

# Mark Scheme Summer 2008

GCE O Level

GCE O Level Geography (7209)

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## Unit 7209 Paper 1

Question Number	Answer	Mark
1(a)(i)	<p>1 mark for each correct answer. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• 1. St Louis</li> <li>• 2. St Louis</li> <li>• 3. San Francisco</li> <li>• 4. St. Louis</li> </ul> <p style="text-align: right;">(4 x 1)</p>	<p>1 1 1 1</p> <p style="text-align: right;">(4)</p>

Question Number	Answer	Mark
1(a)(ii)	<p>3 marks for correct comparison - see below. Points-based mark scheme, reserving 1 mark per city.</p> <p>San Francisco e.g.:</p> <ul style="list-style-type: none"> <li>• seasonal</li> <li>• dry summer</li> <li>• winter max.</li> </ul> <p>St. Louis e.g.:</p> <ul style="list-style-type: none"> <li>• seasonal</li> <li>• summer max.</li> </ul> <p>Notes: Max. requires comparison</p>	<p>1 1 1</p> <p>1 1</p> <p style="text-align: right;">(3)</p>

Question Number	Answer	Mark
1(a)(iii)	<p>3 marks for correct explanation - see below.</p> <ul style="list-style-type: none"> <li>• Maximum marks available for reference to cold current-hot and cold air mixing-condensation</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>• partial account/explanation worth 1-2 marks.</li> </ul>	<p>3</p> <p style="text-align: right;">(3)</p>

Question Number		
1(a)(iv)		
Level	Mark	Descriptor
Level 1	1-2	expect temperature range concept clarified (e.g. cold winters/hot summers at St. Louis) and/or loose ideas of maritime/continental climate.
Level 2	3-4	expect relevant factors offered (e.g. land cold in winter; sea relatively cool in summer).
Level 3	5-6	expect a linked process for St. Louis (cold winters/hot summers) and/or San Francisco (cool summers/warm winters). Reference to wind direction and heating/cooling rates for land/water required.

Question Number	Answer	Mark
1(b)(i)	<p>4 marks available for correct explanation - see below. Points-based mark scheme.</p> <ul style="list-style-type: none"> <li>• Max mark responses to refer to nature of Mediterranean climate i.e: <ul style="list-style-type: none"> <li>• dry season; climatic figures; summer drought</li> </ul> </li> </ul> <p style="text-align: right;">(3 x 1)</p> <ul style="list-style-type: none"> <li>• and clarify meaning of irrigation</li> </ul>	<p>3</p> <p>1</p>
1(b)(ii)	<p>4 marks available for correct explanation - see below. Points-based mark scheme.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Award 1<sup>st</sup> mark for describing opinion change i.e. from pro in 1980 to anti by 2000. Attempts to explain change of view e.g. adverse impact on soil, community ... worthy of 2<sup>nd</sup> mark. Further marks require knowledge beyond Figure 1(b) (e.g. soil salinisation)</li> </ul> <p><b>Further notes</b></p> <ul style="list-style-type: none"> <li>• N.B. Floating mark where merited i.e. 4 + 4 + (1 in (i) or (ii))as overall bonus</li> </ul>	<p>4</p> <p>1</p>
		<b>(9)</b>

(Total 25 marks)

Question Number	Answer	Mark
2(a)(i)	1 mark for each correct answer. Maximum 2 marks. <ul style="list-style-type: none"> <li>• 1. Costa Rica</li> <li>• 2. El Salvador</li> </ul>	1 1 (2)

Question Number	Answer	Mark
2(a)(ii)	3 marks for correct description - see below. Points-based mark scheme. No pattern identified max. of 2  General pattern changes e.g.: <ul style="list-style-type: none"> <li>• decline</li> <li>• most depleted in south</li> <li>• most countries lost a great deal</li> <li>• named examples</li> </ul>	1 1 1 (3)

Question Number	Answer	Mark
2(a)(iii)	5 marks for correct reasons. 2 marks for a fully developed reason. Maximum marks require 3 reasons (i.e. 2+2+1)  <b>Notes</b> <ul style="list-style-type: none"> <li>• Maximum of 4 marks for listing of alternative land uses or uses of timber i.e. ranching; building; firewood.</li> </ul>	(5)

Question Number	Answer	Mark
2(a)(iv)	1 mark for each correct answer from any of the following valid characteristics of rainforest. See below. Maximum 2 marks <ul style="list-style-type: none"> <li>• dense</li> <li>• equatorial trees e.g. evergreen; buttress roots</li> </ul>	1 1 (2)

Question Number	Answer	Mark
2(a)(v)	2 marks for each explanation - see below. 1st mark for in each case for stating feature. Maximum 4 marks. <ul style="list-style-type: none"> <li>• possible ways e.g.: <ul style="list-style-type: none"> <li>• canopy</li> <li>• tip leaves</li> <li>• with a 2<sup>nd</sup> mark for explaining adaptation to conditions e.g. fight for sunlight</li> </ul> </li> </ul>	1 1 1 (4)

Question Number	Answer	Mark
2(b)(i)	<p>4 marks available for correct explanation - see below.</p> <ul style="list-style-type: none"> <li>• Mark out of at least 4 marks with up to 2 marks for identifying the different views of LICs (e.g. economic development) and AICs (e.g. poor monitoring ), and 2 marks for reasons for disagreements over causes</li> </ul>	4
2(b)(ii)	<p>4 marks available for solutions - see below i.e. different views of LICs/AICs (2 marks); reasons for disagreement (2 marks).</p> <p><b>Further notes</b></p> <ul style="list-style-type: none"> <li>• N.B. one floating mark to be awarded if appropriate for quality in (b)(i) or (b)(ii)</li> </ul>	4
		1
		(9)

(Total 25 marks)



Question Number	Answer	Mark
3(a)(i)	1 mark for correct answer. <ul style="list-style-type: none"> <li>Physical → Chemical</li> </ul>	1 (1)

Question Number	Answer	Mark
3(a)(ii)	1 mark for each correct answer. Maximum 2 marks. <ul style="list-style-type: none"> <li>1. Chemical</li> <li>2. Physical</li> </ul>	1 1 (2)

Question Number	Answer	Mark
3(a)(iii)	1 mark for correct definition - see below. Maximum 1 mark e.g.: <ul style="list-style-type: none"> <li>e.g. difference between highest and lowest temperature</li> </ul> <p><b>Notes</b> Can be brief but expect max. - min. difference for credit.</p>	1 (1)

Question Number	Answer	Mark
3(b)(i)	Maximum of 3 marks for correct reasons from list below. Points-based mark scheme e.g.: <ul style="list-style-type: none"> <li>swallow hole or equivalent</li> <li>limestone</li> <li>permeable</li> <li>permeable definition</li> </ul>	1 1 1 1 (3)

Question Number	Answer	Mark
3(b)(ii)	<p>Maximum of 3 marks for naming and describing correct feature - see below.</p> <ul style="list-style-type: none"> <li>• Allocate 1 mark for valid feature naming e.g.: <ul style="list-style-type: none"> <li>• cavern</li> <li>• pothole</li> </ul> </li> <li>• Expect 2 x1 marks for identifying two characteristics of feature named e.g.: <ul style="list-style-type: none"> <li>• for cavern: dripping water</li> <li>• large open space underground</li> </ul> </li> </ul>	1 1  1 1  (3)

Question Number	Answer	Mark
3(b)(iii)	<p>3 marks for each correct explanation - see below. Maximum of 6 marks.</p> <ul style="list-style-type: none"> <li>• 1. Allocate 1 mark for naming relevant surface features e.g. clints and grykes and 2 marks for chemical weathering process explanation i.e. solution.</li> <li>• 2. Allocate 1 mark to describing scree accurately, and 2 marks for one physical weathering process explanation e.g. frost shattering</li> </ul>	1 1 1  1 1 1  (6)

Question Number		
3(c)		
Level	Mark	Descriptor
Level 1	1-3	expect some clarification of the nature of wind erosion and/or some reference to named desert landforms
Level 2	4-6	expect relevant desert landforms described e.g. barchan dunes; rock pedestals; zeugens. Maybe some attempt to explain role of wind erosion Max. of 5 if only one landform
Level 3	7-9	expect strong link between landforms described and the erosive action of wind. Sound explanation expected. May be reference to role of water in shaping the distinctive nature of desert landscape

(Total 25 marks)

Question Number	Answer	Mark
4(a)	<p>4 marks for correct completion of table - see below. Points-based mark scheme. Maximum of 4 marks.</p> <p><b>Anemometer</b></p> <ul style="list-style-type: none"> <li>• wind speed (velocity)</li> <li>• Reject - wind or speed alone</li> </ul> <p><b>Barometer</b></p> <ul style="list-style-type: none"> <li>• air (atmospheric) pressure</li> <li>• Reject - just pressure</li> </ul> <p><b>Thermometer</b></p> <ul style="list-style-type: none"> <li>• accept temperature (or fuller)</li> </ul> <p><b>Wind vane</b></p> <ul style="list-style-type: none"> <li>• wind direction (accept direction)</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(4)</p>

Question Number	Answer	Mark
4(b)(i)	<p>1 mark for correct answer.</p> <ul style="list-style-type: none"> <li>• occluded</li> </ul>	(1)

Question Number	Answer	Mark
4(b)(ii)	<p>5 marks for correct sketch. 1 mark per each of the following marks below. Maximum 5 marks.</p> <ul style="list-style-type: none"> <li>• transect line</li> <li>• B label and/ or C label</li> <li>• cold front</li> <li>• warm sector as mid-point</li> <li>• warm front</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• In summary - 1 mark for line, 1 mark for letters and 3 x 1 marks for parts of depression</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(5)</p>

Question Number		
4(b)(iii)		
Level	Mark	Descriptor
Level 1	1-2	expect rain and idea of sequence of changes but unspecified
Level 2	3-4	expect correct outline sequence i.e. rain-clear skies-rain
Level 3	5-6	expect sequence correctly described i.e. warm drizzle-dry warmer weather-heavy cold rain

Question Number	Answer	Mark
4(c)(i)	<p>4 marks available for correct description - see below.</p> <ul style="list-style-type: none"> <li>• Allocate 2 marks to trend identification e.g.: <ul style="list-style-type: none"> <li>• coldest in suburbs</li> <li>• warmest in centre</li> <li>• or a full statement about increase from edge to centre (1-2 marks)</li> </ul> </li> <li>• Allocate 2 marks to supporting data e.g.: <ul style="list-style-type: none"> <li>• 6 degree C. increase</li> <li>• 5 degree C. on edge</li> </ul> </li> </ul>	<p>1 1 2 1 1</p>
4(c)(ii)	<p>5 marks available for correct reasons - see below.</p> <ul style="list-style-type: none"> <li>• Credit any recognised reason for heat-island effect with up to 3 marks with 1<sup>st</sup> mark for stating factor (e.g. artificial heat generation; less evaporation)</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Introduction of heat-island term worthy of 1 mark. Max. marks possible from two well-developed reasons and focus on central urban/London</li> </ul>	<p>1 1 1 1 1</p>
		(9)

(Total 25 marks)

Question Number	Answer	Mark
5(a)(i)	1 mark for correct answer.  <ul style="list-style-type: none"> <li>• 500 metres</li> </ul>	1  (1)

Question Number	Answer	Mark
5(a)(ii)	1 mark for each correct characteristic from any of the list below. Maximum 2 marks.  <ul style="list-style-type: none"> <li>• flat</li> <li>• part land part sea</li> <li>• mud/silt</li> <li>• braiding</li> </ul>	1 1 1 1  (2)

Question Number	Answer	Mark
5(a)(iii)	1 mark for correct feature.  <ul style="list-style-type: none"> <li>• Meander</li> <li>• Floodplain</li> <li>• Braiding</li> </ul>	1 1 1  (1)

Question Number	Answer	Mark
5(a)(iv)	4 marks for correct explanation - see below for notes. Maximum 4 marks. Credit answers explaining meanders, floodplains or terraces for meander responses <b>Notes</b> <ul style="list-style-type: none"> <li>• Expect explanation to focus on migration and lateral erosion.</li> <li>• Concepts of natural swing or easiest route or obstacles worthy of 1 mark</li> <li>• Allocate up to 3 marks for lateral erosion process.</li> </ul> Note for floodplains or terrace responses Credit processes relating to load/flooding/rejuvenation	1 3  (4)

Question Number	Answer	Mark
5(a)(v)	<p>1 mark for each comparative statement - see examples below. Points-based mark scheme. Maximum 3 marks.</p> <ul style="list-style-type: none"> <li>• 1. load greater at C</li> <li>• 2. velocity greater at C (accept faster in some places at D)</li> <li>• 3. valley more open at C</li> <li>• or equivalents or those dealing with both locations (e.g. 3. V-shaped at D and wide U-shaped at C).</li> </ul>	<p>1 1 1</p> <p>(3)</p>

Question Number	Answer	Mark
5(b)	<p>5 marks for correct description - see below for notes. Maximum 5 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Reserve 1 mark for reference to rejuvenation</li> <li>• Remaining 4 marks for physical evidence i.e. rejuvenation features</li> <li>• Max. of 3 marks for listing of features e.g. waterfalls; knick points; incised meanders</li> <li>• Max. marks requires description e.g. two described features (2 x 2) plus rejuvenation.</li> </ul>	<p>(5)</p>

Question Number		
5(c)		
Level	Mark	Descriptor
Level 1	1-3	expect basic response on causes of river pollution (e.g. list of contributory factors or one cause described) OR generic solutions to river pollution (or one scheme described). Response could be entirely generic with no named river (no mark as such for naming)
Level 2	4-6	expect either both causes and solutions addressed in a basic fashion OR one of these aspects well developed. Expect named river for more than L2 - (4 marks) and response to case-study type for L2+ (6 marks)
Level 3	7-9	expect both causes and solutions dealt with in some detail and related to named river

(Total 25 marks)

Question Number	Answer	Mark
6(a)(i)	<p>1 mark for each correct answer - see below. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• Mt. Etna - B</li> <li>• Mt St Helens - D</li> <li>• Mt Ruapehu - F</li> <li>• Monserrat Island - C</li> </ul>	<p>1 1 1 1</p> <p>(4)</p>

Question Number	Answer	Mark
6(a)(ii)	<p>1 mark for each correct feature - see examples below. Maximum 4 marks e.g.:</p> <ul style="list-style-type: none"> <li>• mid-Atlantic</li> <li>• Mediterranean-Himalayas</li> <li>• earthquake-volcano belts</li> <li>• Pacific ring</li> </ul>	<p>1 1 1 1</p> <p>(4)</p>

Question Number	Answer	Mark
6(b)(i)	<p>1 mark for each correct definition - see examples below.</p> <ul style="list-style-type: none"> <li>• 1. slab of crust</li> <li>• 2. molten material</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>• outline definitions are acceptable</li> </ul>	<p>1 1</p> <p>(2)</p>

Question Number		
6(b)(ii)		
Level	Mark	Descriptor
Level 1	1-2	expect direct reading of diagram (e.g. new molten magma; sinking plate) and/or clarification of term, active (e.g. erupting)
Level 2	3-4	expect reference to sinking plate and subduction (i.e. melting) after plate collision
Level 3	5-6	expect pressure from molten magma and rising leading to surface build-up. Expect the full process to be offered

Question Number		
6(c)		
Level	Mark	Descriptor
Level 1	1-3	expect either basic reasons (perhaps as list of factors) why people live in earthquake zones (e.g. past ignorance; fertile soils) OR outline generic earthquake precautions (e.g. early warnings; drills)
Level 2	4-6	expect either basic reasons for living there and generic precautions (up to mid-level award of 5 marks) OR a thorough response to one aspect of question with other aspect addressed in partial fashion Max. of L2+ (6 marks) if strong case study of one aspect of question only
Level 3	7-9	expect both aspects of question - reasons for residence and precautions - developed with explanation and detail. Expect exemplification, especially at L3+ (9 marks), perhaps specific to a named city(ies)

(Total 25 marks)



Question Number	Answer	Mark
7(a)(i)	<p>1 mark for each correct answer - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• 1. south west</li> <li>• 2. accept 11.25 - 11.75 kms</li> </ul>	<p>1 1 (2)</p>

Question Number	Answer	Mark
7(a)(ii)	<p>2 marks for correct description of route. 1 mark for each directional change en route - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• turn right off road to New Romney on to B2075</li> <li>• turn left off B2075 on to minor road to airport</li> </ul>	<p>1 1 (2)</p>

Question Number	Answer	Mark
7(b)(i)	<p>2 marks for correct purpose of features - see notes below. Maximum 2 marks.</p> <p><b>Notes</b> Accept either purpose of feature or name of feature i.e.</p> <ul style="list-style-type: none"> <li>• A = groynes or slow longshore drift (or coastal)</li> <li>• B = tunnel or transport (or equivalent)</li> </ul>	<p>1 1 (2)</p>

Question Number	Answer	Mark
7(b)(ii)	<p>4 marks for correct description - see below for notes and examples. Maximum 4 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Allocate 2 marks to width and 2 marks to type. Within each 2 mark maximum. Points based mark scheme e.g.:</li> <li>• widest on east coast</li> <li>• sand on east coast</li> <li>• three types of deposit (sand; shingle and sand-shingle) on south coast</li> </ul>	<p>1 1 1 (4)</p>

Question Number	Answer	Mark
7(b)(iii)	<p>3 marks for correctly drawn and annotated diagram - see below. Maximum 3 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Allocate 1 mark to each of the following three aspects of the process: <ul style="list-style-type: none"> <li>• oblique-angled swash</li> <li>• right-angled backwash</li> <li>• repetition so that material transported parallel to shore</li> </ul> </li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>(3)</p>

Question Number	Answer	Mark
7(c)	<p>3 marks for correct description - see notes and examples below. Maximum 3 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Point marking (1 mark) or developed point marking (2 marks) though both relief and drainage must be addressed for maximum marks.</li> </ul> <p>For relief:</p> <ul style="list-style-type: none"> <li>• Point marking e.g.</li> <li>• flat</li> <li>• low</li> <li>• developed point e.g. contourless; spot height</li> <li>• reading</li> </ul> <p>For drainage: point marking e.g.</p> <ul style="list-style-type: none"> <li>• dense network/much surface drainage</li> <li>• developed point e.g. numerous channels per grid square</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(3)</p>

Question Number		
7(d)		
Level	Mark	Descriptor
Level 1	1-3	expect a basic and/or partial response. For the conflicts question expect listing of issues (e.g. danger; noise; three unpopular activities close. For the field study question expect listing tourist activity in the area of the map (e.g. holiday camp; caravan park)
Level 2	4-6	expect some description. For the conflicts question expect either conflicting groups identified (e.g. tourists versus nuclear risks; local residents versus airport disturbance) with outline viewpoints of each OR the nature of the conflict brought by 1-2 of the facilities introduced, developed. For the field study question expect either planning or execution of fieldwork described in some detail or both aspects dealt with in outline.
Level 3	7-9	expect good description relevant to question set. For the conflicts question expect the nature of at least one named conflict for each of three facilities to be well-developed. For the field study question expect both planning and execution described with some detail and coherence. For L3+(9 marks) expect assessment of importance to be explicit

(Total 25 marks)

Question Number	Answer	Mark
8(a)(i)	<p>1 mark for correct answer from any of the following - see below. Maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• oil</li> <li>• natural gas</li> <li>• coal</li>   <li>• Credit any other named fossil fuel</li> </ul>	<p>1 1 1</p> <p>(1)</p>

Question Number	Answer	Mark
8(a)(ii)	<p>1 mark for correct answer - see below.</p> <ul style="list-style-type: none"> <li>• 10 tonnes - unit required</li> </ul>	<p>1</p> <p>(1)</p>

Question Number	Answer	Mark
8(a)(iii)	<p>4 marks for two correct reasons. 2 marks for each reason - see below for notes and examples. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• Credit each valid factor with 1 mark (e.g. car exhausts; flights; less economically developed)</li> <li>• 2<sup>nd</sup> mark in each for development of factor into full reason explaining high USA emissions/lower Indian emissions</li> </ul>	<p>1 + 1</p> <p>1 + 1</p> <p>(4)</p>

Question Number	Answer	Mark
8(a)(iv)	<p>1 mark for correct answer - see below. Maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Expect to enable comparison/comparing like with like. Accept idea that the two countries are different i.e. populations; size of economy</li> </ul>	<p>1</p> <p>(1)</p>

Question Number	Answer	Mark
8(b)	<p>4 marks for correct explanation of Greenhouse Effect - see below for points-based mark scheme. Maximum 4 marks.</p> <p>Allocate 1 mark to each of following four stages in the process:</p> <ul style="list-style-type: none"> <li>• incoming short-wave energy</li> <li>• re-radiated as long-wave</li> <li>• blocked by carbon dioxide</li> <li>• energy trapped in lower atmosphere</li> </ul>	<p>1 1 1 1</p> <p>(4)</p>

Question Number	Answer	Mark
8(c)	<p>5 marks for correct description - see below for notes and examples. Maximum 5 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• For max. marks expect 2-3 consequences described.</li> <li>• Lists of consequences without description or explained sequence = max of 4 marks (e.g. rising sea levels; extreme weather; loss of habitats; melting glaciers).</li> <li>• Credit each valid named consequence with 1 mark up to max of 4.</li> <li>• Expect linkage, development and perhaps exemplification for maximum marks.</li> </ul>	<p>(5)</p>

Question Number		
<b>8(c)</b>		
Level	Mark	Descriptor
Level 1	1-3	expect generalisations about Europe and environmental-friendliness and US government not agreeing
Level 2	4-6	expect one developed reason or 2-3 stated reasons for difference between Europe and USA  Reasons being: differing role of government in the two societies; importance of oil in USA politics; USA belief in technological fix; difference of opinion about natural versus artificial climate change/natural exaggerated; economic cost of cutting back; belief in adapting to change
Level 3	7-9	expect at least two of the above arguments developed in a way that shows opinions differ as to way forward in combating global warming

(Total 25 marks)

**TOTAL FOR PAPER: 100 MARKS**

## Unit 7209 Paper 2

Question Number	Answer	Mark
1(a)(i)	1 mark for correct answer. <ul style="list-style-type: none"> <li>• B</li> </ul>	1 (1)

Question Number	Answer	Mark
1(a)(ii)	4 marks for two correct reasons. 2 marks for each reason - see below for notes and examples. Maximum 4 marks.  <b>Notes</b> <ul style="list-style-type: none"> <li>• Basic reason e.g. valid factor = 1 mark</li> <li>• Full, developed reason = 2 marks</li> <li>• Valid factors e.g.: <ul style="list-style-type: none"> <li>• low death rate</li> <li>• low birth rate</li> <li>• deaths exceed births</li> </ul> </li> <li>• Each 2<sup>nd</sup> mark to account for 1<sup>st</sup> valid factor mark e.g. good health service for long (low death rate)</li> <li>• Maximum of 1 mark for sound population geography for country A.</li> </ul>	1 1 1  1  (4)

Question Number	Answer	Mark
1(a)(iii)	3 marks for correct explanation of meaning - see below for points-based mark scheme. Maximum 3 marks.  <ul style="list-style-type: none"> <li>• 1 mark for natural clarified i.e. births and deaths</li> <li>• 1 mark for natural increase i.e. birth rate exceeds death rate</li> <li>• 1 mark for example i.e. an area of the graph (e.g. country A post-1950)</li> </ul>	1 1 1 (3)

Question Number	Answer	Mark
1(a)(iv)	<p>4 marks for correct explanation - see below for points-based mark scheme. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• 1 mark for slows or increase may stop</li> <li>• 1 for falling birth rate</li> <li>• up to 2 marks for reasoning/additional valid points e.g. why stops/declines; like country B</li> </ul>	<p>1 1 2 <b>(4)</b></p>

Question Number		
1(b)		
Level	Mark	Descriptor
Level 1	1-2	expect valid factors e.g. contraception; female careers. Stated points.
Level 2	3-4	expect explanation/developed reason(s) e.g. how attitudes reduce births. Some mechanism sought e.g. stay on in education.

Question Number		
1(c)		
Level	Mark	Descriptor
Level 1	1-3	expect graph reading (Fig. 1b) e.g. % of over 60s varies from area to area; deals with dates; named areas given; numbers/proportions of elderly.
Level 2	4-6	expect knowledge of general impacts e.g. less labour; more pensions. Secondary effects (e.g. GDP) addressed.
Level 3	7-9	expect explanation (i.e. reasons such as GNP differences) with knowledge of place-specific effects, e.g. different retirement ages; issues facing LICs c.f. AICs. Expect reasons/causes to be related to spatial contrasts identified from, for example, Fig. 1b.

(Total 25 marks)



Question Number	Answer	Mark
2(a)(i)	1 mark for correct answer.  <ul style="list-style-type: none"> <li>• Arable</li> </ul>	1  (1)

Question Number	Answer	Mark
2(a)(ii)	4 marks for two correct definitions. 2 marks for each definition - see below for notes and examples. Maximum 4 marks.  <b>Notes</b> <ul style="list-style-type: none"> <li>• Partial but accurate definition = 1 mark e.g. for 1 - for sale</li> <li>• Full definition e.g. sentence, example ... = 2 marks</li> </ul>	1  1  (4)

Question Number		
2(a)(iii)		
Level	Mark	Descriptor
Level 1	1-2	expect isolated links e.g. clearing/burning yams in dry Jan./Feb. Lists of direct lifts from Fig. 2
Level 2	3-4	expect dry and wet seasons explicit and matters of broad pattern identified e.g. cash crops more rainfall-dependent

Question Number	Answer	Mark
2(a)(iv)	4 marks for two correct factors. 2 marks for each factor - see below for notes and examples. Maximum 4 marks.  <b>Notes</b> <ul style="list-style-type: none"> <li>• Valid factor = 1 mark</li> <li>• 2 x 1 marks for stating only</li> <li>• 2<sup>nd</sup> mark in each case for explanation re decision</li> <li>• Expect candidate's own knowledge e.g. world prices; cost of fertilisers; family size</li> </ul>	(4)

Question Number	Answer	Mark
2(b)	<p>3 marks for correct explanation - see below for notes. Maximum 3 marks.</p> <ul style="list-style-type: none"> <li>For maximum marks expect either three valid factors e.g. improved seeds; glasshouses; irrigation or two such factors with explanation(e.g. technology developed) or one very well developed (e.g. including example)</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Mark as either 1+1+1 (points-based) or (1x1) + 1 or (1x1x1).</li> </ul>	(3)

Question Number	Answer	Mark
2(c)	<p>9 marks for three correctly described sustainable ways of increasing food production. 3 marks for each sustainable way - see below for notes and examples. Maximum 9 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Allocate 3 marks per valid way.</li> <li>Check for sustainability e.g. use more marginal (though not deforested) land; grow more subsistence (not cash) crops.</li> <li>Sustainability must be implicit/explicit each time for 3 mark max.</li> <li>Stated valid way = 1 mark.</li> <li>Description = 1-2 marks extra</li> <li>Example may be route to 3<sup>rd</sup> mark</li> </ul>	(9)

(Total 25 marks)

Question Number	Answer	Mark
3(a)(i)	<p>2 marks for correct definition - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>Allocate 1 mark to "mass" clarified (e.g. popular; large numbers) and 1 mark to "global" defined (e.g. international; most countries).</li> </ul>	<p>1</p> <p>1</p> <p>(2)</p>

Question Number	Answer	Mark
3(a)(ii)	<p>6 marks for three correct examples. 2 marks for each example - see below for notes and examples. Maximum 6 marks.</p> <ul style="list-style-type: none"> <li>Expect for each 1<sup>st</sup> mark a brief statement or outline example: <ul style="list-style-type: none"> <li>e.g. transport advances i.e. jet aeroplanes</li> <li>employment changes i.e. longer holidays related to 3 of the factors given in Fig 3.</li> </ul> </li> <li>2<sup>nd</sup> mark for development/explanation into full example: <ul style="list-style-type: none"> <li>e.g. jet planes so most destinations only hours away</li> </ul> </li> </ul>	<p>1</p> <p>1</p> <p>2</p> <p>(6)</p>

Question Number	Answer	Mark
3(b)(i)	<p>5 marks for correctly outlined features - see below for notes and examples. Maximum 5 marks.</p> <ul style="list-style-type: none"> <li>For maximum marks accept 5 x 1 valid factors stated e.g.: <ul style="list-style-type: none"> <li>sunny climate</li> <li>archaeological sites</li> </ul> </li> <li>or 2-3 such factors developed/exemplified. At least 2 features for maximum marks.</li> </ul>	<p>1</p> <p>1</p> <p>(5)</p>

Question Number	Answer	Mark
3(b)(ii)	<p>3 marks for correct description - see below for points-based mark scheme. Maximum 3 marks.</p> <ul style="list-style-type: none"> <li>Accept valid points (1 mark) - either positive or negative. Up to maximum of 2 e.g.: <ul style="list-style-type: none"> <li>litter</li> <li>overcrowded/year-long</li> <li>facility-rich</li> </ul> </li> </ul> <p><b>Notes</b> Development of point (1 mark) required for maximum. Credit can be valid exemplification (e.g. Spanish Costas)- maximum of 1 mark.</p>	<p>1 1 1</p> <p>1</p> <p>(3)</p>

Question Number		
3(c)		
Level	Mark	Descriptor
Level 1	1-3	expect sustainability understanding to be at least implicit. Basic reference to one aspect of question i.e. one example of how (e.g. agro-tourism in Troodos Mtns.) or brief reasons why (i.e. saving coastlines)
Level 2	4-6	expect how and why answered in outline or one aspect answered with some depth e.g. a case study of an ecotourism scheme; various examples of how or sound account of why sustainable projects happening
Level 3	7-9	expect a balanced response with both reasons for and some detail of one or more sustainable schemes.

(Total 25 marks)

Question Number	Answer	Mark
4(a)(i)	1 mark for correct answer.  <ul style="list-style-type: none"> <li>• City centre</li> </ul>	1  (1)

Question Number	Answer	Mark
4(a)(ii)	1 mark for each correctly identified feature - see examples below. Maximum 3 marks.  <ul style="list-style-type: none"> <li>• small, valuable products</li> <li>• highly skilled labour</li> <li>• small labour force</li> <li>• capital-intensive</li> <li>• footloose/ transport related</li> </ul> <p>Maximum of 1 for product naming.</p>	1 1 1 1  (3)

Question Number	Answer	Mark
4(a)(iii)	1 mark for each correct answer - see examples below. Maximum 2 marks.  <ul style="list-style-type: none"> <li>• 1. cutlery</li> <li>• 1. ornaments</li> <li>• 1. jewellery</li>   <li>• 2. cement factory</li> <li>• 2. pottery</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>• Accept any valid product/industry</li> </ul>	1 1 1  1 1  (2)

Question Number		
4(a)(iv)		
Level	Mark	Descriptor
Level 1	1-2	expect isolated, undeveloped points e.g. imports; raw material processing; stated examples (e.g. sugar refining)
Level 2	3-4	expect either break-of-bulk idea and developed for L2+ or exemplification/development of L1 points

Question Number	Answer	Mark
4(b)(i)	<p>1 mark for correct answer from any of the following. Maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Expect an rural-urban fringe or outer suburb location e.g.: <ul style="list-style-type: none"> <li>• out-of-town</li> <li>• industrial estate</li> </ul> </li> </ul> <p>Accept other two if (ii) argued appropriately.</p>	<p>1 1  (1)</p>

Question Number		
4(b)(ii)		
Level	Mark	Descriptor
Level 1	1-3	expect factors/valid points stated e.g. pleasant environment; building space
Level 2	4-5	expect developed argument. Max marks requires two strands (e.g. transport and environment) considered

Question Number		
4(c)		
Level	Mark	Descriptor
Level 1	1-3	expect basic statements of nature of change (e.g. dereliction; new uses for land) or reasons for change (e.g. foreign competition; old technology)
Level 2	4-6	expect either one aspect of question well done (e.g. detailed account of nature of change or reasons behind change explicit i.e. deindustrialisation and global shift) or both aspects covered in outline
Level 3	7-9	expect examples of nature of change and reasons behind change. Balanced and more detailed response. May offer a case study

(Total 25 marks)

Question Number	Answer	Mark
5(a)(i)	1 mark for correct answer.  <ul style="list-style-type: none"> <li>The South</li> </ul>	1  (1)

Question Number	Answer	Mark
5(a)(ii)	4 marks for correct description - see points-based mark scheme below. Maximum 4 marks.  <b>Notes</b> <ul style="list-style-type: none"> <li>1 mark = basic point or supporting data e.g. : <ul style="list-style-type: none"> <li>12 cities in South were 5 million in 1980 now 10 million</li> <li>3 @ 5m. + in North</li> <li>many more cities in South now 5 million + than in North(1)</li> <li>most N. cities static</li> </ul> </li> <li>Maximum of 2 marks if North given in (a)(i)</li> </ul>	1 1 1 1  (4)

Question Number		
5(a)(iii)		
Level	Mark	Descriptor
Level 1	1-2	expect short list of basic contributory factors only e.g. high birth rate; migration from rural
Level 2	3-4	expect either long list of factors or explanation related to either natural population growth or rural-to-urban migration
Level 3	5-6	expect explanation of both natural and migration change reasons

Question Number	Answer	Mark
5(a)(iv)	1 mark for correct answer.  <ul style="list-style-type: none"> <li>Mega-cities or supercities</li> </ul>	1  (1)

Question Number	Answer	Mark
5(b)(i)	<p>4 marks for correct description - see notes below. Maximum 4 marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• For maximum marks expect description of 2-3 problems (e.g. waste disposal; traffic congestion)</li> <li>• two problems described/exemplified for 2 x 2.</li> <li>• Maximum of 3 marks if problems merely listed.</li> </ul>	(4)

Question Number		
5(b)(ii)		
Level	Mark	Descriptor
Level 1	1-3	with or without city naming expect generic strategies stated (e.g. parking permits; shanties cleared) loosely linked to problems, esp. those identified in (b)(i)
Level 2	4-6	expect city naming and strategies directly focussed on explicit relevant problems. Expect no distinction between government and city authorities policies. Ensure related to rapid urban growth problems and some explanation of management
Level 3	7-9	expect case study approach with specific schemes explicitly linked to problems described. May refer to government policies as distinct to city authority schemes

(Total 25 marks)



Question Number	Answer	Mark
6(a)(i)	<p>1 mark for each correct definition - see examples and notes below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>e.g. 1. used in business; for sale</li> <li>e.g. 2. used domestically</li> </ul> <p>1 mark maximum if only mirror image offered.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Examples (e.g. firewood) invalid for credit.</li> </ul>	<p>1</p> <p>1</p> <p>(2)</p>

Question Number	Answer	Mark
6(a)(ii)	<p>2 marks for correct description - see points-based marking examples below. Maximum 2 marks.</p> <p>Credit all accurate Fig. 6-based comments with or without data with 1 mark each e.g.:</p> <ul style="list-style-type: none"> <li>more commercial/less non-commercial</li> <li>changes of source</li> <li>80:20 to 60:40</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>(2)</p>

Question Number	Answer	Mark
6(a)(iii)	<p>4 marks for two correct reasons. 2 marks for each reason - see below for notes and examples. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>Valid factor = 1 mark e.g. large rural population; poverty.</li> <li>2<sup>nd</sup> mark for development into full reason (e.g. unelectrified homes). Ensure relates to dung, firewood.</li> </ul>	<p>(4)</p>

Question Number		
6(a)(iv)		
Level	Mark	Descriptor
Level 1	1-2	expect manufacturing industry-high consumption of coal, oil, electricity link. Outline examples.
Level 2	3-4	expect link developed via details of specific industries. Reference to power stations. Might introduce idea of energy demands and general economic development (e.g. electricity in the home; street lighting).
Level 3	5-6	expect explanation related to both rising living standards and domestic/societal energy use, and to industrial energy use

Question Number	Answer	Mark
6(b)	<p>2 marks for correctly stated difference - see notes and examples below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• 1 mark to definition (i.e. exhaustibility)</li> <li>• 1 mark to example(s)</li> <li>• Ensure opposite at least implicit for maximum marks.</li> </ul>	(2)

Question Number		
6(c)		
Level	Mark	Descriptor
Level 1	1-3	expect impacts listed/outlined e.g. acid rain; coal spoilheaps; flooded valleys. Focus on production (e.g. mining) and/or use (e.g. burning)
Level 2	4-6	expect either explanation/reasons for L1 statements (e.g. HEP dams and reservoirs flooding farmland) or full descriptions of production or use impacts, perhaps examples
Level 3	7-9	expect examples (i.e. places such as the Three Gorges Dam) and a balanced and wider description plus explanation of polluting process. For max. ensure both production and use addressed

(Total 25 marks)

Question Number	Answer	Mark
7(a)(i)	<p>1 mark for correct answer - see below for notes and example. Maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Accept Niort-Limoges connection</li> <li>• Accept link between 2 large towns/cities</li> </ul>	<p>1 1 (1)</p>

Question Number	Answer	Mark
7(a)(ii)	<p>2 marks for correct answer - see below. Maximum 2 marks.</p> <p>Credit any stated valid negative factor of old route as per Figure 7 e.g.:</p> <ul style="list-style-type: none"> <li>• narrow road</li> </ul> <p>2<sup>nd</sup> mark for development/description into explicit disadvantage e.g.:</p> <ul style="list-style-type: none"> <li>• large lorries</li> <li>• busy</li> <li>• bottleneck</li> <li>• accidents</li> </ul>	<p>1  1 1 1 1 (2)</p>

Question Number	Answer	Mark
7(a)(iii)	<p>2 marks for correct reason - see below. Maximum 2 marks.</p> <p>Credit any valid factor as per Figure 7 e.g.:</p> <ul style="list-style-type: none"> <li>• valley</li> <li>• undulating ground</li> </ul> <p>2<sup>nd</sup> mark for development into full reason</p> <ul style="list-style-type: none"> <li>• e.g. building costs/difficulties</li> </ul>	<p>1 1  1 (2)</p>

Question Number	Answer	Mark
7(a)(iv)	<p>1 mark for correct answer.</p> <ul style="list-style-type: none"> <li>• Accept bypass or ring road or relief road</li> </ul>	<p>1 (1)</p>

Question Number		
7(a)(v)		
Level	Mark	Descriptor
Level 1	1-2	expect one-sided report (for or against) with limited range of impacts( not all of residents of that view; environment and local economy addressed)
Level 2	3-4	expect a more balanced report (for and against) with a range of impacts (human and environmental). A one-sided report but with a full range of impacts addressed = L2-(3 marks)
Level 3	5-6	expect a balanced report (for and against) dealing with a range of impacts (residents/local economy and environmental)

Question Number	Answer	Mark
7(b)	<p>4 marks for two correct reasons. 2 marks for each reason - see below for notes and examples. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> mark for valid factor e.g.: <ul style="list-style-type: none"> <li>• wasted time</li> <li>• fuel costs</li> <li>• air pollution</li> <li>• rising car ownership</li> <li>• road haulage</li> </ul> </li> <li>• 2<sup>nd</sup> mark for making it explicit why a problem e.g.: <ul style="list-style-type: none"> <li>• air quality</li> <li>• human health</li> </ul> </li> </ul>	<p>1 1 1  1 1  (4)</p>

Question Number		
7(c)		
Level	Mark	Descriptor
Level 1	1-3	expect relevant transport developments stated e.g. better public transport; park-and-ride schemes
Level 2	4-6	expect developments linked to sustainability; sustainability concept to be at least implicit. Community and environmental benefits of developments to be evident
Level 3	7-9	expect description of schemes, perhaps named and located. Economic/environmental sustainability of these schemes to be explained

(Total 25 marks)

Question Number	Answer	Mark
8(a)(i)	1 mark for correct answer. <ul style="list-style-type: none"> <li>• United Arab Emirates (UAE)</li> </ul>	1 (1)

Question Number	Answer	Mark
8(a)(ii)	1 mark for each correct resource - see below for possible examples. Maximum 3 marks. <ul style="list-style-type: none"> <li>• Expect as per Fig. 8 stem i.e: <ul style="list-style-type: none"> <li>• food</li> <li>• clothing</li> <li>• housing</li> </ul> </li> <li>• accept distinctive resources e.g.: <ul style="list-style-type: none"> <li>• water</li> <li>• raw materials</li> <li>• metals</li> <li>• energy</li> <li>• food/ crops</li> </ul> </li> </ul>	1 1 1  1 1 1 1 (3)

Question Number	Answer	Mark
8(a)(iii)	2 marks for two correct ways. 1 mark for each way - see below for notes and examples. Maximum 2 marks. <ul style="list-style-type: none"> <li>• Credit any valid form of pollution either generic e.g.: <ul style="list-style-type: none"> <li>• air pollution</li> <li>• dumping</li> </ul> </li> <li>• or more specific activities e.g.: <ul style="list-style-type: none"> <li>• fertilisers contaminating streams</li> <li>• soil erosion from deforestation</li> </ul> </li> <li>• Accept wide interpretation of land i.e. nature</li> </ul>	1 1  1 1  (2)

Question Number	Answer	Mark
8(a)(iv)	<p>4 marks for two correct reasons. 2 marks for each reason - see below for notes and examples. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• Allocate 1 mark per valid factor named up to maximum of 2 marks e.g.: <ul style="list-style-type: none"> <li>• standard of living differences</li> <li>• personal travel differences</li> <li>• energy use differences</li> </ul> </li> <li>• 2<sup>nd</sup> mark in each case for development into explanatory reason e.g.: <ul style="list-style-type: none"> <li>• more travel</li> <li>• so more petrol use so more air pollution</li> </ul> </li> </ul> <p>Except distinctive process for both 2<sup>nd</sup>/ explanatory marks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• No credit for merely clarifying ecological footprint (i.e. environmental damage)</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(4)</p>

Question Number	Answer	Mark
8(b)	<p>6 marks for correct explanations - see points-based marking below. 3 marks for each explanation. Maximum 6 marks.</p> <p>1. e.g.:</p> <ul style="list-style-type: none"> <li>• using up resources (or equivalent)</li> <li>• sustainable clarified</li> <li>• either AIC/NIC resource consumers or resource providers for them</li> <li>• future crisis</li> </ul> <p>2. e.g.:</p> <ul style="list-style-type: none"> <li>• use lots of resources but have lots/more</li> <li>• reason why have lot (e.g. large area/ continent)</li> <li>• reason why use lot (e.g. AIC)</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(6)</p>

Question Number		
8(c)		
Level	Mark	Descriptor
Level 1	1-3	expect short list generic actions e.g. afforestation; recycling; anti-pollution measures or one action merely outlined
Level 2	4-6	expect long list of generic actions or stated examples or some detail of one specific measure(s) e.g. Kyoto Protocol; housing on brownfield land
Level 3	7-9	expect described examples or policy details with some indication of how footprint reduced by these attempts. L3+ (9 marks) must have mechanism i.e. damage-limitation

(Total 25 marks)

**TOTAL FOR PAPER: 100 MARKS**

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