SPECIMEN ASSESSMENT
MATERIAL: SET 2

GCSE
GEOGRAPHY

Paper 2 Challenges in the human environment

Specimen

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- a pencil
- a ruler.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions in Section A and Section B.
- Answer Question 3 and **one** other question in Section C.
- You must answer the questions on the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 88.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Question 01.9.

Advice

For the multiple-choice questions, completely fill in the circle alongside the appropriate answer(s).

CORRECT METHOD

WRONG METHODS

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

Please write clearly, in block capitals, to allow character computer recognition.

Centre number ☐☐☐☐☐ Candidate number ☐☐☐☐

Surname ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Forename(s) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Candidate signature _____

8035/2

Section A Urban issues and challenges

Answer **all** questions in this section.

Question 1 Urban issues and challenges

Study **Figure 1**, showing information about urban change.

Figure 1

Living in an urban world

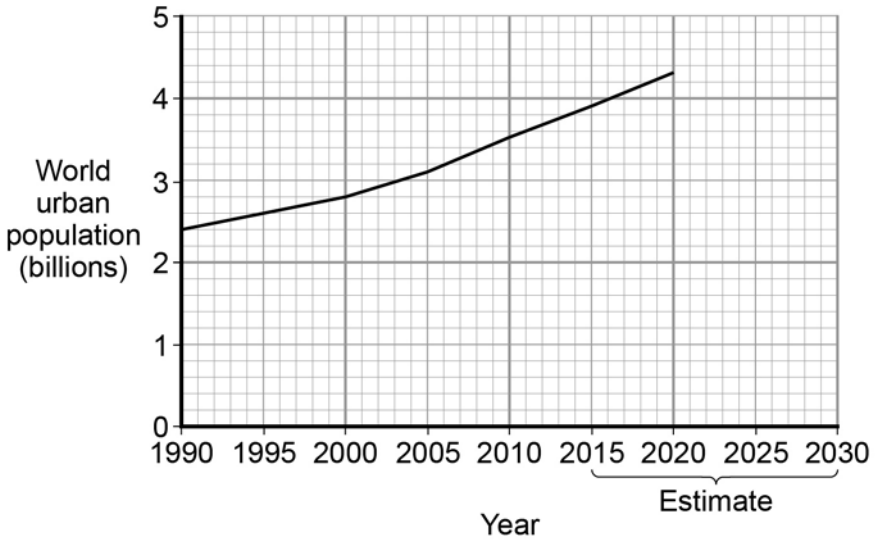
In 1930, only one person in four lived in a town or city. By 2006, as many people lived in urban areas as in rural areas. By 2030, it is estimated that three out of every four people will live in an urban area.

In 1950, New York was the only city with more than 10 million people. Today there are at least 25 cities with 10 million people or more, mostly in LICs and NEEs where the urban population is growing rapidly. In these continents the urban population is expected to double by 2030.

Top five megacities, 2010
(at least 10 million people)

1	Tokyo	35 million
2	Mexico City	19 million
3	Mumbai	19 million
4	New York	18 million
5	São Paulo	18 million

(Figures are approximate)



0 1 . 1 Complete the graph in **Figure 1**. Use the information below.

Estimated world urban population: 2025 = 4.8 billion
2030 = 5.0 billion

[2 marks]

0 1 . 2 How many people lived in urban areas in 2000?

[1 mark]

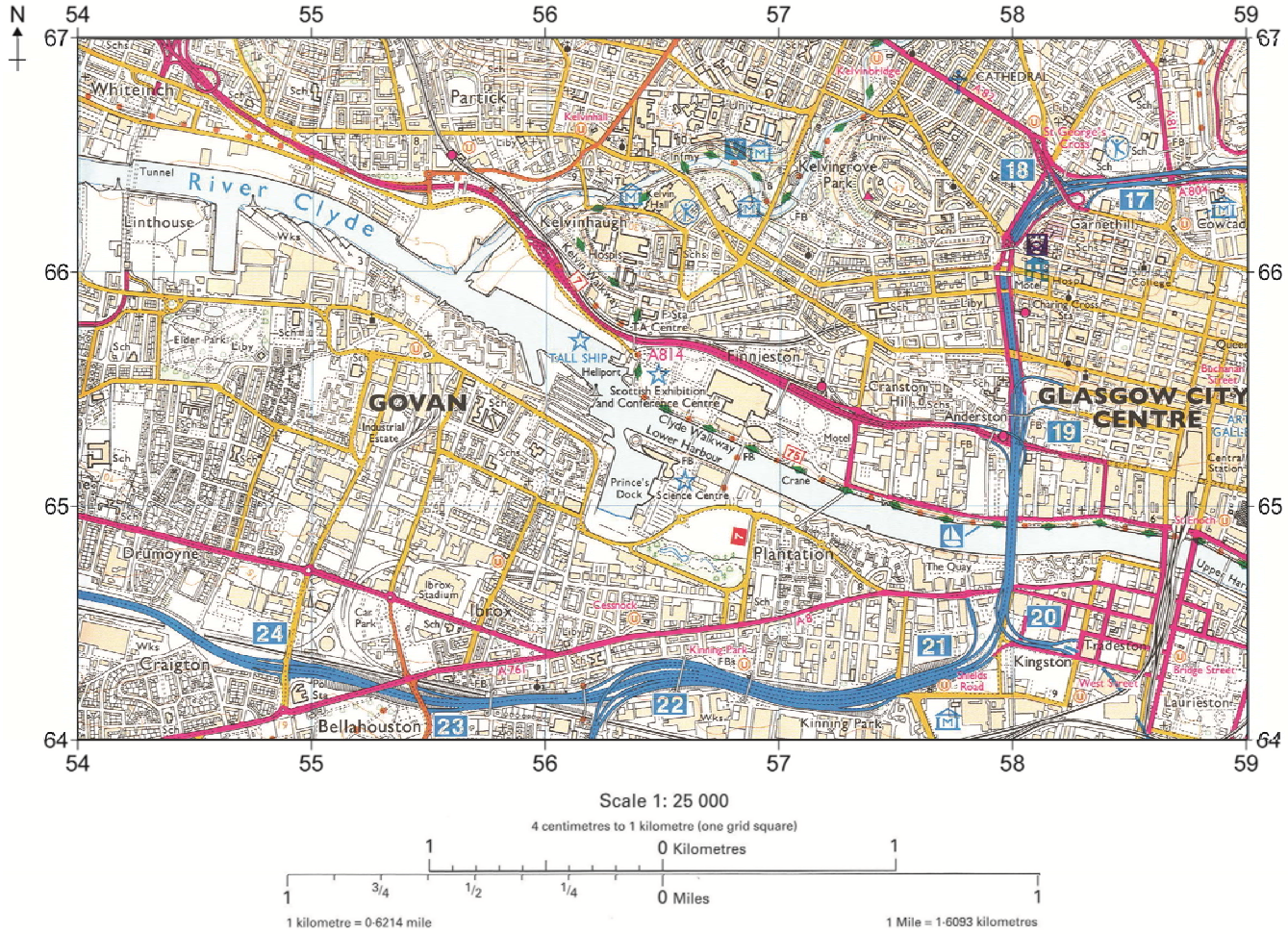
0 1 . 3 Suggest why an increasing number of megacities are located in lower income countries (LICs) or newly emerging economies (NEEs).

[2 marks]

Question 1 continues on the next page

Study **Figure 2**, an Ordnance Survey map extract showing part of the city of Glasgow.

Figure 2



0 1 . 4 Give the four-figure grid reference for the Scottish Exhibition and Conference Centre on the north bank of the River Clyde.

[1 mark]

_____

0 1 . 5 What is the straight line distance, to the nearest km, from Ibrox Stadium (5564) to Kelvin Hall (5666)? Shade **one** circle only.

A 2 km ⬭

B 3 km ⬭

C 4 km ⬭

D 5 km ⬭

E 6 km ⬭

[1 mark]

0 1 . 6 Using map evidence, suggest how an express bus service on the A814 (north bank of the River Clyde) would reduce traffic congestion in Glasgow city centre.

[2 marks]

_____

_____

_____

_____

0 1 . 7 Study **Figure 3**, which describes part of the Central Govan Action Plan, a project to improve conditions in the Govan area of Glasgow. This area is shown on the Ordnance Survey map extract in **Figure 2**.

Figure 3

The **Central Govan Action Plan** is part of the River Clyde Waterfront Urban Regeneration Project.

The **Central Govan Action Plan** will include:

- the development of two new hospitals which will serve the whole of Glasgow
- 500 new homes and improvements to run-down housing areas
- restoration of historical buildings and the development of a riverside museum
- improved shopping and recreation facilities
- the clearing of derelict industrial areas.

Using **Figure 3** and your own knowledge, explain how urban regeneration projects can reduce levels of urban deprivation.

[6 marks]

Question 1 continues on the next page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

0 1 . 8 Study **Figure 4**, showing information about a 'Sustainable Urban Living' project.

Figure 4

Sustainable Urban Living – The Greenhouse Development – Leeds

Greenhouse is part of an urban regeneration scheme, located a 10-minute walk from Leeds city centre and close to the main railway station. It was the first carbon-zero, mixed-use development in the UK that produces more energy than it uses. It has 172 eco-homes, all set around communal landscaped grounds.

The Greenhouse development includes:

- renewable energy generation methods
- cycle links to the city centre and railway station
- a car sharing scheme
- recycling facilities
- local shops and cafés
- a medical centre and nursery
- parks with children's playgrounds
- a sports centre, with a swimming pool
- allotments where people can grow fruit and vegetables.

Using **Figure 4** and your own knowledge, discuss how the features of the Greenhouse development will make for more sustainable urban living.

[6 marks]

Question 1 continues on the next page

0 1 . 9 Evaluate the effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor.

Use an example of a city in a lower income country (LIC) or newly emerging economy (NEE).

[9 marks]
[+ 3 SPaG marks]

End of Section A

Turn over for Section B

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Section B The changing economic world

Answer **all** questions in this section.

Question 2 The changing economic world

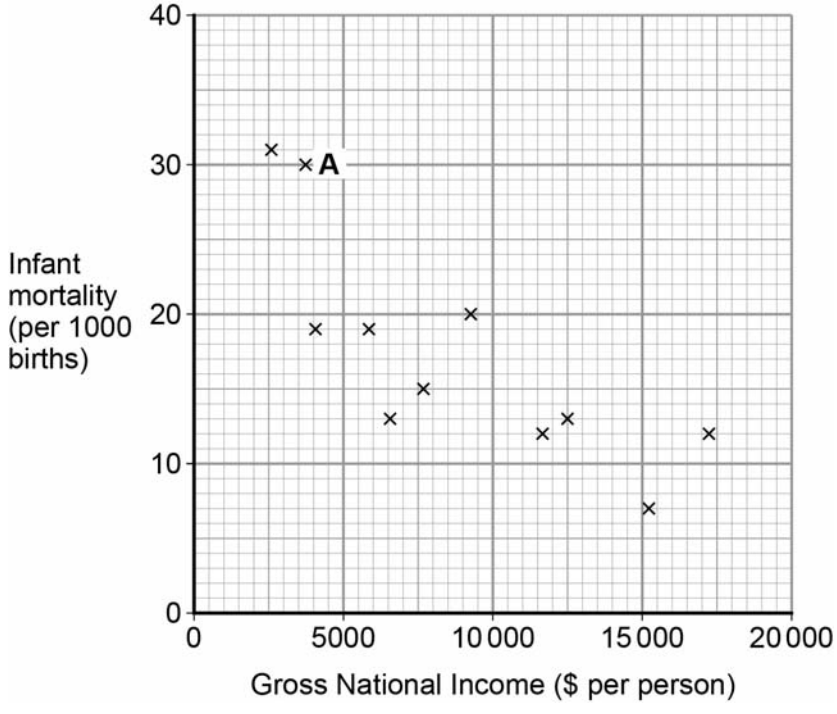
Study **Figure 5,** a table showing Gross National Income (GNI $) and Infant Mortality for a number of South American countries.

Figure 5

Country	Gross National Income 2013 ($ per person)	Infant Mortality 2013 (per 1000 births)
Argentina	17 250	12
Brazil	11 690	12
Bolivia	2 550	31
Colombia	7 590	15
Chile	15 230	7
Ecuador	5 760	19
Guyana	3 750	30
Paraguay	4 010	19
Peru	6 270	13
Suriname	9 370	20
Uruguay	15 180	10
Venezuela	12 550	13

Study **Figure 6**, a scattergraph showing the information in **Figure 5**.

Figure 6



0 2 . 1 Name the country at point **A** on the scattergraph.

[1 mark]

_____

0 2 . 2 Complete the scattergraph by plotting the data for Uruguay.

GNI: 15 180

Infant mortality: 10

[1 mark]

0 2 . 3 Draw a line of best fit (trend line) on the scattergraph to show the relationship between GNI and infant mortality.

[1 mark]

0 2 . 4 Suggest **one** reason for the relationship between GNI and infant mortality shown on the scattergraph.

[2 marks]

_____

_____

_____

_____

0 2 . 5 Using the data in **Figure 5**, calculate the average infant mortality rate for the twelve countries shown.

Show your working in the space below.

[2 marks]

_____

_____

_____

_____

Question 2 continues on the next page

0 2 . 6 Suggest **two** ways that the level of economic development of a country might affect the quality of life of its people.

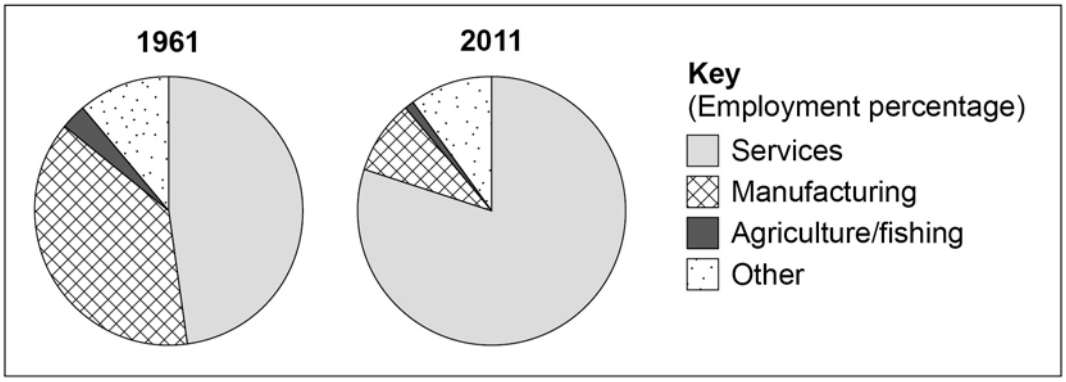
[4 marks]

1:

2:

Study **Figure 7**, pie charts showing information about the changing industrial structure of the United Kingdom.

Figure 7



0 2 . 7 Describe the changes to the industrial structure shown in **Figure 7**.

[2 marks]

0 2 . 8 Suggest reasons for the changes shown in **Figure 7**.

[4 marks]

Question 2 continues on the next page

0 2 . 9 Study **Figure 8**, a photograph showing a modern industrial development.

Figure 8

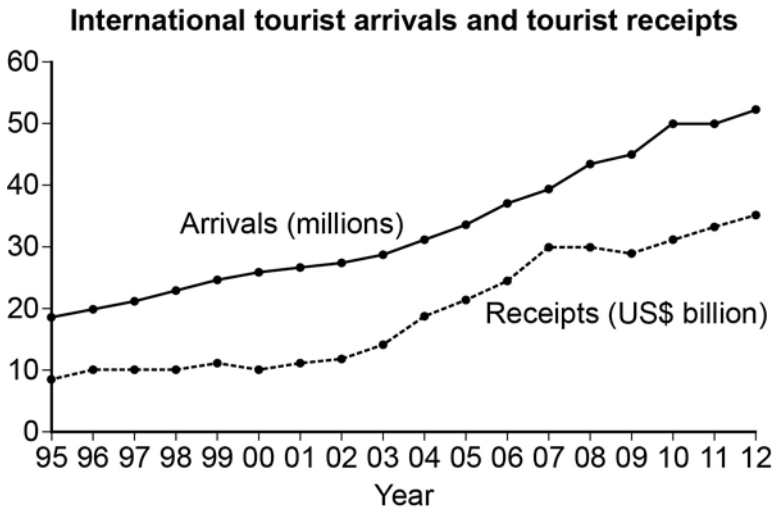
Using **Figure 8** to help you, explain how modern industrial developments can be made more environmentally sustainable.

[4 marks]

Question 2 continues on the next page

0 2 . 10 Study **Figure 9**, showing information about tourism in Africa.

Figure 8



Tourist safari in Botswana

Botswana in Africa has large areas of unspoilt wilderness. Safari tourism is becoming an important source of income, both locally and nationally.

Views about tourism in Botswana, a newly emerging economy (NEE) in Africa

Tourism is one of the fastest growing parts of the economy.

Tourism helps other industries to develop.

Tourism brings money in for local communities.

Tourism helps to develop the infrastructure of the country.

Tourism will be good for the country as long as it is sustainable.

Evaluate the effectiveness of tourism in reducing the development gap.

Use **Figure 9** and your own knowledge.

[9 marks]

End of Section B

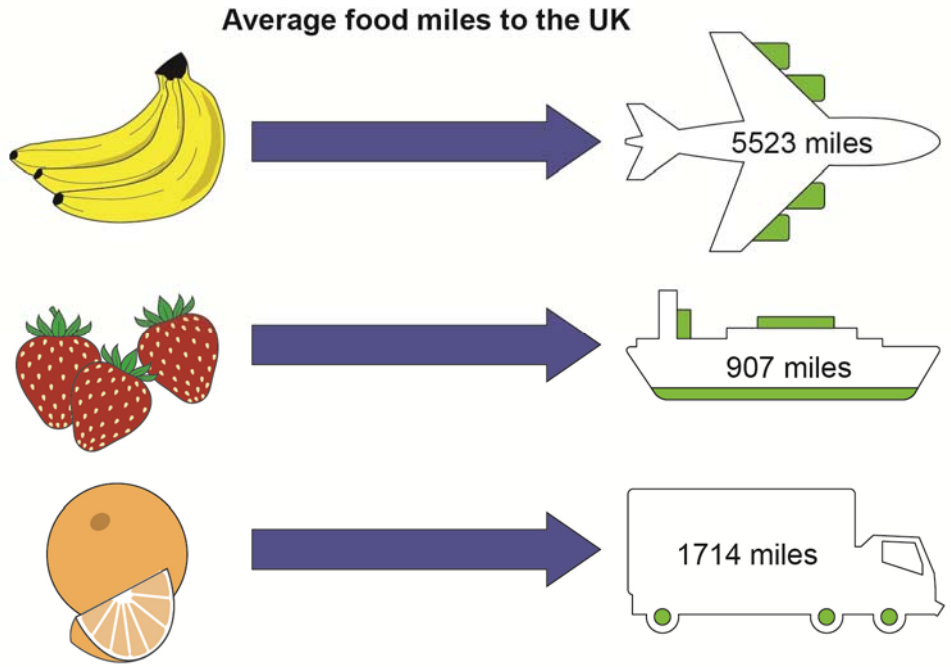
Section C The challenge of resource management

Answer Question 3 and **either** Question 4 **or** Question 5 **or** Question 6.

Question 3 The challenge of resource management

Study **Figure 10**, a diagram showing the average number of food miles travelled for three products in the UK.

Figure 9



0 3 . 1 By approximately how many times is the average food miles for bananas greater than that for strawberries? Shade **one** circle only.

A 4 ⬭

B 5 ⬭

C 6 ⬭

D 7 ⬭

[1 mark]

0 3 . 2 How does increasing food miles lead to a larger carbon footprint?

[2 marks]

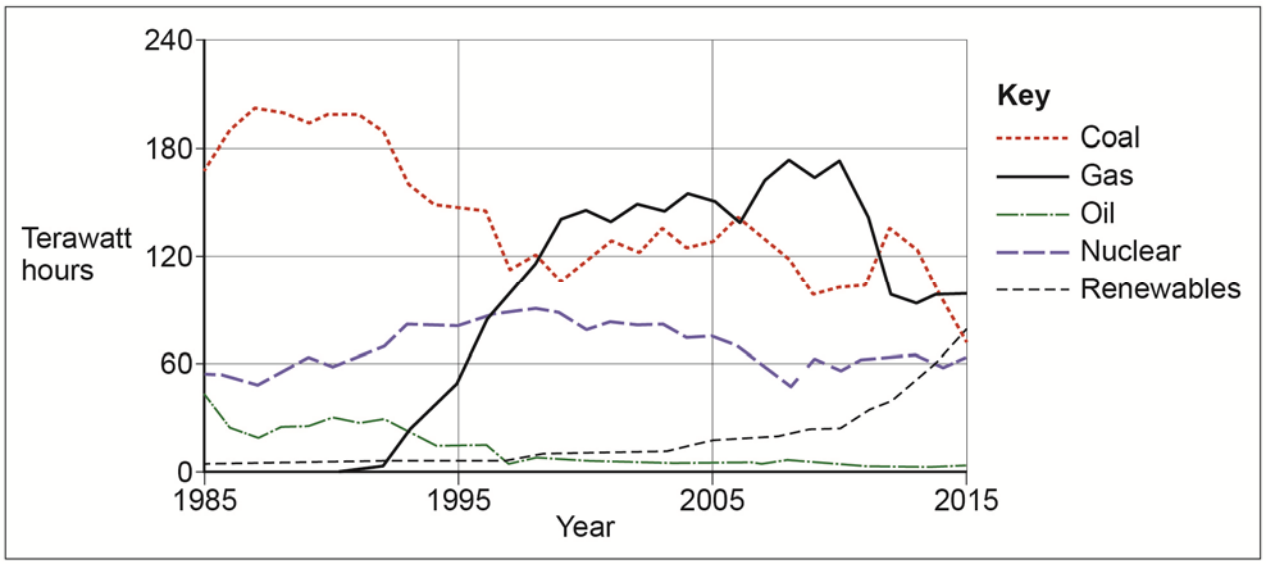
0 3 . 3 To what extent is it preferable to source food locally in the UK rather than import from abroad?

[6 marks]

Question 3 continues on the next page

Study **Figure 11**, a graph showing sources used to generate electricity in the UK (1985–2015).

Figure 11



0 3 . 4 Use **Figure 11** to complete the paragraph below.

Choose the correct answers from this list.

[3 marks]

fluctuated	**coal**	**1992**
remained steady	**oil**	**1989**

The supply of electricity…….... between 1985 and 2015.

In 1985 ……. was the main source used to generate electricity, supplying over 60%. By 2015 gas had become the number one source used to generate electricity, the rapid increase in the use of gas having started in

.....

0 3 . 5 Give **two** reasons why the use of coal decreased between 1985–2015.

[2 marks]

Turn over for the next question

Answer **either** Question 4 **or** Question 5 **or** Question 6.

Shade the circle below to indicate which optional question you will answer.

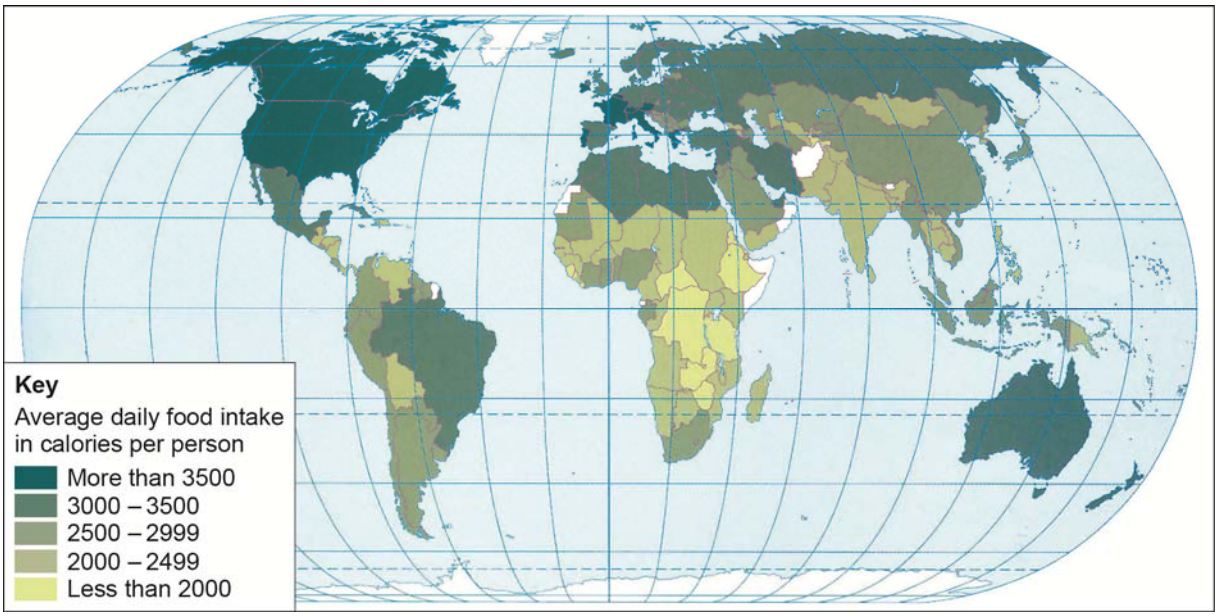
Question 0 4 ⬭ Question 0 5 ⬭ Question 0 6 ⬭

CORRECT METHOD ⬬ WRONG METHODS ⊗ ⊙ ≈ √

Question 4 Food

Study **Figure 12**, a world map showing global food consumption.

Figure 12



0 4 . 1 Which continent has the lowest food consumption?

Shade **one** circle only.

A Africa ⬭

B Asia ⬭

C Europe ⬭

D North America ⬭

[1 mark]

0 4 . 2 Describe the distribution of countries that consume more than 3500 calories per person each day.

[2 marks]

0 4 . 3 Suggest **one** way in which food insecurity might affect the quality of life of people.

[2 marks]

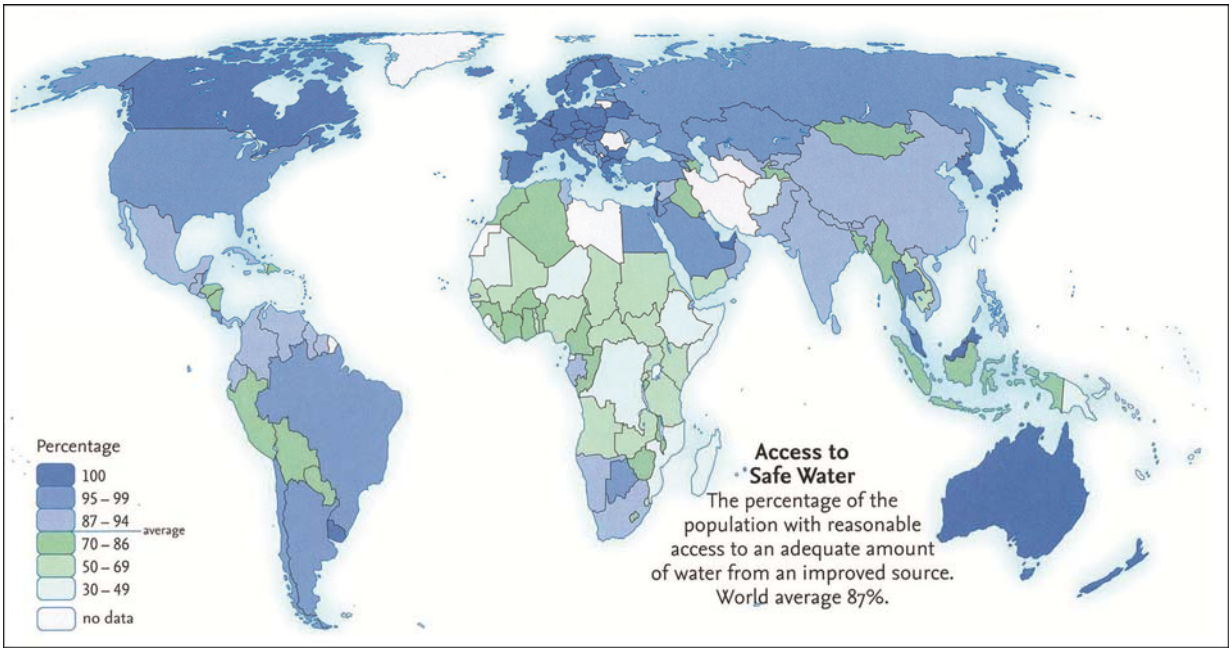
0 4 . 4 Examine the advantages and disadvantages of a large scale agricultural development that you have studied.

[6 marks]

Question 5 Water

Study **Figure 13**, a world map showing global access to safe water.

Figure 13



0 5 . 1 Which continent has the lowest access to safe water?

Shade **one** circle only.

A Africa ⬭

B Asia ⬭

C Europe ⬭

D North America ⬭

[1 mark]

0 5 . 2 Describe the distribution of countries with 100% access to safe water.

[2 marks]

0 5 . 3 Suggest **one** way in which water insecurity might affect the quality of life of people.

[2 marks]

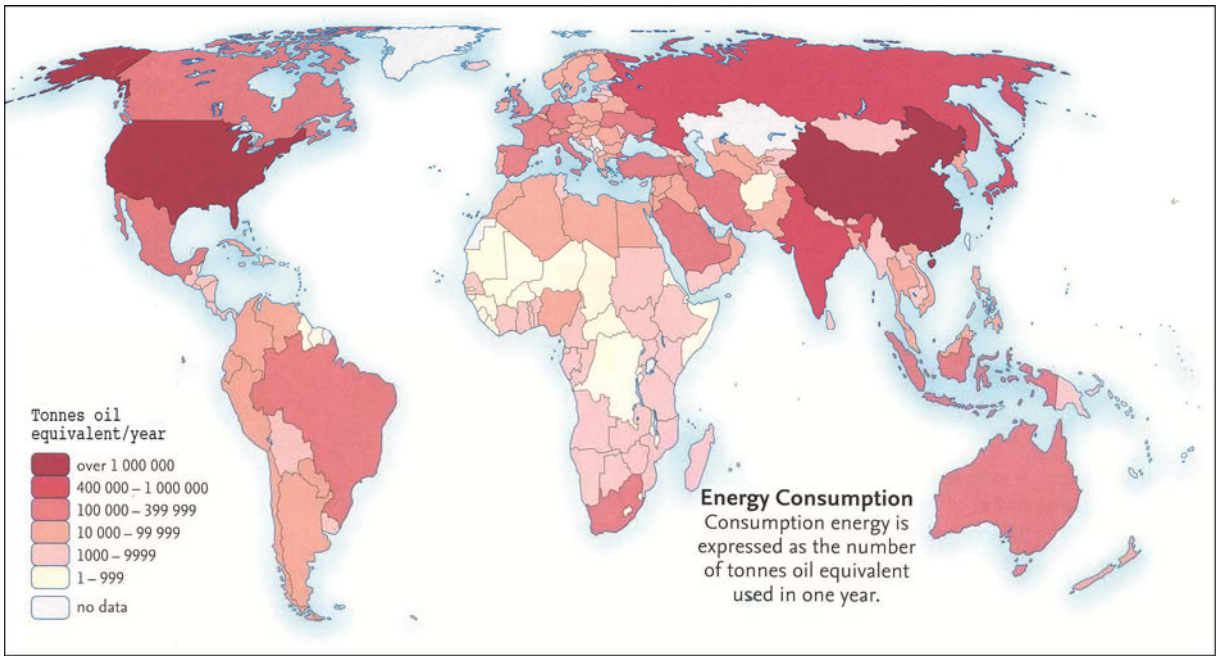
0 5 . 4 Examine the advantages and disadvantages of a large scale water transfer scheme that you have studied.

[6 marks]

Question 6 Energy

Study **Figure 14**, a world map showing global energy consumption.

Figure 14



0 6 . 1 Which continent has the lowest energy consumption?

Shade **one** circle only.

A Africa ⬭

B Asia ⬭

C Europe ⬭

D North America ⬭

[1 mark]

0 6 . 2 Describe the distribution of countries that consume over 400 000 tonnes of oil equivalent/year.

[2 marks]

0 6 . 3 Suggest **one** way in which energy insecurity might affect the quality of life of people.

[2 marks]

0 6 . 4 Using an example you have studied, examine how the extraction of a fossil fuel creates both advantages and disadvantages.

[6 marks]

END OF QUESTIONS

There are no questions printed on this page

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SPECIMEN ASSESSMENT
MATERIAL: SET 2

GCSE
GEOGRAPHY

PAPER 2 CHALLENGES IN THE HUMAN ENVIRONMENT

Mark scheme

Additional Specimen

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 2 with a small amount of Level 3 material it would be placed in Level 2 but be awarded a mark near the top of the level because of the Level 3 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment of spelling, punctuation and grammar (SPaG)
Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated 9 mark questions. In each of these questions, 3 marks are allocated for SPaG as follows:

- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

Q	Part	Marking guidance	Total marks

Question 1 Urban issues and challenges

01	1	1 mark – one point accurately marked and line completed OR both points accurately marked but no line. 2 marks – both points accurately marked and line completed. AO4 = 2 marks	2

01	2	2.8 billion (must have billion) AO4 = 1 mark	1

01	3	Individual points – 1 mark (2 x 1) OR developed point – 2 marks. Ideas might include: • many cities in LICs/NEEs are growing rapidly because of high levels of migration from the countryside to the cities (rural-urban migration) (1). This is mainly due to the opportunities for a higher standard of living/food security/health/education in urban areas (pull factors)(1) • many megacities are major centres of economic activity, including manufacturing industries and services (1), so they attract large numbers of people looking for work often from rural areas, causing the city to grow faster (1) • push factors such as rural unemployment and poor access to services drives people into larger cities in LICs and NEEs (1) • people who migrate to towns and cities tend to be young and so have higher birth rates in that age range (1) • no credit for description of pattern of megacities. AO3 = 2 marks	2

01	4	5665 AO4 = 1 mark	1

01	5	**A** (2 km) AO4 = 1 mark	1

01	6	Individual points – 1 mark (2 x 1) OR developed point – 2 marks. Ideas might include: quicker way into the city; less stressful; no parking worries; get right into city centre; cheaper. All of which would encourage people to use the bus service so there would be fewer cars and consequently less traffic congestion. AO3 = 2 marks	2

01	7		6

Level	Marks	Description
3 (Detailed)	5–6	AO3 Demonstrates thorough application of knowledge and understanding in interpreting geographical information and giving detailed explanation of how urban regeneration projects can reduce levels of urban deprivation. AO3 Makes full analysis of the resource, using evidence to support the response.
2 (Clear)	3–4	AO1 Demonstrates clear knowledge of how urban regeneration projects can reduce levels of urban deprivation. AO2 Shows some geographical understanding of the effectiveness of an urban regeneration project in reducing levels of urban deprivation.
1 (Basic)	1–2	AO1 Demonstrates limited knowledge of how urban regeneration projects can reduce levels of urban deprivation. AO2 Shows limited geographical understanding of how urban regeneration projects can reduce levels of urban deprivation.
	0	No relevant content.

Indicative content

- Own knowledge can be based on an example or an understanding of deprivation.
- Urban regeneration projects can be seen at any scale and can be seen within the context of other urban projects (eco projects/ sustainable urban development, etc).
- Urban deprivation can be considered in relation to socio-economic and environmental conditions.
- Reducing deprivation can be seen as improving conditions.
- At the higher levels it is expected that students will show an appreciation of specific deprivation indicators and suggest how regeneration projects will improve these.

AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks

01	8	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>5–6</td><td>AO3 Demonstrates thorough application of knowledge and understanding in interpreting geographical information and giving detailed explanation of how the features of the Greenhouse Development make for sustainable urban living. AO3 Makes full analysis of the resource, using evidence to support the response.</td></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO1 Demonstrates clear knowledge of the features that make for sustainable urban living. AO2 Shows some geographical understanding of how particular features of urban development will make for sustainable urban living.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO1 Demonstrates limited knowledge of the features that make for sustainable urban living. AO2 Shows limited geographical understanding of how particular features of urban development will make for sustainable urban living.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> <u>Indicative content</u> • There are a number of factors identified on Figure 4 which could be considered as important to the sustainable development of urban areas. • Figure 4 highlights socio-economic and environmental aspects of sustainability. • Students can show evidence of their own knowledge by introducing other aspects of sustainable urban management or by developing the ideas expressed on Figure 4. • At the higher levels it is expected that students will show an increasing awareness of why the identified factors are important in creating sustainable urban areas, consequently, an understanding of “sustainable” in the context of urban areas is important. • At Level 3 an appreciation of ‘sustainable’ which goes beyond environmental factors should be expected. AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks	6

01	9	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>7–9</td><td>AO1 Demonstrates detailed knowledge of urban planning strategies and how they can improve the quality of life for the urban poor in a LIC or NEE. AO2 Shows thorough geographical understanding of how urban planning strategies can improve the quality of life for the urban poor in a LIC or NEE. AO3 Demonstrates sound application of knowledge and understanding in a reasoned way in evaluating the effectiveness of planning strategies in helping to improve the quality of life for the urban poor in a LIC or NEE.</td></tr><tr><td>2 (Clear)</td><td>4–6</td><td>AO1 Demonstrates clear knowledge of urban planning strategies and how they can improve the quality of life for the urban poor in a LIC or NEE. AO2 Shows some geographical understanding of how urban planning strategies can improve the quality of life for the urban poor in a LIC or NEE. AO3 Demonstrates some application of knowledge and understanding in evaluating the effectiveness of planning strategies in helping to improve the quality of life for the urban poor in a LIC or NEE.</td></tr><tr><td>1 (Basic)</td><td>1–3</td><td>AO1 Demonstrates limited knowledge of urban planning strategies and how they can improve the quality of life for the urban poor in a LIC or NEE. AO2 Shows limited geographical understanding of how urban planning strategies can improve the quality of life for the urban poor in a LIC or NEE. AO3 Demonstrates limited application of knowledge and understanding and makes a simple evaluative statements about the effectiveness of planning strategies in helping to improve the quality of life for the urban poor in a LIC or NEE.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>	9

		Indicative content • Example must be drawn from a lower income country or a newly emerging economy. • The term 'urban planning strategy' can be interpreted in the broadest sense and include local government schemes, self-help schemes and NGO schemes. • Strategies can be holistic and include a number of socio-economic and environmental elements or be focused on particular elements of improvement, for example community development schemes or housing improvement schemes, water/sanitation improvement schemes. • 'Evaluate the effectiveness' implies an understanding of what the conditions were like before and a judgement about the extent to which the conditions have improved. • A descriptive account of a particular strategy with no reference to how it has changed conditions will generally not get beyond Level 1. AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks	

Question 2 The changing economic world

02	1	Guyana AO4 = 1 mark	1

02	2	Infant mortality must clearly be on 10 line, GNI somewhere between 15 000–16 000 AO4 = 1 mark	1

02	3	A line which down left to right (negative), somewhere within the range of points. AO4 = 1 mark	1

02	4	1 mark – Basic idea – degree of wealth linked to level of medical care,health services,social services, education, family income, food supply and diet. 2nd mark – Some development based on link to infant mortality. AO3 = 2 marks	2

02	5	1 mark – for calculating the average infant mortality rate at 16.75 (per 1000 births) accept any number between 16 and 17. 2nd mark – for showing working out. AO4 = 2 marks	2

02	6	'Might affect the quality of life' could mean a positive or a negative impact. 2 x 2 marks 1 mark – For an identified point. 2nd mark – for some extension of the identified point or some appropriate development. <u>Indicative content</u> • Wider provision of medical services. • Increased access to education. • Higher rates of adult literacy. • Improved food security. • Improvements infrastructure. • Less disease- safe water, sewage disposal. AO2 = 4 marks	4

02	7	Change(s) suggests a need for more than one change or an overall understanding of a change in structure. 1 mark – identifies a single change. 2 marks – identifies two or more changes or an overall understanding of structural change (which will generally include an identification of more than one change). AO4 = 2 marks	2

02	8	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO1 Produces some accurate descriptive knowledge about why industrial structures change. AO2 Shows some clear understanding of why industrial structures change.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO1 Limited knowledge with basic points which largely describe changes with only tentative explanation. AO2 Shows a limited understanding of industrial change.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> <u>Indicative content</u> • Mechanisation of primary/secondary activity. • The movement of manufacturing to other countries. • Increasing wealth leading to the growth of services. • The growth of technology – services/research and development. • The growth of particular industrial activities; tourism; transport; recreation, etc. AO1 = 2 marks AO2 = 2 marks	4

02	9	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO2 Shows some geographical understanding of how particular features of industrial development will help to make them more sustainable. AO3 Uses Figure 7 effectively and offers development to identify a range of features that will help to make industrial developments sustainable.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO2 Shows limited geographical understanding of how particular features of industrial development will help to make them more sustainable. AO3 Uses Figure 7 OR individual ideas to identify a range of features that will help to make industrial developments sustainable.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>	4

		Indicative content • There are a number of factors identified on Figure 7 which could be considered as important to the sustainable development of industrial areas. • There is an expectation that students will use Figure 7 and add their own knowledge by developing points from Figure 7 or adding additional ideas. • Ideas might include; use of renewable energy; grey water systems; waste management systems; pollution monitoring and management; green landscaping; communal transport systems; encouragement of the use of cycling; specific facilities for staff; flexible working patterns, etc. AO2 = 2 marks, AO3 = 2 marks	

02	10			9

Level	Marks	Description
3 (Detailed)	7–9	AO1 Demonstrates detailed knowledge of how the development of tourism can be used to reduce the development gap. AO2 Shows thorough geographical understanding of how the development of tourism can be used to reduce the development gap. AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to evaluate the effectiveness of tourism development as a way of reducing the development gap.
2 (Clear)	4–6	AO1 Demonstrates clear knowledge of how the development of tourism can be used to reduce the development gap. AO2 Shows some geographical understanding of the development of tourism can be used to reduce the development gap. AO3 Demonstrates some application of knowledge and understanding to evaluate the effectiveness of tourism development as a way of reducing the development gap.

1 (Basic)	1–3	AO1 Demonstrates limited knowledge which identifies how the development of tourism can improve living standards. AO2 Shows limited geographical understanding of how the development of tourism can be used to reduce the development gap. AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about the effectiveness of tourism development as a way of reducing the development gap.
	0	No relevant content.

<u>Indicative content</u>

- At the highest level students are expected to show some understanding of the development gap.
- At the lower levels reducing the development gap may be implied by an appreciation of how the development of tourism can create socio-economic opportunities.
- Economic factors considered may include the creation of jobs (direct and through the multiplier); increases in income; opportunity for the development of skills; the development of infrastructure and improvement of services.
- Social opportunities may include the development and improvement of services; the opportunity to improve general living conditions and general improvement to health and welfare.
- Students may include examples where particular tourism developments have included the building of social facilities such as schools; health clinics; water and sanitation systems; electricity systems.

AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks

Question 3 The challenge of resource management

03	1	**C** (6) AO4 = 1 mark	1

03	2	1 mark – basic idea of increasing food miles meaning a greater need for transport. 2nd mark – some development which includes observations about increasing use of fuel or a link to increasing levels of pollution. AO2 = 1 mark, AO3 = 1 mark	2

03	3		6

Level	Marks	Description
3 (Detailed)	5–6	AO2 D Demonstrates detailed understanding of the issues surrounding sourcing food locally compared to importing food from abroad. AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to make a judgement about whether to source food locally or import from abroad.
2 (Clear)	3–4	AO2 Demonstrates clear understanding of the issues surrounding sourcing food locally compared to importing food from abroad. AO3 Demonstrates some application of knowledge and understanding to evaluate the relative importance of sourcing food locally or importing from abroad.
1 (Basic)	1–2	AO2 Demonstrates limited understanding of the issues surrounding sourcing food locally compared to importing food from abroad. AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about sourcing food locally or importing food from abroad.
	0	No relevant content.

<u>Indicative content</u>

- The command is ' To what extent', so the focus of the question is an evaluation of the issues surrounding the decision to buy locally produced food compared to food from abroad with an appreciation of the judgements involved.
- Students may consider broader environmental issues including carbon footprints/food miles/levels of pollution, etc.
- Students may consider issues of waste and cost.

		• Students may consider factors about supporting local farmers and farming communities. • Students may consider the quality of local produce. • Students may consider the knowledge of knowing how local food has been produced an important consideration. • Observations about supporting local business rather than large supermarkets may be a factor. • The importance of price may be significant (in terms of demand). • Greater awareness of environmental/food issues because of publicity or television programmes. • Advertising/marketing, both in a national and local context (local farmers markets) may be a consideration. AO2 = 3 marks, AO3 = 3 marks	

03	4	**fluctuated coal 1992** 3 x 1 marks AO4 = 3 marks	3

03	5	Any two reasonable points (2 x 1) or a single developed point (2marks) <u>Indicative content</u> • The relative price. • Ease of use/flexibility of use or transportation of resource. • Concerns about the environment. • Government policy. • Response to public opinion. • Increasing drive towards renewables. • Coal running out/decline, in the UK. • International carbon agreements. AO2 = 2 marks	2

Question 4 Food

04	1	**Africa** AO4 = 1 mark	1

04	2	1 mark for identification of an area/areas that consume more than 3500 calories per year. 2nd mark for an appreciation of the overall distribution. This might be a reference to the more developed parts of the world or use of named continents to express this. AO4 = 2 marks	2

04	3	1 mark –for identified point 2nd. mark – for some extension of the identified point or some appropriate development. <u>Indicative content</u> • Malnutrition/starvation/famine. • Specific health issues. • Links to individual/national economic circumstances. • Migration from rural areas. • Civil conflict. AO2 = 2 marks	2

04	4	**Level**	**Marks**	**Description**	6
		3 (Detailed)	5–6	AO1 Demonstrates detailed knowledge of the advantages and disadvantages of a specific large scale agricultural development. AO2- Shows thorough geographical understanding of the advantages and disadvantages of a specific large scale agricultural development.
		2 (Clear)	3–4	AO1- Demonstrates clear knowledge of the advantages and disadvantages of a referenced large scale agricultural development. AO2- Shows some geographical understanding of the advantages and disadvantages of a referenced large scale agricultural development.

1 (Basic)	1–2	AO1 Demonstrates limited amount of largely generic knowledge of the advantages and disadvantages of a large scale agricultural development. AO2 Shows limited geographical understanding of the advantages and disadvantages of a large scale agricultural development.
	0	No relevant content.

<u>Indicative content</u>

Advantages

- Increased food production.
- Increased cash crops (export).
- Cheaper food.
- Improved health.
- Up skilling of workforce.
- Labour freed up for other industry.
- Disadvantages.
- Less jobs in rural areas.
- Increased use of water.
- Need for industrial inputs (imports).
- Breakdown of rural communities.
- Small scale farmers lose their land.
- Problems of pollution.

AO1 = 3 marks, AO2 = 3 marks

Question 5 Water

05	1	**Africa** AO4 = 1 mark	1

05	2	1 mark for identification of an area/areas that have 100% access to safe water. 2nd mark for an appreciation of the overall distribution. This might be a reference to the more developed parts of the world or use of named continents to express this. AO4 = 2 marks	2

05	3	1 mark –for identified point 2nd. mark – for some extension of the identified point or some appropriate development. <u>Indicative content</u> • Increasing use of contaminated water. • Specific health issues. • Links to individual/national economic circumstances. • Impact on farming/industry. • Migration from water shortage areas. • Civil conflict. AO2 = 2 marks	2

05	4	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>5–6</td><td>AO1 Demonstrates detailed knowledge of the advantages and disadvantages of a specific large scale water transfer scheme. AO2 Shows thorough geographical understanding of the advantages and disadvantages of a specific large scale water transfer scheme.</td></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO1 Demonstrates clear knowledge of the advantages and disadvantages of a referenced large scale water transfer scheme. AO2 Shows some geographical understanding of the advantages and disadvantages of a referenced large scale water transfer scheme.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO1 Demonstrates limited amount of largely generic knowledge of the advantages and disadvantages of a large scale water transfer scheme. AO2 Shows limited geographical understanding of the advantages and disadvantages of a large scale water transfer scheme.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> <u>Indicative content</u> Advantages • Increases access to water for agriculture and industry. • Increases access to water for residential areas. • Cheaper water. • Cleaner water – improved health. • Employment opportunities. • Economic development. • Disadvantages. • Economic costs. • Disturbance to communities. • May create conflicts. • Effect on aquatic habitats. • Increase to water costs. AO1 = 3 marks, AO2 = 3 marks	6

Question 6 Energy

06	1	Africa AO4 = 1 mark	1

06	2	1 mark for identification of an area/areas that consume over 400 000 tonnes of oil equivalent/year. 2nd mark for an appreciation of the overall distribution. This might be a reference to the more developed parts of the world or use of named continents to express this. AO4 = 2 marks	2

06	3	1 mark –for identified point 2nd. mark – for some extension of the identified point or some appropriate development. <u>Indicative content</u> • Lack of energy for domestic needs. • Specific health issues linked to uncooked food. • Links to individual/national economic circumstances. • Impact on farming/industry. • Transport difficulties. • Civil conflict. AO2 = 2 marks	2

06	4		6

Level	Marks	Description
3 (Detailed)	5–6	AO1 Demonstrates detailed knowledge of the advantages and disadvantages of a specific example of fossil fuel extraction. AO2 Shows thorough geographical understanding of the advantages and disadvantages of a specific example of fossil fuel extraction.
2 (Clear)	3–4	AO1 Demonstrates clear knowledge of the advantages and disadvantages of a referenced example of fossil fuel extraction. AO2 Shows some geographical understanding of the advantages and disadvantages of a referenced example of fossil fuel extraction.
1 (Basic)	1–2	AO1 Demonstrates limited amount of largely generic knowledge of the advantages and disadvantages of fossil fuel extraction. AO2 Shows limited geographical understanding of the advantages and disadvantages of fossil fuel extraction.
	0	No relevant content.

Indicative content

Advantages

- Employment opportunities.
- Encourage new industries.
- Opportunity of access to energy.
- Development of local infrastructure.
- Export opportunities (economic development).
- Disadvantages.
- Disturbance of local communities.
- May affect other industry (tourism).
- Increased traffic/congestion.
- Destruction of habitats.
- Pollution issues.
- Local conflicts.
- Health issues.

AO1 = 3 marks, AO2 = 3 marks

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