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Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE
In Geography (4GE1)
Paper 2R 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 Burning it releases CO2 (1) The answer cannot be A (refers to oil), B (an advantage), C (incorrect).	**(1)**

Question number	Answer	Mark
1(a)(ii)	**AO1 (1 mark)** • Energy produced from resources that cannot be replaced once they are used (1). • Energy produced from fossil fuels (1). Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
1(b)	**AO1 (1 mark)** D Use more renewable energy (1) It cannot be A, B or C as these would make a factory less sustainable.	**(1)**

Question number	Answer	Mark
1(c)(i)	**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. • People are involved in farming which is in the primary sector (1) they are ploughing prior to transplanting (1).	

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	• It involves farming (1) and is labour intensive (1). • Primary sector involves extraction of raw materials (1) here they are preparing the land to grow crops (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
1(c)(ii)	**AO1 (1 mark)** Award 1 mark for a suitable raw material. • Coal/Oil/Gas (1) • Fish (1) • Crops (1) • Timber/Wood (1) Accept other suitable raw materials.	**(1)**

Question number	Answer	Mark
1(d)	**AO2 (2+2 marks)** Award 1 mark for a reason and a further expansion mark, up to a maximum of 2 marks each. • Availability of natural resources (1) if new sources of oil are found then production will continue to go up (1). • If demand shifts to more renewable energy sources (1) then efforts will be made to produce more, leading to less demand for non-renewable sources (1). • Conflict in areas that produce energy resources (1) can lead to disrupted production and lower levels of production overall (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. • Boserup believed that as the population grew people would always find ways for food production to be higher than needed, (1) as people would invest in new ways to increase food supply (1) e.g. chemical fertilisers to improve yield (1). Accept any other appropriate response.	**(3)**

Question number	Answer	Mark
1(f)	**AO2 (2+2 marks)** Award 1 mark for each factor and a further expansion mark, up to a maximum of 2 marks each. • Good transport facilities (1) to ensure goods produced can reach the market efficiently (1). • Access to reliable supplies of electricity (1) to ensure production of goods is not disrupted (1). • Access to labour force (1) to ensure that there are sufficient workers to enable production (1). • Proximity to raw material (1) as they are heavy to transport (1). • Availability of land (1) as they may need room to expand (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 employment structure of a country is often related to the development stage of a country. • The change in employment structure according to the Clark Fisher model means countries move to higher proportions of tertiary sector employment in the post-industrial phase, with increasing amounts of tertiary sector employment in the industrial phase while primary and secondary sectors experience relative decline. • Tertiary sector employment involves providing services, this can include commercial (e.g. retail), professional (e.g. legal services), social (e.g. education/healthcare), entertainment (e.g. cinemas) or personal (e.g. hairdressers). • Developing or emerging countries are likely to be in the industrial phase where there is a rise in the tertiary industry, with some moving to the post industrial phase. **AO4** • Figure 1c shows the percentage of employment in the tertiary sector for a range of developed, developing and emerging countries. • On Figure 1c it can be seen that developed countries such as Japan have had a high proportion of tertiary sector employment since 1991 with further increases to over 70% by 2019. • Figure 1c shows how some countries such as Cambodia have had a larger increase in the proportion of employment in the tertiary sector since 1991, an increase of around 25 percentage points. • Figure 1c shows that while some countries have experienced a steady increase in tertiary sector employment, others have had

		more variable rates of change. For example, Egypt which rose until around 2003, had a small decline to 2008 and then slowly increasing again to 2019.
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)	B Grassland The answer cannot be A (associated with tropical rainforest), C (associated with forests), or D (associated with tundra).	**(1)**

Question number	Answer	Mark
2(a)(ii)	**AO1 (1 mark)** • A community of plants and animals that interact with each other and their physical environment. Accept any other appropriate responses.	**(1)**

Question number	Answer	Mark
2(b)	**AO1 (1 mark)** B plants with DNA that has been changed to increase yield. The others answers cannot be correct. A (refers to root systems), C and D (refers to animals and livestock, not crops).	**(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 1mark for extension through explanation (AO2), up to a maximum of 2 marks. • There appears to be a walker in the picture (1) which shows how the forest can act as a place of recreation (1).	

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	• The forest provides a leisure environment (1) for ecotourists (1). • The trees (1) produce oxygen (which humans need to breathe) (1). • There are wide variety of trees shown (1) indicated how the forest helps maintain biodiversity (1). Accept any other appropriate responses.	**(2)**

Question number	Answer	Mark
2(d)	**AO1 (1 mark)** Award one mark for a suitable land use. • Agriculture (1) • Tourism (1) • Recreation/leisure (1) • Residential (1) • Mining (1) • Forestry (1) Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
2(e)	**AO2 (2+2 marks)** Award 1 mark for identification of a challenge and a further expansion mark, up to a maximum of 2 marks each. • To increase access to safe drinking water (1) NGOs such as Water Aid have helped dig wells and establish sustainable water supplies (1). • To help increase yields (1) NGOs such as Tractors for Africa have donated tractor to aid mechanisation (1).	

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	• To help those in rural areas have access to education (1) some NGOs such as Build Africa support education in rural communities as a route out of poverty (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 significant decline in the percentage of people living in rural areas in Nigeria (1) almost 20% from 1991-2019 (1) due to rapid urbanisation and associated rural-urban migration (1). • There has been a decline in the percentage of urban population in both Nigeria and China (1) although this has been slightly faster in China (1) likely to be increased industrialisation (1). Accept any other appropriate response.	**(3)**

Question number	Answer	Mark
2(g)	**AO2 (4 marks)** Award 1 mark for identification of each suitable strategy for health and housing, an additional mark for development through further explanation or exemplification. Maximum two marks for each strategy. Health: • Build a new health centre (in remote rural area) (1) to ensure rural communities can access information about healthy diets (1). Housing:	

	• Improve housing to include solar powered lighting (1) to allow families to work at home in areas off the main electricity grid (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: **AO3** • The factors leading to change in rural areas are predominantly human. • Processes of rural-urban migration mean there are still labour shortages in many rural areas. Often farmers have to bring in labour especially during harvest seasons. • Counter-urbanisation and the desire to move away from the city is creating pressure on land in rural areas, particularly to build new housing, or new business parks/industrial estates. • The price of many crops has fallen, as many can be imported at a cheap price, so some farmers need to diversify their income to maintain viability, this can include pick-your-own farm, farm shops, farm experiences. **AO4** • Figure 2c shows how there are some challenges facing farmers in the United States including labour and property developers. • Figure 2c indicates that there are activities which can take place to try and diversify income, including opening a coffee shop. • Figure 2c shows how the need for labour and additional income, as well as demand for building property in rural areas may be affecting rural change in developed countries.

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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
3(a) (i)	**AO1 (1 mark)** B Cheaper to build on (1) The answer cannot be A (incorrect), C, (disadvantage), or D (disadvantage).	**(1)**

Question number	Answer	Mark
3(a)(ii)	**AO1 (1 mark)** Award 1 mark for a suitable factor identified. • Population growth/natural increase (1) • Rural to urban migration (1) • Industrialisation/economic development (1) Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
3(b)	**AO1 (1 mark)** C 10 million people (1) The answer cannot be A or B (too few), or D (too many).	**(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 1mark for extension through explanation (AO2), up to a maximum of 2 marks. • Very high density high-rise housing (1) associated with rapid urbanisation in order to try and cope with increased number of residents (1). • Lower quality housing in the foreground (1) which suggests housing supply has not been able to keep up with demand (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
3(d)	**AO1 (1 mark)** Award 1 mark for a suitable definition. • Work not officially recognised (1). • Work done by people who work for themselves on the streets of the city (1). • Work that doesn't have set wages or involve paying any taxes (1). Accept any other appropriate response.	**(1)**

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Question number	Answer	Mark
3(e)	**AO2 (2+2 marks)** Award 1 mark for a suitable factor and a further mark for expansion. Maximum 2 marks for each factor. • Increased levels of air pollution in city centres (1) leads people to want to move to the countryside for a cleaner environment (1). • Increased levels of crime in city centres (1) which leads people to seek safer areas outside of the city (1). • High land prices and housing costs in cities (1) is leading people to look to more rural areas where prices may be lower (1). • Rising wealth of population as people want a better quality of life (1) by living in quieter and greener locations away from the city (1). • Improvements in communication networks (1) which mean people can work from home rather than travel to a central office (1). • Elderly people retiring (1) wanting a more peaceful environment (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 trend and a further 2 marks for extension through explanation or description, up to a maximum of 3 marks. • There has been an increase in the percentage of population living in urban areas in all three regions (1) due to rapid urbanisation (1) as urban areas have continued to grow due to rural-urban migration (1). • The region with the highest percentage of population living in rural areas to date has been Europe (1) as this region experienced urbanisation earlier than Africa and Asia (1), and this is predicted to continue into the future (1). • The increase in the percentage of the population living in urban areas is more rapid in Africa and Asia compared to Europe (1) because many countries in these regions are undergoing rapid urbanisation (1) due to rural-urban migration (1). Accept any other appropriate response.	**(3)**

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Question number	Answer	Mark
3(g)	**AO2 (4 marks)** Award 1 mark for initial explanation and an additional mark for development through further explanation or exemplification. Maximum 2 marks for each strategy. A range of countries and examples could be chosen, based on either waste, housing, transport, education e.g. with policies and incentives, as well as legislation. • A congestion charge has been introduced in some cities (London, Durham) (1) to try and reduce congestion and air pollution (1). • Residents are establishing community gardens in many cities (1) in order to build community cohesion, but also ensure access to fresh food (1). • Building cycle lanes (1) to provide transport routes which could reduce the use of cars (1). Accept any other appropriate response.	**(4)**

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 social challenges facing urban areas in developing/emerging countries. • Rapid urbanisation facing many cities in developing countries, such as Dhaka has led to increase pressure on many services such as education and healthcare, and not all people can access them.

	• Rapid rural-urban migration means there is often not enough housing available, and can lead to the development of squatter settlements where there are poor quality facilities, and overall a lower quality of life, creating many social challenges (from poverty, inequality, increased risk of disease and low literacy levels for example). In Dhaka for example there are around 4 million residents living in over 4,500 squatter settlements across the city. • Many of these social challenges are interlinked, if people can access skilled jobs, they can increase their income which can lead to a higher quality of life. • In addition to these social challenges, urban areas face multiple environmental and economic challenges from ensuring reliable electricity supply through to air pollution and congestion. For some groups of people these may rank higher on the priority list than some of the social challenges. **AO4** • Figure 3c indicates some of the social challenges facing urban areas in Bangladesh, according to a city developer. • Figure 3 indicates there is a high demand for housing which may mean there is not enough for all residents. • Figure 3c suggests that there may be challenges about ensuring all children access education. • Figure 3c suggests that population change is creating pressure on local services, such as healthcare.

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: • Newspaper articles or photos in newspaper articles (1)	**(1)**

Question number	Answer	Mark
4(b)	**AO3 (1 mark)** Award 1 mark for identifying a suitable advantage. • Can include qualitative and quantitative data (1) • Can allow open and closed questions (1) • Easy to gather data (1) • Can be easily analysed (1) Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
4(c)	**AO3 (4 marks)** Award 1 mark for a suitable way reliability of data could have been affected and a further mark for extension through explanation, up to a maximum of 2 marks: • The student might have visited the area at a time when there were not many people around (1) so views collected would not be representative (1). • The student may have hurried the annotated diagram (1) so missed important details (1). • The environmental quality survey is subjective (1) so views may differ every time it is conducted (1). Accept any other appropriate response.	**(2)**

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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** • Both Figures 4a and 4b do show some outcomes from the fieldwork surveys, therefore it is possible to make some sense of what the student found. • Figure 4a seems to make it difficult to validate conclusions as not aware of the nature of the data collected to create the word cloud. • Figure 4b shows three basic conclusions, but it is difficult to use 4a to validate the conclusions as there is not enough detail about where these views were coming from. • Figure 4b the evaluation statements are quite vague and require more detail, although 4 makes a sensible suggestion about how to improve the study, particularly given conclusion 3. **AO4** • In Figure 4a there are lots of key words shown in the word cloud. • In Figure 4a the words are shown in different sizes which may indicate frequency. • Figure 4a does not provide context of who said these words. • Figure 4a does not suggest which questions these words respond to. • In Figure4b the conclusions are very descriptive. • In Figure 4b the evaluation statements make suggestions about how the methods could have been improved. • Figure 4b suggests there were elements of the fieldwork that were not effective.

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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: • Newspaper articles or photos in newspaper articles (1)	**(1)**

Question number	Answer	Mark
5(b)	**AO3 (1 mark)** Award 1 mark for identifying a suitable advantage. • Can include qualitative and quantitative data (1) • Can allow open and closed questions (1) • Easy to gather data (1) • Can be easily analysed (1) Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
5(c)	**AO3 (4 marks)** Award 1 mark for a suitable way reliability of data could have been affected and a further mark for extension through explanation, up to a maximum of 2 marks: • The student might have visited the area at a time when there were not many people around (1) so views collected would not be representative (1). • The student may have hurried the annotated diagram (1) so missed important details (1). • The environmental quality survey is subjective (1) so views may differ every time it is conducted (1). Accept any other appropriate response.	**(2)**

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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** • Both Figures 5a and 5b do show some outcomes from the fieldwork surveys, therefore it is possible to make some sense of what the student found. • Figure 5a seems to make it difficult to validate conclusions as not aware of the nature of the data collected to create the word cloud. • Figure 5b shows three basic conclusions, but it is difficult to use 4a to validate the conclusions as there is not enough detail about where these views were coming from. • Figure 5b the evaluation statements are quite vague and require more detail, although 4 makes a sensible suggestion about how to improve the study, particularly given conclusion 3. **AO4** • In Figure 5a there are lots of key words shown in the word cloud. • In Figure 5a the words are shown in different sizes which may indicate frequency. • Figure 5a does not provide context of who said these words. • Figure 5a does not suggest which questions these words respond to. • In Figure 5b the conclusions are very descriptive. • In Figure 5b the evaluation statements make suggestions about how the methods could have been improved. • Figure 5b suggests there were elements of the fieldwork that were not effective.

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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: • Newspaper articles or photos in newspaper articles (1)	**(1)**

Question number	Answer	Mark
6(b)	**AO3 (1 mark)** Award 1 mark for identifying a suitable advantage. • Can include qualitative and quantitative data (1) • Can allow open and closed questions (1) • Easy to gather data (1) • Can be easily analysed (1) Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
6(c)	**AO3 (4 marks)** Award 1 mark for a suitable way reliability of data could have been affected and a further mark for extension through explanation, up to a maximum of 2 marks: • The student might have visited the area at a time when there were not many people around (1) so views collected would not be representative (1). • The student may have hurried the annotated diagram (1) so missed important details (1). • The environmental quality survey is subjective (1) so views may differ every time it is conducted (1). Accept any other appropriate response.	**(2)**

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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** • Both Figures 6a and 6b do show some outcomes from the fieldwork surveys, therefore it is possible to make some sense of what the student found. • Figure 6a seems to make it difficult to validate conclusions as not aware of the nature of the data collected to create the word cloud. • Figure 6b shows three basic conclusions, but it is difficult to use 6a to validate the conclusions as there is not enough detail about where these views were coming from. • Figure 6b the evaluation statements are quite vague and require more detail, although 4 makes a sensible suggestion about how to improve the study, particularly given conclusion 3. **AO4** • In Figure 6a there are lots of key words shown in the word cloud. • In Figure 6a the words are shown in different sizes which may indicate frequency. • Figure 6a does not provide context of who said these words. • Figure 6a does not suggest which questions these words respond to. • In Figure 6b the conclusions are very descriptive. • In Figure 6b the evaluation statements make suggestions about how the methods could have been improved. • Figure 6b suggests there were elements of the fieldwork that were not effective.

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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)	**AO1 (1 mark)** A atmospheric (1) The answer cannot be B, C or D as these are not relevant for climate change.	**(1)**

Question number	Answer	Mark
7(b)	**AO1 (1 mark)** B Loss of species diversity (1) The answer cannot be A (economic), C (social) or D (economic)	**(1)**

Question number	Answer	Mark
7(c)	**AO1 (1 mark)** • Increased greenhouses gases/CO2/methane/water vapour in the atmosphere (1). • Burning fossil fuels such as coal (1). Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
7(d) (i)	**AO3 (2 marks)** Award 1 mark for any of the following, up to a maximum of 2 marks. • Highest = Nigeria (1) • Lowest = Russia(1)	**(2)**

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Question number	Answer	Mark
7(d)(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. • Deforestation (1) to create income from exports of timber (1). • Afforestation (1) due to efforts to mitigate against climate change (1). • Countries with a large area of forest still remaining in 2020 e.g. Brazil have economies that rely on deforestation (1) as they need to clear the land for timber and cattle ranching (1). • Some countries have recognised the negative impacts of deforestation (1) and have made efforts to reforest areas where possible (1). • Some countries use the forest as a natural resource to fuel economic development e.g. those in central Africa (1) and therefore continue to deforest areas at a high rate (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
7(e)	**AO1 (2 marks) / AO2 (2 marks)** Award 1 mark (AO1) for identification of strategy and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea: • Installing rainwater harvesting devices (1) to capture rainwater to reduce demand on other supplies (1). • Create an earth dam/stone lines (1) to retain water during the rainy season (1). • Install drip irrigation for crops (1) to minimise water loss (1).	

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	• Build a dam (1) to increase water storage that can be released when needed (1) Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
7(f)(i)	**(AO4) 2 marks** Award 1 mark for the calculation method and one mark for the correct answer: $\frac{6497 + 8473 + 9224 + 15603 + 14209}{5} = 10801.2$ Mean = 10,801.2 (1)	**(2)**

Question number	Answer	Mark
7(f)(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. • There has been a significant increase in spending on adaptation and mitigation (1) with almost twice as much spent on mitigation between 2015 and 2019 (1). • Spending increases gradually between 2015-2017 (1) but remains higher in 2018-2019, over double the amount spent in 2015 (1). Accept any other appropriate response.	**(2)**

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<table>
<tr><th>Question number</th><th colspan="2">Indicative content</th></tr>
<tr><td>7(g)</td><td colspan="2">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
• The impacts of desertification will vary in severity by location, and the scale of the impact will vary too.
• Countries around the Sahel region in Africa have been experiencing increased desertification for decades which has led to increased drought and crop failures since the 1970s, leading to over 1 million deaths.
• Desertification leads to soil erosion as it becomes left bare and crops become more difficult to grow, this leads problems for those who rely on incomes from crops grown demonstrating how many of these impacts are linked.
• It is possible for some people to migrate to other areas to respond to these impacts, whereas loss of biodiversity and soil erosion are more difficult to address.

AO4
• Figure 7c shows six different impacts from desertification.
• Figure 7c shows that the impacts of desertification can be categorised as environmental, social and economic.
• Figure 7c shows a selected range of desertification impacts with others not shown (e.g. deaths, changing farming practices).</td></tr>
<tr><td>Level</td><td>Mark</td><td>Descriptor</td></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
</table>

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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)

Question number	Indicative content
7 (h)	**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. • Ecosystems and places are affected by water and drought stress linked to climate change. • Climate change is a key cause of desertification • Climate change will have a range of impacts from flooding in low lying places due to sea level rise to changes in regions where crops can grow.

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<table>
<tr><th>Question number</th><th colspan="2">Indicative content</th></tr>
<tr><td></td><td colspan="2">

Climate change will affect global atmospheric circulation systems thereby affecting many places.

AO3

Figure 7b shows how as well as the environmental impacts of climate change such as desertification or sea level rise, there will be serious economic impacts too.
Figure 7b shows how spending from the World Bank for adaptation and mitigation strategies to address climate change have over doubled in three years, and this is only spending from the World Bank, not from individual nations.
While sea level rise does have the potential to create serious issues for coastal regions around the globe, other impacts such as increasing temperatures and changing global atmospheric circulation systems have the potential to change whole ecosystems, with the potential to change them irreversibly so they cannot sustain the current levels of biodiversity which will have serious environmental impacts.
Many of the impacts of climate change are interlinked and will have further impacts themselves i.e coastal flooding will affect ability to grow crops in these areas, affecting long-term quality of life. The likely rise in the number of climate refugees will have economic impacts for the countries they belong to.

AO4

Figure 7b shows how the amount of money spent on addressing issues of climate change has increased since 2015.
Figure 7b shows how there was a large rise in spending from the World Bank on climate change between 2017 and 2018.
Figure 7b indicates that the World Bank spends more money on mitigation of climate change impacts than adaptation.
Figure 7c shows six different impacts from desertification.
Figure 7c shows that the impacts of desertification can be categorised as environmental, social and economic.
Figure 7c shows a selected range of desertification impacts with others not shown (e.g. deaths, changing farming practices).

</td></tr>
<tr><td>Level</td><td>Mark</td><td>Descriptor</td></tr>
<tr><td></td><td>0</td><td>No acceptable response.</td></tr>
</table>

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Question number	Indicative content	
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 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)** C Poverty (1) The answer cannot be A, B, or D as these are incorrect as the World Bank does not try to reduce A (life expectancy), B(income), or D (exports).	**(1)**

Question number	Answer	Mark
8(a)(ii)	**AO1 (1 mark)** C Potential for exploitation of local workers (1) The answer cannot be A, C or D as these are all advantages.	**(1)**

Question number	Answer	Mark
8(b)(i)	**AO1 (1 mark)** Accept 1 mark for suitable definition. • When people **choose** to move to inside a country or to emigrate to another country (1). Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
8(b)(ii)	**AO3 (2 marks)**	

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	Award 1 mark for any of the following, up to a maximum of 2 marks. • Highest = USA • Lowest = Angola	**(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 2 marks per idea. • High number of international migrants in countries such as the USA and Canada due to high standards of living there (1) which increases people desire to move there (1). • Low levels of international migrants in many areas of the developing world as these are areas where more people are likely to leave (1) in search of higher paid jobs (1). • There may be low levels of international migrants in a country due to the level of conflict taking place (1) meaning countries nearby would be likely to have higher levels of migrants (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
8(c)	**AO1 (2 marks) / AO2 (2 marks)** Award 1 mark (AO1) for identification of suitable way and a further mark (AO2) for an explanation, up to a maximum of 2 marks per idea: • Positive geopolitical relationships such as those within trade blocks like the European Union mean there can be	

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	higher volumes of trade (1) as there are mechanisms in place to reduce tariffs etc (1). • Trade between countries can decline where geopolitical conflicts arise (1) for example where trade sanctions/restrictions are put in place due to the actions of another country (1). • Development of relationship between China and African countries through investment (1) can lead to trade of natural resources (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: 1990 = 0.44 2018 = 1.4 Percentage change = 218.2% increase (1) Allow figures for 1990 0.44-0.46. If 0.45. Percentage change = 211.1 If 0.46. Percentage change = 204.3	**(2)**

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. • There has been exponential growth in the number of international tourists from 1950 (1) with particularly steep rises from the 1980s (1).	

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	• The largest number of international tourists throughout the time period have been to Europe (1) rising from around 200 million in 1980 to 700 million by 2018 (1). Accept any other appropriate response.	**(2)**

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 positive and negative impacts of global tourism, and these will vary by location due to the pattern of tourist activity. • Environmental impacts of tourism are largely negative including disturbing and, in some cases, destroying habits (e.g. coral reefs), increasing air pollution, both in the places visited, but also in the transportation methods to get there. Tourism is thought to contribute 8% of the world's greenhouse gas emissions. • For some places there are conflicts between tourism providing opportunities for cultures to mix, but also tourism leading to erosion of local cultures, e.g. through introduction of global food brands rather than local cuisine. • Some may argue the economic benefits, investment in services and infrastructure, or creation of jobs for example can benefit local residents and may outweigh some of the costs. • Figure 8c presents some of the impacts of global tourism, but there are others not considered, including the role of tourism in

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	fostering economic development or pressure on local amenities such as water. **AO4** • Figure 8c shows a range of impacts from the growth of global tourism. • Figure 8c shows these factors can be categorised as environmental, social/cultural, and economic. • Figure 8c indicates that there are both positive and negative impacts from the growth of global tourism.	
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** • Sustainable tourism involves trying to minimise the negative impacts of tourism (including environmental, economic and social). • There are various strategies to support sustainable tourism, for example, ecotourism. Ecotourism involves smaller number of tourists than associated with mass tourism and tries to education people about the sites their visiting, minimise their impact on the environment and rely on greater involvement of local people. • Mass tourism has been fuelled by advances in affordable international transport and rising disposable incomes in many countries. This has created over 1.5 billion international tourists a year, and billions more tourists within each country. **AO3** • Strategies for sustainable tourism vary depending on location and can operate at a variety of scales.

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<table>
<tr><td>Question number</td><td colspan="2">Indicative content</td></tr>
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Ecotourism examples are often small scale focusing on specific environments or communities, although there are examples of national ecotourism approaches e.g. Bhutan which limits the number of tourists and implements additional charges for visitors.
Many sustainable tourism initiatives rely on smaller number of tourists rather than larger numbers e.g. conservation tourism in a rainforest.
Mass tourism continues to expand, the international tourist industry expands by about 4% per year, and so to be more sustainable more and larger initiatives are needed.

AO4

Figure 8b shows the rapid increase in the number of international tourists from 1950.
Figure 8b shows how from 1950-2018 visitor from Europe dominate the international tourist population.
Figure 8b shows how the proportion of international tourists has risen significantly from the Asia & Pacific and the Americas, particularly from the mid-2000s.
Figure 8c shows a range of impacts from the growth of global tourism.
Figure 8c shows how factors that can affect global tourism can be categorised as environmental, social/cultural, and economic.
Figure 8c indicates that there are both positive and negative impacts from the growth of global tourism.

</td></tr>
<tr><td>Level</td><td>Mark</td><td>Descriptor</td></tr>
<tr><td></td><td>0</td><td>No acceptable response.</td></tr>
<tr><td>Level 1</td><td>1–4</td><td>

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)

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Question number	Indicative content	
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 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)** A life expectancy (1) The answer cannot be B, C or D as these are not used to calculate the Human Development Index (HDI).	**(1)**

Question number	Answer	Mark
9(a)(ii)	**AO1 (1 mark)** D infant mortality rate (1)	

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	The answer cannot be A, B or C as these are not forms of demographic data.	**(1)**

Question number	Answer	Mark
9(b)	**AO1 (1 mark)** Award 1 mark for a suitable organisation. • World Bank (1) • Oxfam or other international NGO (1) • World Health Organisation (1) • International Monetary Fund (1) • United Nations / UNESCO (1) Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
9(c)(i)	**AO3 (2 marks)** Award 1 mark for any of the following, up to a maximum of 2 marks. • Highest = Democratic Republic of the Congo • Lowest = United Kingdom	**(2)**

Question number	Answer	Mark
9(c)(ii)	**AO2 (2 marks) / AO3 (2 marks)** Award 1 mark (AO1) for identification of a possible reason and a further mark (AO2) for an explanation of the reason, up	

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	to a maximum of 2 marks per idea: • The level of a country's development may impact the level of people in extreme poverty (1) as those with higher levels of development should have a better standard of living with lower poverty (1). • Conflict may lead to higher levels of extreme poverty (1) as it may lead to some people not being able to access basic provisions such as food and water (1). • Low levels of GDP may lead to higher number of people in extreme poverty (1) as people are not able to earn enough to pay for basic food supplies (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark

9(d)	**AO1 (2 marks) / AO2 (2 marks)**
	
	Award 1 mark (AO1) for advantage or disadvantage and a further mark (AO2) for an explanation, up to a maximum of 2 marks for advantage or disadvantage.
	
	• Advantages:
	  ○ Can lead to large scale infrastructure improvements (1) which can have positive effects on different aspects of society e.g. trade with the ability to move goods more easily for export (1).
	  ○ Often on a large scale (1) so can benefit whole regions or countries e.g. entire coast of Nigeria when railway when completed.
	• Disadvantages:
	  ○ Often involves large amount of money through loans (1) which can increase national debt (1).
	  ○ Often don't involve local people in decision making process (1) so benefits don't necessarily trickle down as planned (1).
	
	Accept any other appropriate response.
		(4)

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Question number	Answer	Mark
9(e)(i)	**AO4 (2 marks)** Award 1 mark for a correct answer and one mark for working: 1990= 12.6 2018 = 6.8 (1) Percentage decrease = 46.0 (1) Allow 1990 = 12.7 / 6.7 If 12.7 and 6.8. Percentage decrease = 46.5 If 12.7 and 6.7. Percentage decrease = 47.2 If 12.6 and 6.7. Percentage decrease =46.8	**(2)**

Question number	Answer	Mark
9(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. • The continued decline in mortality rate might suggest it is becoming more developed (1) likely due to be improvements in healthcare (1). • The decline of the mortality rate from over 12 per 1,000 to under 7 per 1000 (1) suggests it is becoming more developed (1). Accept any other appropriate response.	

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		(2)

Question number	Indicative content	
9(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** • The most important factor for affecting uneven development within a country will vary depending on national circumstances. • Where countries have a physical landscape that affects population density and accessibility this is likely to affect development, for example the remote northern regions of Pakistan. • Many of the factors that affect uneven development are interlinked, for example people need efficient transport systems to be able to access services and reach suitable employment. • There could be some other factors that affect some regions which are not part of this diagram, e.g. availability of natural resources to fuel industry, quality of governance, level of corruption and economic development. **AO4** • Figure 9c show a range of factors that can affect uneven development within countries. • Figure 9c shows how factors that affect uneven development within countries can be categorised as environmental, social and economic. • Figure 9c shows how some of these factors are physical and some are human.	
Level	Mark	Descriptor
	0	No rewardable material.

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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)

Question number	Indicative content
9 (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: The most effective way to address inequality within countries is to tackle poverty". **AO2** • Poverty is a condition where people lack the resources for a minimum standard of living. The threshold for poverty will differ between countries. • There are a range of factors that affect inequality within countries, including economic, social and environmental factors.

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Question number	Indicative content	
	• Tackling poverty is high on the agenda of many international organisations, such as the World Bank, in order reduce the development gap between countries. Tackling inequality within countries tends more to be the focus of national and regional governments. **AO3** • Many would argue that patterns of inequality are complex and that by addressing a number of issues such as availability of employment or access to services this may in turn tackle poverty. • Tackling poverty is often the focus of activities of many NGOs, trying to support communities that lack basic supplies and services (such as water, food and education). Where people can be supported to have a higher income and not be considered living in poverty this can reduce overall inequality. • Inequality can be affected by physical factors too which may require more than just tackling poverty whether at a national or local level. This can require actions from national and international organisations in order to help improve access and transport options to allow residents to travel, communicate and do business with other areas of the country which may in turn improve their quality of life. **AO4** • Figure 9a shows the global distribution of populations with high levels of extreme poverty. • Figure 9a shows how central and southern Africa as well as several countries in south Asia, particularly India, have high proportions of their populations living in extreme poverty. • Figure 9a indicates that much of the developed world has relatively low proportions of their population living in extreme poverty. • Figure 9c shows a range of factors that can affect uneven development within countries. • Figure 9c shows how factors that affect uneven development within countries can be categorised as environmental, social, and economic. • Figure 9c shows how some of these factors are physical and some are human.	
Level	Mark	Descriptor

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Question number	Indicative content	
	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 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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