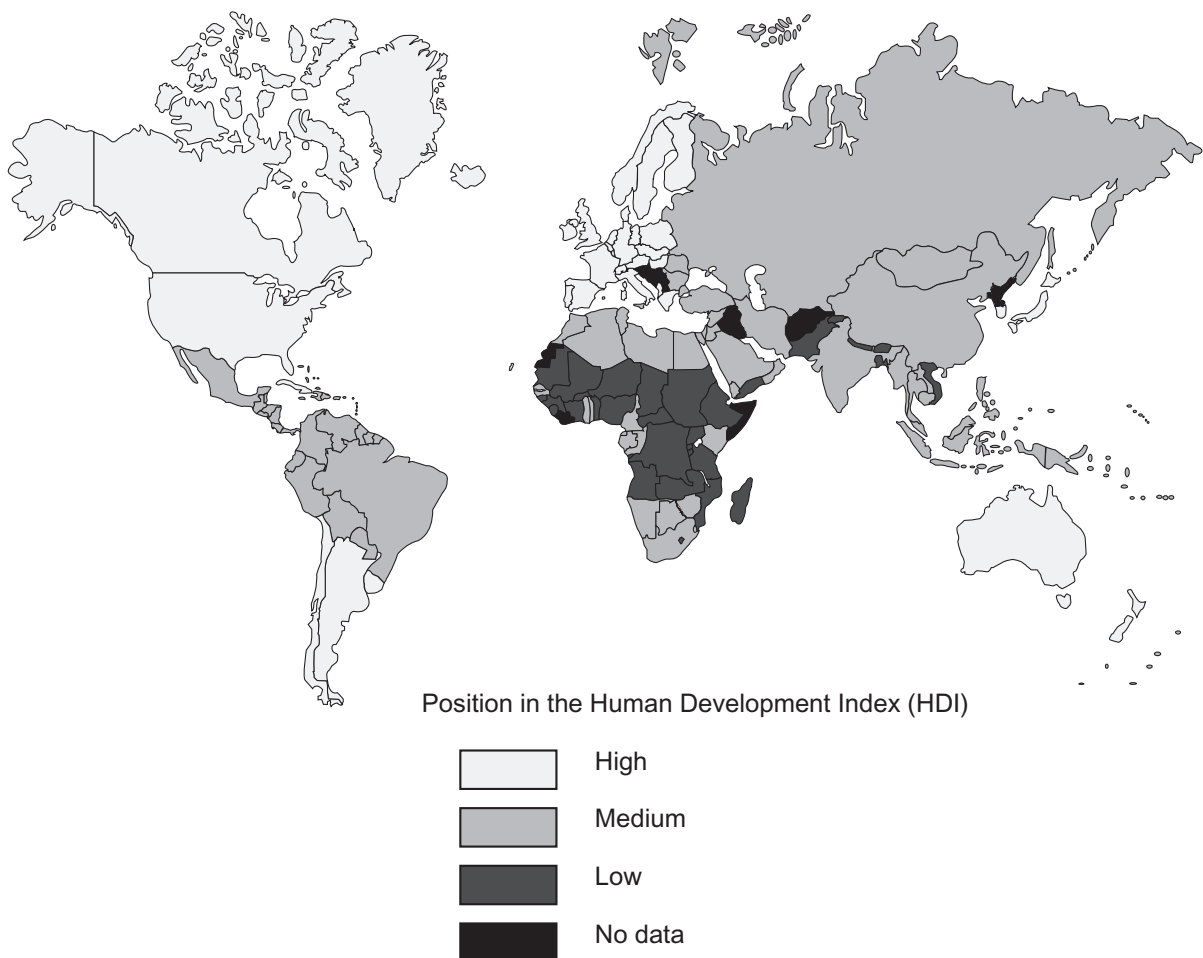


Figure 9(b)

(i) Which **two** of the following statements are correct?
Put a cross in the box next to the correct statements.

- There are no countries in Europe where HDI is low.
- All countries in South America have a high HDI.
- All countries in Africa have a high HDI.
- Africa has the most countries with a low HDI.

(2)

(ii) Briefly describe the term **life expectancy**.

.....

.....

(1)

(iii) Suggest **two** indicators of the level of education in a country.

1

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2

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(2)

(iv) With reference to examples, explain why some countries have a higher HDI than others.

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(6)

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Sample mark scheme

General Marking Guidance

57

Paper 1

59

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1

Section A: The natural environment and people

Question 1 - River environments

Question Number	Acceptable responses	Mark
1(a)(i)	1. North West (accept North) 2. East (accept around Madrid; central; east coast; south east) (2 x 1)	2

Question Number	Acceptable responses	Mark
1(a)(ii)	Award 1 mark to each of 3 correct labels ie mouth where river enters sea (1); upper course near source (1); flood plain in lower or middle courses (1). No marks for rough sketch of river course with coastline and sea evident. (3 x 1)	3

Question Number	Acceptable responses	Mark
1(a)(iii)	Point mark with each of following points worthy of 1 mark credit: 1 mark = fundamental part/Ebro water used; 1 mark = dam upstream; 1 mark = Ebro flows from wet to dry Spain; 1 mark = canals from downstream site/water diversion/stop flowing into sea. Max. for 3 of above points. (3 x 1)	3

Question Number	Acceptable responses	Mark
1(a)(iv)	Max. for either list of 4 stated factors eg tourism (1); irrigation (1) or 2 developed into explicit advantages eg income from tourism (2) (4 x 1) or (2 + 2)	4

Question Number	Acceptable responses	Mark
1(a)(v)	Credit any valid environmental consequence eg delta changes(1); flooding(1). Expect distinctiveness for max.	1

Question Number		Indicative content
1(b)		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	L1 = Expect basic ideas of demand/reduction/water-saving; transfers etc.
Level 2	3-4	L2 = expect development of ideas, eg rationing; bans; public education. Expect more specific measures, either listed or described. Fewer measures (eg 2) required for max marks if latter.

Question Number	Acceptable responses	Mark
1(c)	Expect primary data collection methods for max. Max. of 2 if response relates to secondary data gathering only. Reserve 2 marks for identifying water tests eg pH/pollution; species recognition. Other marks can be for description, further test identification or procedure description.	4

Question Number		Indicative content
1(d)		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	L1 = expect basic ideas, eg no treatment or treatment; pipework; transport of bottled water.
Level 2	4-6	L2 = expect clear understanding of meaning of quality and how quality changes affected by actions. Mechanism sought, eg clean/safe water/treatment/ purification plants.
Level 3	7-9	L3 = expect example, eg MEDC cities versus rural LEDC supplies and/or thorough mechanism and strong place sense.

Question 2 - Coastal environments

Question Number	Acceptable responses	Mark
2(a)(i)	1 mark for any valid way up to max. of 2, eg retreated; less angular (or equivalent); less chalk visible. <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Acceptable responses	Mark
2(a)(ii)	Cliff-foot wave erosion processes expected. Allocate 1 mark to each of following: erosion defined(1); cliff foot attack(1); undercutting and collapse(1); reference to erosion processes(eg abrasion)(1).	4

Question Number	Acceptable responses	Mark
2(a)(iii)	1. Wave-cut platform: expect 3 following points for max. - platform described(1); product of recession(1); erosion/scouring(1). 2. Beach: credit up to 3 of following points: deposition(1); accumulation of eroded material(1); strong swash(1); weak backwash due to high percolation through shingle(1). <p style="text-align: right;">(3 + 3)</p>	6

Question Number	Acceptable responses	Mark
2(b)	Allocate 1 mark to each of swash clarified and backwash clarified. Max. can be short accurate statement or clear diagram provided both movements evident. <p style="text-align: right;">(1 + 1)</p>	2

Question Number	Acceptable responses	Mark
2(c)(i)	Allocate 1 mark to each of following: spit(1); longshore drift(1); change in the direction of coastline(1); build up of deposits due to LSD over time(1). Max. for 3 valid labels. <p style="text-align: right;">(3 x 1)</p>	3

Question Number		Indicative content
2(c)(ii)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1 = expect suggestions for measurement (eg beach height; changes in sediment size; beach angle) or for a basic outline of a method used (eg tape measure; clinometer). Expect profile to be implicitly understood.
Level 2	3-4	L2 = expect a more precise account (eg equipment; methodology; measuring points). May reflect actual fieldwork undertaken (eg diagram of actual beach surveyed). Expect explicit awareness of nature of a profile.

Question Number		Indicative content
2(d)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect how or why addressed in broad terms eg groyne identified only; beach loss stated only. Simple outline statements.
Level 2	4-6	L2 = expect both aspects of question addressed in broad outline or one aspect (ie how or why) answered with some explanation eg groyne or breakwater impact on LSD for how; beach loss consequences such as tourist income loss for why.
Level 3	7-9	L3 = expect a balanced answer offering some range of response as to how and why. Expect examples of schemes and places at top of level (8-9 marks).

Question 3 - Hazardous environments

Question Number	Acceptable responses	Mark
3(a)	Data response task. Expect reasons to include: fertile, volcanic soils(1); local energy source(1); tourist income(1). Expect up to 3 distinctive advantages of area shown. <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Acceptable responses	Mark
3(b)(i)	Expect north-easterly	1

Question Number	Acceptable responses	Mark
3(b)(ii)	Credit up to 3 valid pieces of evidence. Accept : idea of erupting(1); smoke/ash clouds(1); crater(1); lahars/snow melt/lava flows(1)	3

Question Number	Acceptable responses	Mark
3(c)	1. Expect to credit short-term impacts such as damage/death/dislocation/ evacuation. Point or developed point marking for max. Credit examples. 2. Expect different effects to be credited (eg recovery; return to normal; benefits now show; complete abandonment eg Montserrat). Marking strategy as per above. Time dimension to be explicit for max ie distinctiveness. <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Acceptable responses	Mark
3(d)	For each way, 1st mark for valid naming eg walls; diversion channels; building away from cone; early warnings. 2nd mark for description (ie how it works). Use of figure 3a for ideas is acceptable. <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Acceptable responses	Mark
3(e)(i)	3 marks available for each weather element. Within each 3 mark allocation award 1 mark for correct instrument (ie anemometer(1);rain gauge(1)); 1 mark for collection procedure (eg to ensure accuracy); 1 mark for recording procedure (eg logging sheet (1); computerized (1)). Ensure distinctiveness between elements to double-credit. Text or diagrams acceptable. <p style="text-align: right;">(3 + 3)</p>	6

Question Number		Indicative content
3(e)(ii)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect effects listed/described. Can be mix of eruptions, quake damage, storm disruption. Focus on impacts themselves not explanation of their magnitude.
Level 2	4-6	L2 = expect factors behind different magnitude of effects in LICs/HICs (eg resources; technology; management) identified. May be focused on one group of countries (eg LIC harm)/
Level 3	7-9	L3 = expect factors developed into full reasons and explicitly related to stated effects. Expect balanced response ie LIC and HIC. Examples of events may be evident.

Section B – People and their environments

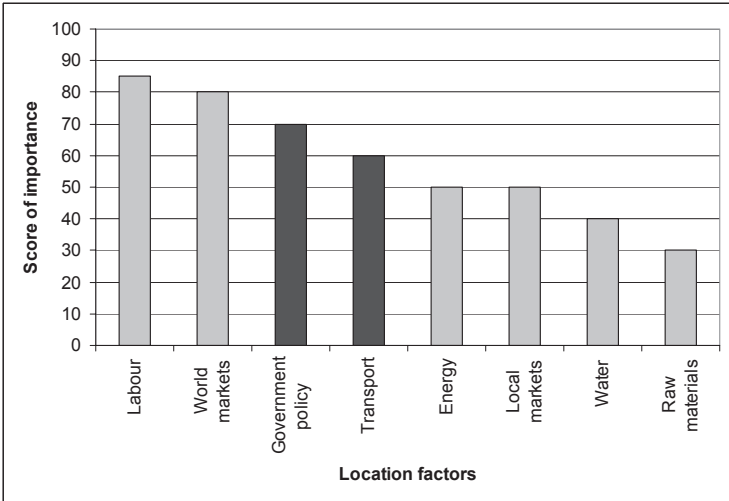
Question 4 - Economic activity and energy

Question Number	Acceptable responses	Mark
4(a)(i)	Secondary	1

Question Number	Acceptable responses	Mark
4(a)(ii)	Allocate 1 mark to 'market' definition (eg buyers; demand) and 1 mark to 'world' (ie global; international; foreign; overseas). <p style="text-align: right;">(1 + 1)</p>	2

Question Number	Acceptable responses	Mark
4(a)(iii)	Credit any generally material-oriented industry eg cement; pulp and paper.	1

Question Number	Acceptable responses	Mark
4(a)(iv)	Expect either bulk-losing argument with max. marks if full and clear or point mark with 1 mark per stated advantage (eg lower transport costs; secure raw material source). For developed advantages up to 2 or 3 marks available.	4

Question Number	Acceptable responses	Mark																		
4(b)(i)	<p>1 mark for both axes accurately labelled and 1 mark for each stated factor plotted accurately.</p>  <table border="1"> <caption>Score of importance for Location factors</caption> <thead> <tr> <th>Location factor</th> <th>Score of importance</th> </tr> </thead> <tbody> <tr> <td>Labour</td> <td>85</td> </tr> <tr> <td>World markets</td> <td>80</td> </tr> <tr> <td>Government policy</td> <td>70</td> </tr> <tr> <td>Transport</td> <td>60</td> </tr> <tr> <td>Energy</td> <td>50</td> </tr> <tr> <td>Local markets</td> <td>50</td> </tr> <tr> <td>Water</td> <td>40</td> </tr> <tr> <td>Raw materials</td> <td>30</td> </tr> </tbody> </table> <p style="text-align: right;">(3 x 1)</p>	Location factor	Score of importance	Labour	85	World markets	80	Government policy	70	Transport	60	Energy	50	Local markets	50	Water	40	Raw materials	30	3
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Raw materials	30																			

Question Number	Acceptable responses	Mark
4(b)(ii)	Allocate up to 2 marks to footloose concept and clarification of TNCs and their international re-locations, and up to 2 marks to role of government policy in attracting/deterring TNCs (eg policy examples such as tax breaks, infrastructure). <p style="text-align: right;">(2 + 2)</p>	4

Question Number		Indicative content
4(c)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1 = expect methods of investigation listed eg surveys; local newspapers; internet.
Level 2	3-4	L2 = expect some description of methodology and distinction between renewable and non-renewable sources.
Level 3	5-6	L3 = expect detailed description of methods used and recognition of renewable/non-renewable as an energy debate. Distinction between primary and secondary data collection may be made.

Question Number		Indicative content
4(d)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect short list of relevant employment changes eg de-industrialisation; swing to services; growth of quaternary/quinary.
Level 2	4-6	L2 = expect either a long list of changes or description of short list or description of changes in one named HIC or at top of level causal factors introduced (eg old industries; falling demand; foreign competition).
Level 3	7-9	L3 = expect a thorough explanation of causal factors with clear links between changes and causes. Expect reference to a named HIC, especially at top of level (8-9 marks). A case study approach might attract max marks.

Question 5 - Ecosystems and rural environments

Question Number	Acceptable responses	Mark
5(a)(i)	Accept any valid answer eg: A2 - Soils; Relief. B2 - Market prices; Fertiliser costs. C2 - Tradition; Personal preferences. Expect distinctiveness from example given. <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Acceptable responses	Mark
5(a)(ii)	In each case award 1 mark for outline influence relevant to named choice. No credit for named choice. Developed influence (eg how low transport costs impacts on dairying close to market to encourage that location) for 2nd mark in each case. <p style="text-align: right;">(2 + 2)</p>	4

Question Number		Indicative content
5(b)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1 = expect broad statements of method eg visit; questionnaire; internet search.
Level 2	3-4	L2 = expect use of methods outlined and indication of type of basic questions/lines of enquiry (eg open questions such as what is grown).
Level 3	5-6	L3 = expect a range of perhaps more closed questions covering quantities, inputs, outputs and methods of procedure explicit and thorough.

Question Number	Acceptable responses	Mark
5(c)(i)	Award 1 mark for basic statement of trend eg high food consumption associated with low % undernourished or vice-versa(1). 2 nd mark for extra (eg “and” vice-versa; negative correlation; examples of named countries; supporting data).	2

Question Number	Acceptable responses	Mark
5(c)(ii)	For 1 mark credit in each case expect accurate plotting and labeling ie Kenya along trend between Ethiopia and India(1); Nigeria below and right of India(1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Acceptable responses	Mark
5(c)(iii)	For valid factor = 1 mark eg locusts; poor transport; soil erosion (2 x 1). 2nd mark if developed into sound reason in each case. <p style="text-align: right;">(2 + 2)</p>	4

Question Number		Indicative content
5(d)		For each section:
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1	L1 = expect either Figure 5c 'lifts' for (i)/(ii) or naming of way for (iii) (eg increasing area of farm land) - accept all valid ways.
Level 2	2	L2 = expect development (NB merely stating multiple disadvantages shown on Figure 5c insufficient).
Level 3	3	L3 = expect prior knowledge (eg technical language; place examples).
Total	(3 x 3) 9	

Question 6 - Urban environments

Question Number	Acceptable responses	Mark
6(a)(i)	Accept either types of location eg river valley(1); floodplain(1); edge of city(1).. that are valid or named settlement areas eg Ngong flood plain(1); Mathare Valley(1); Kibera(1). (2 x 1)	2

Question Number	Acceptable responses	Mark
6(a)(ii)	Credit any generally valid feature in each case eg 1. migrant; job-seeker; squatter (1) 2. makeshift; illegal; being improved (1) (2 x 1)	2

Question Number	Acceptable responses	Mark
6(a)(iii)	Accept basic idea for 1 mark eg self-built; DIY; own labour but given materials.	1

Question Number	Acceptable responses	Mark
6(a)(iv)	Credit any valid basic difference eg lower accommodation quality in shanty(1); shanties built of poor quality materials(1) with 2 nd mark for description/reason which develops difference. (2 x 1)	2

Question Number	Acceptable responses	Mark
6(a)(v)	In each case two pieces of evidence for the 2 mark max. eg: 1. high income residential on Nairobi Hill(1); shanty town districts to east(1). 2. ethnic neighbourhoods(1); Asians in Parklands(1). (2 + 2)	4

Question Number	Acceptable responses	Mark
6(b)	Allocate 1 mark to CBD or equivalent (eg city centre; downtown). Point mark justification out of remaining 3 marks. Expect photographic features eg high-rise; compact; modern, little open space, offices, few houses. Can be 3 x 1 though award up to 2 marks for developed point constituting evidence. (4 x 1)	4

Question Number		Indicative content
6(c)		For each section:
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1= expect basic ideas without distinguishing planning from execution eg transect; look at building types; record building height; plot land use changes as you walk/drive.
Level 2	3-4	L2= expect at least two ideas described in some detail. May be reference to a named urban area and expect implicit understanding of concept of land use and the fact that it changes from place to place within towns/cities.
Level 3	5-6	L3 = expect detail of at least 2 actual methods of investigating changing land use. Expect clear distinction between planning and execution. Land use types will be evident and a named urban area is likely.

Question Number		Indicative content
6(d)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect how HIC/LIC CBDs are similar eg shops; offices; high-rise.
Level 2	4-6	L2 = expect basic reason(s) for CBD land uses ie accessibility; expensive land... and/or broad statements the HIC/LIC similarity (eg globalisation; common and universal processes).
Level 3	7-9	L3 = expect reasons for similarity to be developed into explanation or detailed case study-style account (eg multi-national commerce; prestige addresses). Reference to named HIC/LIC cities may be evident.

Section C – Global issues

Question 7 - Fragile environments

Question Number	Acceptable responses	Mark
7(a)(i)	1990 - 2000	1

Question Number	Acceptable responses	Mark
7(a)(ii)	Accept 0.9°C or 1.0°C	1

Question Number	Acceptable responses	Mark
7(a)(iii)	Award trend statement eg upward/rising .. with 1 mark. 2nd mark for detail eg irregular; early 1980's plateau; supporting data such as 0.5°C increase. (2 x 1)	2

Question Number	Acceptable responses	Mark
7(b)(i)	Expect two valid human activities identified for max marks eg burning fossil fuels (1); vehicle emissions(1); deforestation(1). (2 x 1)	2

Question Number	Indicative content	
7(b)(ii)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1 = expect mention of greenhouse gas/CO ₂ and perhaps unrelated references to global warming clarified.
Level 2	3-5	L2 = expect ideas of more CO ₂ (greenhouse gases), trapping heat and rising temperatures. For max marks expect more CO ₂ therefore global temperature rise.

Question Number	Acceptable responses	Mark
7(c)	Credit all valid responses eg 1. food supply (allocate up to 2 marks) eg more overall (1); regional shortages (1); disruption (1). 2. GDP (allocate up to 2 marks) eg adaptation costs (1); could fall overall (1). Each 2 mark max can be for 2 valid points or 1 developed point, perhaps a reason (eg food shortages where warming leads to drought(2)). (2 + 2)	4

Question Number	Acceptable responses	Mark
7(d)	Allocate up to 2 marks for point marking each aspect of question ie - aims (0-2 marks) eg control CO ₂ emissions (1); sets agreed targets per country (1). - successes (0-2 marks) eg international cooperation (1); European emissions cut (1). - failures (0-2 marks) eg USA non-ratification (1); NIC economic growth (1). Each 2 mark max can be for 2 valid points or 1 developed point. <div style="text-align: right;">(3 x 2)</div>	6

Question Number		Indicative content
7(e)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect short lists of relevant factors (eg safety; guaranteed supply). Response may be one-sided with factors identified as advantageous or disadvantageous.
Level 2	4-6	L2 = expect longer lists of factors as advantages and as disadvantages. Expect balanced response but with limited explanation/development.
Level 3	7-9	L3 = expect explanation of a range of advantages and disadvantages. Response will exhibit some depth and may be reference to link between nuclear and climate change policy.

Question 8 - Globalisation and migration

Question Number	Acceptable responses	Mark
8(a)(i)	Credit one of T-Shirt, trousers or shoes.	1

Question Number	Acceptable responses	Mark
8(a)(ii)	3	1

Question Number	Acceptable responses	Mark
8(a)(iii)	TNC (transnational corporation). Accept MNC (multi-national company).	1

Question Number	Acceptable responses	Mark
8(a)(iv)	Allocate 1 mark to global being defined (eg worldwide) and 1 mark to brand (eg a single name remembered and understood easily). (2 x 1)	2

Question Number	Acceptable responses	Mark
8(a)(v)	For max marks look for 4 valid reasons/factors or 2 with some development (eg an example of the factor). Valid factors: fewer trade barriers (1); large firms can afford marketing costs(1); satellite TV/internet advertising(1); emerging countries(1).	4

Question Number	Acceptable responses	Mark
8(a)(vi)	For each aspect of question award up to 3 marks with 2 mark max. for a reason eg 1. cheaper labour (1) 2. greater income/spending power (1) 2 nd mark can be for development of factor into full reason. 3rd and final mark for a second factor/reason in each case, eg global communications/transport(1);lax health and safety regulations(1). (3 + 3)	6

Question Number		Indicative content
8(b)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1 = expect either a short list of relevant factors or a one-sided (advantageous or disadvantageous) statement.
Level 2	3-4	L2 = expect a balanced but outline response. Factors identified as advantageous and disadvantageous.
Level 3	5-6	L3 = expect description of a range of advantages and disadvantages. Expect at least 2 developed advantages and 2 developed disadvantages. Advantages/disadvantages include large efficient companies; companies more powerful than governments; benefit the rich; environmental damage.

Question Number		Indicative content
8(c)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect list of contributory factors eg the media; transport improvements; TNCs.
Level 2	4-6	L2 = expect either a long list of factors or explanation of 1-2 factors. Expect clear understanding of what a single global market means.
Level 3	7-9	L3 = expect a range of contributory factors explained, including reference to work of WTO and free trade areas such as EU.

Question 9 - Development and human welfare

Question Number	Acceptable responses	Mark
9(a)(i)	20,000 (1); lower (1); higher (1) <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Acceptable responses	Mark
9(a)(ii)	Sri Lanka	1

Question Number	Acceptable responses	Mark
9(a)(iii)	Expect outline but valid definition for 1 mark eg child deaths. For max marks (2), expect full definition, including an age limit(eg under-1s, under-5s). <p style="text-align: right;">(1 + 1)</p>	2

Question Number	Acceptable responses	Mark
9(a)(iv)	Award 2 x 1 for choices - expect choices to be infant mortality rate and doctors (per 1000 people). 2nd mark in each case, for reason ensuring that understanding of human welfare evident (people's well-being, contentment, quality of life). Accept other choices only if justified adequately in welfare terms. <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Acceptable responses	Mark
9(b)(i)	There are no countries in Europe where HDI is low Africa has the most countries with a low HDI <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Acceptable responses	Mark
9(b)(ii)	Credit all accurate meanings even if brief, eg length of life; average age of death or fuller more precise definitions.	1

Question Number	Acceptable responses	Mark
9(b)(iii)	Credit all valid suggestions provided measurable eg % enrolled in primary school; number of graduates per 1000 people. Reject vagueness; must be an indicator for 1 mark credit. <p style="text-align: right;">(2 x 1)</p>	2

Question Number		Indicative content
9(b)(iv)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	L1 = expect lists of better and/or worse experiences eg better education; longer lives; more goods.
Level 2	3-4	L2 = expect factors behind experiences offered eg better and longer schooling; more doctors; cleaner hospitals. Brief examples may be given.
Level 3	5-6	L3 = expect full reasons for differences eg HICs have funds for cleaner hospitals and more doctors. Actual examples of places and facilities may be given.

Question Number		Indicative content
9(c)		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	L1 = expect forms of development aid to be given eg money; food. Aid may be defined in outline.
Level 2	4-6	L2 = expect government/NGO (charities) aid distinction and a classification into, for example, emergency; bilateral attempted.
Level 3	7-9	L3 = expect description of a range of recognized types not only government/NGO. Examples of types expected (emergency eg tents; medicines), and perhaps of aid events and recipient countries.

September 2008

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