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Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE
In Geography (4GE1)
Paper 2 Human geography

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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.

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Question Number	Answer	Mark
1(a) (i)	**AO1 (1 mark)** D It is a source of renewable energy (1) The answer cannot be A (solar power), B (wind power), or C (incorrect).	**(1)**

Question Number	Answer	Mark
1(aii)	**AO1 (1 mark)** • a source of energy that cannot be exhausted (1) • energy that can be used again and again (1) Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
1(b)	**AO1 (1 mark)** C Increasing the use of electric battery technology (1) The answer cannot be A, B or D as these all require increased resource consumption and therefore are not sustainable.	**(1)**

Question Number	Answer	Mark
1(c)(i)	**AO2 (1 mark) / AO3 (1 mark)** Award 1 mark for basic evidence from the figure (AO3) and a further 1 mark for extension through explanation (AO2), up to a maximum of 2 marks. • Selling food in the street (1) rather than in a designated market (1). • Stall does not look permanent (1) so it is probably not a designated shop space (1).	

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	• There are no signs or labels for the goods being sold (1) which suggests there is no record of sales (1). Accept any other appropriate response.	**(2)**

Question Number	Answer	Mark
1(c)(ii)	**AO1 (1 mark)** Award 1 mark for a suitable advantage. • Often requires less skills/qualifications (1). • Unlikely to pay tax (1). • Requires little investment to set up informal business (1). • Reducing unemployment (1). Accept any other reasonable response.	**(1)**

Question Number	Answer	Mark
1(d)	**AO2 (2+2 marks)** Award 1 mark for a factor and a further expansion mark, up to a maximum of 2 marks each. • Increasing population (1) means that there is a greater demand for energy, e.g. petrol for cars (1). • Economic development can lead to more industry (1) which requires greater use of resources (1). • Awareness of climate change (1) can lead to an increase in demand for renewable energy sources (1). • Increased use of technology (1) leads to greater consumption of energy (1). Accept any other appropriate response.	**(4)**

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Question Number	Answer	Mark
1(e)	**AO1 (1 mark) / (AO3) 2 marks** Award 1 mark (AO1) for a basic idea and a further 2 marks (AO3) for extension through use of the resource, up to a maximum of 3 marks. • Malthus's theory states that population would grow exponentially (1) whereas food production would grow more slowly (linear growth) (1). This would lead to population outstripping food growth (1). Accept any other appropriate response.	**(3)**

Question Number	Answer	Mark
1(f)	**AO2 (2+2 marks)** Award 1 mark for a reason and a further expansion mark, up to a maximum of 2 marks each. • Good transport connections (1) as companies need good access to road and rail connections to allow a skilled workforce to reach them. • Reliable internet access (1) as many companies rely on this to operate their business (1). • Proximity to a university (1) as they can provide a skilled workforce suitable for the sector (1). • Large area of land available (1) to allow room for growth (1). Accept any other appropriate response.	**(4)**

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Question Number	Indicative content
1 (g)	**AO3 (4 marks)/AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • The relative size of secondary sector employment is a good indicator of economic development. • As a country becomes more developed, typically there will be a shift from primary sector employment to more secondary sector employment. • Countries which previously have been dominated by primary sector employment develop the capacity to process raw materials so they can gain more money from their sale and exports, than they would through the sale of raw materials. • In developed countries, as their economy advances there can also be a shift from secondary employment to more tertiary and quaternary employment. • In many developed countries there has been a decline in secondary sector employment as many of these jobs are now outsourced to countries with lower costs. **AO4** • Figure 1c shows that different countries have different trends for employment in the secondary sector. • Figure 1c shows that for developed countries such as the UK and the US, there has been a steady decline in the percentage employed in the secondary sector. • Figure 1c shows that Cambodia has experienced a steady rise in secondary sector employment. • Figure 1c shows how Ghana has only more recently experienced a rise in secondary sector employment compared to other countries shown, from around 2013. • Figure 1c shows how China has experienced different rates of growth in the percentage of the secondary sector, with more rapid rise from around 2001-2012.

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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7–8	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

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Question Number	Answer	Mark
2(a) (i)	C High humidity (1). The answer cannot be A (rainforests are not arid), B (rainforests have high temperatures), or D (these are associated with tundra climate).	**(1)**

Question Number	Answer	Mark
2(a) (ii)	**AO1 (1 mark)** • Plant and animal community covering a large area of the Earth's surface (1). • A large ecological area defined by abiotic factors (e.g. climate/relief/vegetation) (1). Accept any other appropriate responses.	**(1)**

Question Number	Answer	Mark
2(b)	**AO1 (1 mark)** D Farming that does not use chemical fertilisers (1) The answer cannot be A (incorrect), B (incorrect), or C (incorrect).	**(1)**

Question Number	Answer	Mark
2(c)	**AO2 (1 mark) / AO3 (1 mark)** Award 1 mark for basic evidence from the from the image (AO3) and a further 1 mark for extension through explanation (AO2), up to a maximum of 2 marks. • The machinery is cutting the trees (1) showing how the forest can provide timber (1). • There are piles of tree trunks (1) which could be used to make furniture and other goods (1).	

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	• The wood being collected by the loggers (1) might be used for firewood (1). Accept any other appropriate responses.	**(2)**

Question Number	Answer	Mark
2(d)	**AO1 (1 mark)** Award 1 mark for a suitable advantage identified. • Higher yields (1). • More pest/disease resistant (1). • Greater food security (1). • Require less use of pesticides (1). • They tend to grow faster (1). • More tolerable to climatic conditions/more frost resistant/more drought or flood resistant (1). Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
2(e)	**AO2 (2+2 marks)** Award 1 mark for a reason and a further expansion mark, up to a maximum of 2 marks each. • Farms diversifying their income to include pick your own options and a farm shop (1) to compensate for falling prices for crops and increase profitability of the farm (1). • Improving transport connections to remote rural areas (1) to improve access to jobs and services. • Switching to organic farming (1) to try and obtain a higher price for crops produced (1). • Obtaining grants from the EU to establish businesses in rural areas (1) and increase community sizes (1).	

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	• Develop tourist attractions on farms e.g. seeing farm animals (1) in order to increase incomes (1). Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
2(f)	**AO1 (1 mark) / (AO3) 2 marks** Award 1 mark for an identification of a trend and a further 2 marks for extension through explanation or description, up to a maximum of 3 marks. • There has been a decrease in the percentage of people working in agriculture between 1991-2019 (1). From around 6%-3% in France (1). This may be due to fewer people willing to work in low wage agricultural jobs (1). • There has been a decrease in the percentage of people employed in agriculture between 1991-2019 (1) but it is only a small decrease, around 0.2% for the USA (1), because the country has already shifted to more employment in other sectors (1). Accept any other appropriate response.	**(3)**

Question Number	Answer	Mark
2(g)	**AO2 (4 marks)** Award 1 mark for initial explanation and an additional 1 mark for development through further explanation or exemplification. Maximum 2 marks for government strategy and maximum 2 marks for NGO strategy. A range of countries and strategies could be chosen. Government • Investment in infrastructure to improved road access to the more remote areas (1) to ensure crops can reach markets more easily (1). • Providing funding for irrigation schemes (1) to try and combat increasing drought conditions (1). NGOs	

	• NGO, Project Chirag providing rural households with solar lighting units (1) to provide power for areas with poor access to electricity (1). • Water Aid provide training for local people to build toilets (1) to improve sanitation facilities (1). Accept any other appropriate response.	**(4)**

Question number	Indicative content
2 (h)	**AO3 (4 marks)/AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **Factors rural change developing countries** **AO3** • There are a range of economic, social and environmental factors that are leading to change in rural areas in developing countries. • In many developing countries rural areas are experiencing labour shortages as people often migrate to cities to look for work with the prospect of higher wages than they could get working on farms. • For some rural areas environmental factors are facilitating greater change. The impacts of climate change are already affecting some areas, with increasing droughts making it more difficult to grow crops. Some farmers are trying to find alternative crops to grow in a changing climate, or for example moving to more drought resistant crops varieties. • There are many organisations that are trying to support changes in rural areas in developing countries. Many NGOs try to support local communities, sometimes through donation of money, equipment or expertise. Where farming methods are still very labour intensive, sometimes the shift to using technology such as tractors can support a shift to more intensive farming which can increase profits and move towards more that subsistence farming.

	AO4 • Figure 2c indicates that NGO activity can facilitate change, sometimes through the donation of machinery which can support increasing crop yields. • Figure 2c suggests that there are labour supply issues as it states that many people have moved to the cities to look for work. • Figure 2c indicates that there are environmental issues facing farmers, with increasing drought conditions making farming more challenging.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7–8	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

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Question Number	Answer	Mark
3(a)(i)	**AO1 (1 mark)** B Reduces loss of countryside (1). The answer cannot be A (a disadvantage), C (a disadvantage), D (refers to greenfield sites).	**(1)**

Question Number	Answer	Mark
3(a)(ii)	**AO1 (1 mark)** • Overpopulation (1) • Shortage of housing (1) • High demand for services (1) • Development of squatter settlements (1) • Increased air pollution • Traffic congestion (1) • Urban sprawl/loss of greenfield sites (1) • High competition for jobs/growth of informal economy (1). Accept any appropriate response. If answer includes pollution, must include which type to obtain the mark.	**(1)**

Question Number	Answer	Mark
3(b)	**AO1 (1 mark)** A Business park (1). The answer cannot be B, C or D as these are usually found in the centre of the city.	**(1)**

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Question Number	Answer	Mark
3(c)	**AO2 (1 mark) / AO3 (1 mark)** Award 1 mark for basic evidence from the from the photograph (AO3) and a further 1 mark for extension through explanation (AO2), up to a maximum of 2 marks. • Lots of green space around the factory (1) which means there is space to expand if the business grows (1). • Flat land (1) suitable for building large factories (1). • Road connections visible (1) which are important for attracting a workforce and for transporting goods produced (1). • Scenic environment for surroundings (1) can be an attractive prospect for workers (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
3(d)	**AO1 (1 mark)** Award 1 mark for a suitable definition. • A city with a population of 10 million people or more (1). Accept variations of the above definition mentioning a population of 10 million.	**(1)**

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Question Number	Answer	Mark
3(e)	**AO2 (2+2 marks)** Award 1 mark for a factor and a further expansion mark, up to a maximum of 2 marks each. • Prices of land and property in the city centre have become too high (1) therefore people seek alternatives where the cost is lower (1). • High population densities in the city centre mean high demand for housing and increased cost (1) leading to some people moving to an area with more room for larger houses (1). • Concerns over air pollution or crime in city centres (1) means people are turning to other areas to live, moving further away from the city centre (1). • Increasing wealth of people working in tertiary jobs (1) who want to live in an area with better quality of life e.g. have a garden (1). • Improvements in communication (1) as people no longer have to travel to the office every day to do their job (1). Accept any other appropriate response.	**(4)**

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Question Number	Answer	Mark
3(f)	**AO1 (1 mark) / (AO3) 2 marks** Award 1 mark for an identification of a reason and a further 2 marks for extension through explanation or description, up to a maximum of 3 marks. • There are predictions for population of megacities such as Dhaka to reach over 40 million by (2035) (1) this is likely to be due to high birth rates (1) which leads to faster rates of growth (1). • The population of Manila is predicted to grow by around 12 million people from 2000-2035 (1) due to continued rapid urbanisation associated with rural-urban migration (1). • All three megacities shown display a significant increase in their population during this time scale and are predicted to keep increasing in the future (1), likely to be due to high rates of natural increase (1). Accept any other appropriate response.	**(3)**

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Question Number	Answer	Mark
3(g)	**AO2 (4 marks)** Award 1 mark for identification of each suitable strategy and an additional 1 mark for development through further explanation or exemplification. Maximum 2 marks for each strategy. • Self-help scheme (1) where the local authority provides cheap building materials or loans to make home improvements (1). • Site and service schemes (1) where local people are able to buy a piece of land cheaply to build their own home (1). • Urban planning (1) where the government replaces squatter settlement housing with high-quality high-rise flats (1). • Local governments trying to destroy parts of squatter settlements (1) leaving many people homeless (1). • NGOs provide aid to reduce poverty (1) through education or provision of training (1). Accept any other appropriate response.	**(4)**

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Question number	Indicative content
3 (h)	**AO3 (4 marks)/AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • There are a range of environmental challenges facing urban environments in developed countries including: air pollution, waste disposal, energy use, lack of green space. • High levels of traffic and congestion in city centres leads to increased air pollution. London regularly exceeds the international safety limits for air quality. Air pollution is thought to contribute to respiratory problems. In London it is estimated that 9,000 people die a year due to air pollution. • Waste is a major issue for urban areas: New York produces around 12,000 tonnes of household waste everyday, as well as 13,000 tonnes with much of this ending up in landfill. • In addition to the environmental challenges, urban areas also face a range of social and economic challenges which can exacerbate the environmental ones (e.g. demand for health and education services diverting funding that could be used to combat air pollution or waste). **AO4** • Figure 3c indicates there are a range of environmental challenges facing urban areas. • Figure 3c suggests that the number of vehicles visiting urban centres is a challenge and that to address this there has been a move to limit them. • Figure 3c suggests that the amount of waste produced in urban area is a challenge and therefore there is a need for increased recycling facilities to be more sustainable. • Figure 3 suggests air pollution may be leading to increased respiratory problems for urban populations.

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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–3**	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	**4–6**	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	**7–8**	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

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Question Number	Answer	Mark
4(a)	**AO3 (1 mark)** Award 1 mark for: 3 / Why? 4 / How do you think you could make your home more energy efficient? Accept either the question number on its own or it the candidate has written out the appropriate question shown above.	**(1)**

Question Number	Answer	Mark
4(b)	**AO3 (1 mark)** Award 1 mark for identifying a suitable advantage. • East to see proportion of results (1). • Easy to compare data (1) • Clear presentation of results (1). Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
4(c)	**AO3 (2 marks)** Award 1 mark for suitable sampling technique identified and further mark for explanation, up to a maximum of 2 marks. • Systematic sampling (1) collecting data in an ordered way e.g. every 5^{th} person (1). • Stratified sampling (1) where a particular number of different categories of people are chosen to reflect the proportion of the number in the total population (1). • Random sampling (1) where there is no subjectivity over who is chosen to participate (1).	

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	Accept any other appropriate response.	**(2)**

Question Number	Indicative content
4(d)	**AO3 (4 marks)/AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • Figure 4a shows an appropriate data collection method for exploring views about energy efficiency in the home. • Figure 4b presents simple data that was produced the questionnaire data, but doesn't explore the views in detail. • Figure 4a seems to make it difficult to validate conclusions because there is no way to classify the responses in more detail. • Figure 4b only shows presentation of data from two questions and doesn't show in combination with the outcomes of the different methods of the investigation. • Figure 4b does not present any of the qualitative data that could have revealed the information to help the student reach their aim. **AO4** • In Figure 4a there are no questions to categorise responses (gender, age etc). • In Figure 4a there are a range of open and closed questions to generate qualitative and quantitative data. • In Figure 4a there is no question to check understanding of how people understand energy efficiency. • In Figure 4b there are only 2 simple pieces of data presented. • In Figure 4b there are no data labels for some of the data presented. • In Figure 4b the pie charts are presented in different sizes.

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Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

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Question Number	Answer	Mark
5(a)	**AO3 (1 mark)** Award 1 mark for: 3 / Why? 4 / How do you think tourists could reduce their impact on the national park? Accept either the question number on its own or it the candidate has written out the appropriate question shown above.	**(1)**

Question Number	Answer	Mark
5(b)	**AO3 (1 mark)** Award 1 mark for identifying a suitable advantage. • Easy to see proportions of data (1) • Easy to compare data (1) • Clear presentation of results (1). Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
5(c)	**AO3 (2 marks)** Award 1 mark for suitable sampling technique identified and further mark for explanation, up to a maximum of 2 marks. • Systematic sampling (1) collecting data in an ordered way e.g. every 5^{th} person (1). • Stratified sampling (1) where a particular number of different categories of people are chosen to reflect the proportion of the number in the total population (1). • Random sampling (1) where there is no subjectivity over who is chosen to participate (1).	

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	Accept any other appropriate response.	**(2)**

Question Number	Indicative content
5(d)	**AO3 (4 marks)/AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • Figure 5a shows an appropriate data collection method for exploring views about tourism in the Lake District. • Figure 5b presents simple data that was produced the questionnaire data, but doesn't explore the views in detail. • Figure 5a seems to make it difficult to validate conclusions because there is no way to classify the responses in more detail. • Figure 5b only shows presentation of data from two questions and doesn't show in combination with the outcomes of the different methods of the investigation. • Figure 5b does not present any of the qualitative data that could have revealed the information to help the student reach their aim. **AO4** • In Figure 5a there are no questions to categorise responses (gender, age etc). • In Figure 5a there are a range of open and closed questions to generate qualitative and quantitative data. • In Figure 5a there is no question to check understanding of how people understand the issue of tourism in the Lake District. • In Figure 5b there are only 2 simple pieces of data presented. • In Figure 5b there are no data labels for some of the data presented. • In Figure 5b the pie charts are presented in different sizes.

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Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

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Question Number	Answer	Mark
6(a)	**AO3 (1 mark)** Award 1 mark for: 3 / Why? 4 / How do you think the factory could be redeveloped to be useful to the local area? Accept either the question number on its own or it the candidate has written out the appropriate question shown above.	**(1)**

Question Number	Answer	Mark
6(b)	**AO3 (1 mark)** Award 1 mark for identifying a suitable advantage. • Easy to see proportions (1) • Easy to compare data (1) • Clear presentation of results (1). Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
6(c)	**AO3 (2 marks)** Award 1 mark for suitable sampling technique identified and further mark for explanation, up to a maximum of 2 marks. • Systematic sampling (1) collecting data in an ordered way e.g. every 5^{th} person (1). • Stratified sampling (1) where a particular number of different categories of people are chosen to reflect the proportion of the number in the total population (1). • Random sampling (1) where there is no subjectivity over who is chosen to participate (1).	

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	Accept any other appropriate response.	**(2)**

Question Number	Indicative content
6(d)	**AO3 (4 marks)/AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • Figure 6a shows an appropriate data collection method for exploring views about the factory redevelopment. • Figure 6b presents simple data that was produced the questionnaire data, but doesn't explore the views in detail. • Figure 6a seems to make it difficult to validate conclusions because there is no way to classify the responses in more detail. • Figure 6b only shows presentation of data from two questions and doesn't show in combination with the outcomes of the different methods of the investigation. • Figure 6b does not present any of the qualitative data that could have revealed the information to help the student reach their aim. **AO4** • In Figure 6a there are no questions to categorise responses (gender, age etc). • In Figure 6a there are a range of open and closed questions to generate qualitative and quantitative data. • In Figure 6a there is no question to check understanding of how long people have known this area of the city. • In Figure 6b there are only 2 simple pieces of data presented. • In Figure 6b there are no data labels for some of the data presented. • In Figure 6b the pie charts are presented in different sizes.

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Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

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Question Number	Answer	Mark
7(a)(i)	**AO1 (1 mark)** D solar (1). The answer cannot be A, B or C as these are all incorrect.	**(1)**

Question Number	Answer	Mark
7(a)(ii)	**AO1 (1 mark)** A Changes in the shape of the earth's orbit (1). The answer cannot be B, C, D as these are all incorrect.	**(1)**

Question Number	Answer	Mark
7(b)	**AO1 (1 mark)** • Burning fossil fuels (1). • Deforestation (1). • Farming livestock (1). Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
7(c)(i)	**AO3 (2 marks)** Award 1 mark for any of the following, up to a maximum of 2 marks. • Iran (1). • Senegal (1).	**(2)**

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Question Number	Answer	Mark
7(c)(ii)	**AO2 (2 marks) / AO3 (2 marks)** Award 1 mark for the identification of a possible reason for the pattern shown on Figure 7a (AO3) and a further mark for an explanation of the pattern (AO2), up to a maximum of 2 marks per idea. • Countries most at risk of desertification experience arid condition including high temperatures (1) this leads to high evaporation of water (1). • Places such as the Middle East have climates with high temperature and low rainfall (1) which mean they have the conditions that are more susceptible to desertification (1). • Some countries such as those on the edge of the Sahara Desert (1) may have been overgrazing the land increasing the risk of desertification (1). • More developed countries have the resources to respond to desertification (1) with strategies to try and reduce the risk of soil erosion in areas that are considered at risk (1). Accept any other appropriate response.	**(4)**

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Question Number	Answer	Mark
7(d)	**AO1 (2 marks) / AO2 (2 marks)** Award 1 mark (AO1) for identification of a management method and a further mark (AO2) for an explanation, up to a maximum of 2 marks per method. • Selective logging (1) which involves strict planning of which trees can be cut down, and involves replacing trees cut down (1). • International agreements (1) to ensure particular areas of rainforests are protected from logging or construction (1). • Increased education about rainforests (1) to ensure people recognise their value and therefore are less likely to cause damage (1). • Ecotourism (1) to increase awareness of the rainforest and how it needs to be protected (1). Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
7(e)(i)	**(AO4) 2 marks** Award 1 mark for correct figures used, and one mark for correct answer: Highest = 52 Lowest = 12 (1). Range= 40.0 (1). Accept answers from 39.0-41.0	**(2)**

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Question Number	Answer	Mark
7(e)(ii)	**AO3 (2 marks)** Award 1 mark for the identification of a pattern and 1 mark for further detail through description or use of supporting data from the resource, up to a maximum of 2 marks. • For many regions there are few differences between 2010 and 2019 (1) except Western Pacific where there are almost double the number of storms (1). • All regions have a higher number of storms in 2019 than in 2010 except Australia (1). The greatest increase has been in the Western Pacific region (1). • In 2010 the regions with the highest number of storms was the Atlantic and Western Pacific (1), but in 2019 it was Western Pacific and Eastern Pacific (1). Accept any other appropriate response.	**(2)**

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Question Number	Indicative content
7(f)	**AO3 (3 marks)/AO4 (3 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • There are a range of economic, social and environmental impacts of deforestation. Many of the impacts are interlinked. • Most of the impacts are negative, however, for many countries the economic benefits outweigh the negative which is why deforestation continues even if these benefits are short-lived compared to the long-term impacts. • Physical impacts: o Loss of biodiversity: Amazon rainforest thought to be home for over 60,000 species of plant, more than 1,000 species of birds and over 300 species of mammals. o Soil erosion: removal of trees for cattle ranching exposes the soil and makes it more prone to erosion. o Increased CO2 in the atmosphere as there are less trees to absorb it, contributing to climate change in the long term. • Human impacts: o Loss of goods provided by the rainforest, for example many rainforest plants are used for medicines. o Native tribes forced to move e.g. Kayapo tribe Brazil forced to move due to logging activity. o Money made: cattle ranching in areas of Brazil formerly part of the rainforest generated US$6.7 billion in exports. **AO4** • Figure 7c shows a series of physical and human impacts of deforestation. • Figure 7c indicates how human impacts can include a loss of services provided by the forest, movement of native tribes and money made from deforestation can support economic development.

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	• Figure 7c indicates physical impact of deforestation include loss of biodiversity, soil erosion and increased CO2 in the atmosphere. • Figure 7c indicates there are some potential positive impacts of deforestation for people (money).

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

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Question number	Indicative content
7 (g)	**AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO2** • Climate change is the increasing temperatures associated with average weather conditions or longer-term average conditions. • There are a range of potential impacts of climate change including: increased temperatures, sea level risk, increased frequency of extreme weather events. • Climate change will affect global atmospheric circulation systems thereby affecting many places. **AO3** • Figure 7a shows how arid regions of the world are particularly at risk of desertification, and therefore if climate change continues this process will get worse. • Figure 7b how there has already been an increase in the number of tropical storms over a decade, if climate change continues and this trajectory continues some regions of the world will be at great risk of a high number of tropical storms each year. • Rising sea levels due to climate change has the potential to impact a much larger number of people. Ever year the sea rises by around 3mm but this could increase if temperatures continue to rise too, with up to 150 million people being affected by 2050. **AO4** • Figure 7a shows the regions at risk of desertification, particularly around the edge of the Sahara desert and the middle east, and the edge of Australia. • Figure 7a shows that a large number of nations are affected by some level of risk of desertification.

	• Figure 7a shows a significant level of variability between countries and global regions. • Figure 7b shows how there has been an increase in the number of tropical storms across all regions with the lowest increase seen around Australia. • Figure 7b shows how the Western Pacific region has experienced the greatest increased in the number of tropical storms. • Figure 7b shows how there is significant variability in the risk of tropical storms, although there are many regions at risk.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading

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		to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

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Question Number	Answer	Mark
8(a)(i)	**AO1 (1 mark)** D World Trade Organisation (1). The answer cannot be B (an NGO), C (provides low interest loans to developing countries, or D (established to ensure exchange rates remain stable).	**(1)**

Question Number	Answer	Mark
8(a)(ii)	**AO1 (1 mark)** B Infrastructure development. The answer cannot be B, C or D as these are all disadvantages of TNCs for host countries.	**(1)**

Question Number	Answer	Mark
8(b)(i)	**AO1 (1 mark)** • A sequence of stages in which companies exploit resources, transform them into goods and distribute them to consumers (1). • A pathway along which goods travel from producers to consumers (1). Accept any other appropriate response.	**(1)**

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Question Number	Answer	Mark
8(b)(ii)	**AO3 (2 marks)** Award 1 mark for any of the following, up to a maximum of 2 marks. • Highest = Ethiopia. • Lowest = USA.	**(2)**

Question Number	Answer	Mark
8(b)(iii)	**AO2 (2 marks) / AO3 (2 marks)** Award 1 mark for the identification of a possible reason for the pattern shown on Figure 8a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2marks per idea. • High level of technology use in places like North America and Europe (1) mean that internet access is more prevalent (1). • Development is linked with increased use of technology (1) which is why areas like Europe have very low rates of population not using the internet (1). • The internet as a communication method needs suitable infrastructure (1) which might not be as prevalent in some areas of the world such as Central Africa (1). • Many regions of the world have high levels of their populations using the internet (1) because it is essential to participate in the modern global economy (1). Accept any other appropriate response. Do not credit development where ideas are reversed.	**(4)**

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Question Number	Answer	Mark
8(c)	**AO1 (2 marks) / AO2 (2 marks)** Award 1 mark (AO1) for identification of a possible reason and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea: • Trade blocs such as the European Union (EU) can encourage free trade between members (1) which means more trade is likely to take place (1). • Increasing trade between countries can increase economic development (1) and reduce inequality (1). • Increased volume of trade can lead to better political relationships between countries (1) and sharing of different cultures (1). Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
8(d)(i)	**AO4 (2 marks)** Award 1 mark for a correct answer and one mark for working: Highest = 20 Lowest = 16 (1). Range = 4.0 (1). Accept answers 3.8-4.2	**(2)**

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Question Number	Answer	Mark
8(d)(ii)	**AO3 (2 marks)** Award 1 mark for the initial description and 1 mark for further detail through development or use of supporting data from the resource, up to a maximum of 2 marks. • The number of internally displaced persons is much higher than refugees (1), although both increase slightly over the time period (1). • The number of refugees increase by around 5 million (1) the number of internally displaced persons increase by around the same number (1). Accept any other appropriate response.	**(2)**

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Question Number	Indicative content
8(e)	**AO3 (3 marks)/AO4 (3 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • There are a range of strategies that can be used to support more sustainable tourism, with different strategies being driven by different stakeholders in both developed and developing/emerging countries. • The scale of activity to support sustainable tourism will be different. Governments have the capacity to support large scale programmes and initiatives, as well as develop regulations to protect areas that are at risk from damage through tourism. • Individuals and organisation are more likely to operate at a small scale, focusing on particular initiatives and places to support sustainable development. • The strategies will have a range of impacts depending on their scale and duration. • The Inca site and tourist attraction Machu Picchu limits the number of visitors to 2,500 a day, due to damage from the amount of people visiting. While the Peruvian government have developed materials to increase awareness of other sites in the country to try and reduce pressure on Machu Pichu. • Sustainable tourism requires more than investment, but willingness from tourists to protect the environment they are visiting. Education support this, but it requires tourists to stick to rules, such as keeping to the footpaths. **AO4** • Figure 8c shows a range of strategies used to make tourism more sustainable. • Figure 8c suggests that there are different stakeholders involved in creating sustainable tourism: governments, individuals and organisations. • Figure 8c suggests that governments can fund costs for repair, limit tourist number and fund education about sustainable tourism.

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	• Figure 8c suggest that individuals/organisations can engage in sustainable tourism, keep to footpaths and buy local produce.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

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Question Number	Indicative content
8 (f)	**AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO2** • Globalisation is a process in which the world has become more connected. • Globalisation can be considered the degree of connectivity (people, money, resources etc) between countries and regions. • The number of international tourists has risen significantly over the last century, fuelled by developments in transport, and rising disposable incomes as countries develop. **AO3** • Globalisation is a complex set of ideas driven by processes and flows. • Some may suggest that globalisation has led to an increase in the number of people who are connected, using ICT such as the internet, which has fuelled the global economy. • It may be suggested that due to globalisation, increases in the global economy, many countries have experienced economic development with improved quality of life for their citizens where they have disposable incomes which can be used for tourism. • An alternative argument is that globalisation has led to the rise of mass tourism which is becoming detrimental to the environment, and hence the need for sustainable tourism. • Globalisation has led to increased travel, partly through tourism, as well as more efficient transport options. These transport options are using up more resource and are potentially harmful for the environment, contributing to climate change, particularly through air travel. **AO4**

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Question Number	Indicative content	
	• Figure 8a shows the global pattern of populations who do not use the internet. • Figure 8a shows how most of the world has high levels of use of the internet, except in central Africa. • Figure 8a shows how there appears to be a link with the level of development and access to the internet. • Figure 8b shows how there are a range of strategies used to support sustainable tourism. • Figure 8b suggests that governments, individuals, and organisations use different strategies to support sustainable tourism.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)

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Question Number	Indicative content	
		• Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Question Number	Answer	Mark
9(a)(i)	**AO1 (1 mark)** C Life expectancy (1). The answer cannot be A, B, or D as these are not used to calculate the Human Development Index.	**(1)**

Question Number	Answer	Mark
9(a)(ii)	**AO1 (1 mark)** B Gini-coefficient (1). The answer cannot be A (this measures literacy), C (measures population increase), or D (focuses on relationship between older and younger populations).	**(1)**

Question Number	Answer	Mark
9(b)(i)	**AO1 (1 mark)**	

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	• The difference in levels of development and standards of living between countries/regions (1). Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
9(b)(ii)	**AO3 (2 marks)** Award 1 mark for any of the following, up to a maximum of 2 marks. • USA (1). • UK (1).	**(2)**

Question Number	Answer	Mark
9(b)(iii)	**AO2 (2 marks) / AO3 (2 marks)** Award 1 mark for the identification of a possible reason for the pattern shown on Figure 9a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2 marks per idea. • High levels of political corruption may hinder the development process of a country (1) as money needed for development project might not reach the right places (1). • High levels of corruption in developing countries may mean that money donated to governments as aid may not reach the right people (1) which means they cannot improve their quality of life (1). • Countries with lower levels of corruption such as the US and UK can operate more efficiently (1) allowing economic development to impact more of their population (1). Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
9(c)	**AO1 (2 marks) / AO2 (2 marks)**	

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	Award 1 mark (AO1) for identification of the change and a further mark (AO2) for an explanation, up to a maximum of 2 marks per idea:
	
	• Fertility rates
	  ○ Fertility rates decrease (1) because people gain better access to healthcare services (1).
	  ○ Fertility rates decrease (1) because people have access to more information about contraception (1).
	
	• Population Structure
	  ○ More older people in developed countries (1) because of increased life expectancy (1)
	  ○ Fewer young age groups in developed countries (1) because of reduced fertility rates (1).
	
	Accept any other appropriate response.
		(4)

Question Number	Answer	Mark
9(d)(i)	**AO4 (2 marks)** Award 1 mark for a correct answer and one mark for working: Highest = 10.9 Lowest = 7.2 (1). Range = 3.7 (1). Accept answers from 3.5-3.9	**(2)**

Question Number	Answer	Mark
9(d)(ii)	**AO3 (2 marks)**	

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	Award 1 mark for the identification of a pattern and 1 mark for further detail linked to development, up to a maximum of 2 marks. • India's mortality rate declined by nearly 4 per 1,000 (1) whereas a developed country is likely to have had a lower mortality rate during this time period (1). • India's mortality rate reduced (1) whereas a developed country will not have experienced such a steep decline (1). Accept any other appropriate response.	**(2)**

Question Number	Indicative content
9(e)	**AO3 (3 marks)/AO4 (3 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3** • Bottom-up projects are development project that tend to be focused on local communities, and will often include involvement of local people. • Some views suggest a top-down approach could be preferable in terms of needing large scale investments, or having an impact at a national scale, while others suggest focusing on the household level most likely through bottom-up projects. • Each of the suggestions has the potential to make improvements, but potentially over different timescales. **AO4** • Figure 9c shows views on a bottom-up development projects, with each taking a different focus. • Figure 9c shows there are a range of views from different groups of people including governments, organisations and individuals.

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	• Figure 9c shows how the different views suggest actions at a range of different scales, with different priorities.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

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Question Number	Indicative content
9 (f)	**AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO2** • There are a range of ways to tackle the development gap including top down and bottom up projects. • Different factors contribute to the development of a country / region: cultural, technological, social, economic as well as wider measures such as stability and water availability. **AO3** • Top down projects often led by international agencies or government organisations often focus on economic investment/debt, large scale infrastructure or systems that can help foster economic development with the benefits trickling down through regions to local people. These are not always the most appropriate methods for tackling the development gap. • E.g. The Nigeria Coastal railway designed to link up major cities and settlements near the coast, and encourage development in the delta. • Bottom-up development projects usually involve more grass-roots based approaches, focusing on helping people improve their lives. This often involves NGOS and individuals and can include providing financial support (but on a small scale), technical expertise or equipment needed. • E.g. Water aid in Kenya providing appropriate technology to improve access to safe drinking water in local communities. **AO4** • Figure 9a shows how political corruption varies globally with few countries having a very low corruption perception, those that do tend to be developed countries.

	• Figure 9a shows how there appears to be some links between political corruption and the level of development. • Figure 9c shows how there are range of actors that can be involved in projects to tackle the development gap. • Figure 9c shows how tackling the development gap is not just about increasing economic development but improving quality of life too.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading

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		to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

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