

INTERNATIONAL GCSE GEOGRAPHY

9230/2

Paper 2 Challenges in the Human Environment

Mark scheme

June 2024

Version: 1.0 Final



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 Examiner.

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.

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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 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 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.

Section A – Urban issues and challenges

Question 1

Qu	Part	Marking guidance	Total marks
01	1	How many of the cities in Figure 1 are in Africa? 3	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
01	2	Which of the cities in Figure 1 had a population of 17 million in 2023? B Chongqing	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
01	3	All of the cities in Figure 1 are megacities. What is a megacity? Some understanding that a mega-city has at least 10 million inhabitants.	1 mark AO1=1

Qu	Part	Marking guidance	Total marks
01	4	Give two pull factors of migration. 2 × 1 marks Ideas might include: • ability to earn a regular/more reliable (formal) income – not just ‘more money’ • job opportunities/higher paid jobs/more reliable jobs • access to healthcare • access to education • access to infrastructural services (water/electricity) • access to goods and services • possibilities for leisure pursuits • perception of a better life (‘bright lights’ syndrome).	2 marks AO1=2

Qu	Part	Marking guidance	Total marks									
01	5	Explain why an LIC or NEE city you have studied is nationally important. Name of city MAX LEVEL 1 – No appropriate named city <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates a clear understanding of how the named city is nationally important with some exemplification, which might include observations about being the centre of government, major financial institutions, focus for many tertiary activities, communications hub.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Some awareness of why the named city is dominant with limited reference to the idea of ‘nationally important’.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Centre of government so decisions taken will impact the wider region. • May be an important financial centre, where decisions influence the whole country. • Major area of business so business will be attracted from other parts of the country. • Major economic influence so business decisions taken will be reflected across the country. • Large demand for labour so the sphere of influence with regard to attracting workers will be large. • Many people will commute to the city from across the country. • The city may attract migrants from across the country. • Social and cultural change may initiate in the city and then spread across the country. • Communications hub so the city will have links with other parts of the country.	Level 2 (Clear)	3–4 marks	Demonstrates a clear understanding of how the named city is nationally important with some exemplification, which might include observations about being the centre of government, major financial institutions, focus for many tertiary activities, communications hub.	Level 1 (Basic)	1–2 marks	Some awareness of why the named city is dominant with limited reference to the idea of ‘nationally important’.		0	No relevant content.	4 marks AO2=4
Level 2 (Clear)	3–4 marks	Demonstrates a clear understanding of how the named city is nationally important with some exemplification, which might include observations about being the centre of government, major financial institutions, focus for many tertiary activities, communications hub.										
Level 1 (Basic)	1–2 marks	Some awareness of why the named city is dominant with limited reference to the idea of ‘nationally important’.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
01	6	Complete the divided bar chart (Figure 2) using the information below. Level of deprivation in Wandsworth (% of population) High – 16% Average – 54% Low – 30% 1 mark – 1 part completed accurately (with key) in appropriate order. All divided bars correctly completed but shading incorrect. 2 marks – 2/3 parts completed accurately (with key) in appropriate order.	2 marks AO4=2

Qu	Part	Marking guidance	Total marks									
01	7	To what extent are inequalities in health and education a problem in a world city that you have studied? <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Some clear understanding of what is meant by health and education inequalities and observations about inequalities within a world city.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic understanding of issues associated with health and/or education with limited appreciation of the idea of inequalities.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content There is no demand for a named example, so accept any reference to appropriate points about inequalities. • There are significant differences in relation to educational outcomes within cities. • There are significant differences in relation to access to education and percentage of people who move to higher education. • Educational disparity can lead to socio-economic disparity. • There are significant differences in relation to access to healthcare within cities. • Levels of health vary within cities, this is indicated by life expectancy/infant mortality/morbidity. • Health disparities can lead to socio-economic disparity. • Some indication of a link to the wealth gap.	Level 2 (Clear)	3–4 marks	Some clear understanding of what is meant by health and education inequalities and observations about inequalities within a world city.	Level 1 (Basic)	1–2 marks	Basic understanding of issues associated with health and/or education with limited appreciation of the idea of inequalities.		0	No relevant content.	4 marks AO2=2 AO3=2
Level 2 (Clear)	3–4 marks	Some clear understanding of what is meant by health and education inequalities and observations about inequalities within a world city.										
Level 1 (Basic)	1–2 marks	Basic understanding of issues associated with health and/or education with limited appreciation of the idea of inequalities.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks												
01	8	‘World cities provide a wide range of social and economic opportunities.’ Discuss this statement with reference to either London or New York. <table><tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Demonstrates accurate and detailed knowledge and understanding of the social and economic opportunities provided by world cities, with specific reference to either London or New York.</td></tr><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates clear knowledge and understanding of the social and/or economic opportunities provided by world cities, with specific reference to either London or New York.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A number of largely basic generic points which reference social and/or economic opportunities that might be apparent in any major city.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Social opportunities can include: music/theatre/cinema venues, tourist attractions, festivals/carnivals, sports venues and events/art galleries and museums/cultural attractions/parks and other green spaces/conservation areas and zoos/leisure facilities. • Economic opportunities can include links to a wide range of employment possibilities/professional institutions/banking and finance/governmental linked opportunities/employment linked to leisure and recreation and tourism. • There is an expectation (for Level 2 and Level 3) that specific reference will be made to examples from the chosen location. For example, in London reference might be made to venues such as the Wembley Arena, The Royal Opera House, specific tourist attractions (Buckingham Palace/St Paul’s Cathedral/Kew Gardens),The Notting Hill Carnival, specific sporting venues, the British Museum/National Gallery.	Level 3 (Detailed)	5–6 marks	Demonstrates accurate and detailed knowledge and understanding of the social and economic opportunities provided by world cities, with specific reference to either London or New York.	Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding of the social and/or economic opportunities provided by world cities, with specific reference to either London or New York.	Level 1 (Basic)	1–2 marks	A number of largely basic generic points which reference social and/or economic opportunities that might be apparent in any major city.		0	No relevant content.	6 marks AO1=3 AO3=3
Level 3 (Detailed)	5–6 marks	Demonstrates accurate and detailed knowledge and understanding of the social and economic opportunities provided by world cities, with specific reference to either London or New York.													
Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding of the social and/or economic opportunities provided by world cities, with specific reference to either London or New York.													
Level 1 (Basic)	1–2 marks	A number of largely basic generic points which reference social and/or economic opportunities that might be apparent in any major city.													
	0	No relevant content.													

Qu	Part	Marking guidance	Total marks												
01	9	‘As cities grow, managing environmental issues becomes increasingly challenging.’ To what extent do you agree with this statement? Use Figure 3 and an example from either an LIC or NEE to answer the question. <table><tr><td>Level 3 (Detailed)</td><td>7–9 marks</td><td>Demonstrates a detailed awareness about the environmental issues that a named city faces and makes a reasoned judgement about how growth makes managing these environmental issues more challenging. Uses Figure 3 in a direct or implied way in order to recognise some of the environmental challenges faced by growing cities and to show awareness of the need for management in order to mitigate their impacts.</td></tr><tr><td>Level 2 (Clear)</td><td>4–6 marks</td><td>Demonstrates a clear awareness of the environmental issues that a named city faces and makes a judgement about why managing these issues is challenging. Uses Figure 3 to identify and describe environmental issues and the need for management.</td></tr><tr><td>Level 1 (Basic)</td><td>1–3 marks</td><td>Identifies basic environmental issues that cities face and makes basic observations about why managing these issues is challenging.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Environmental issues can include: air/water/ground pollution, traffic, land use pressures, destruction of habitats, growth of slum areas, industrial pollution, waste. • Managing these issues costs a lot of money and takes time. • There may be issues with planning. • There may be environmental/economic conflicts. • Economic growth can generate money that can be used to protect environments. • Rural-urban migration makes these issues more challenging since there is a direct link between the scale of environmental pressures and population numbers. • Growing population means more space is required for building, putting pressure on habitats. • Growing population means that keeping up with waste management systems (water/solid waste) is more difficult and waste is simply dumped. • Rapid growth can lead to the ‘running to stand still’ syndrome (no matter what is being done, growth means that things do not improve).	Level 3 (Detailed)	7–9 marks	Demonstrates a detailed awareness about the environmental issues that a named city faces and makes a reasoned judgement about how growth makes managing these environmental issues more challenging. Uses Figure 3 in a direct or implied way in order to recognise some of the environmental challenges faced by growing cities and to show awareness of the need for management in order to mitigate their impacts.	Level 2 (Clear)	4–6 marks	Demonstrates a clear awareness of the environmental issues that a named city faces and makes a judgement about why managing these issues is challenging. Uses Figure 3 to identify and describe environmental issues and the need for management.	Level 1 (Basic)	1–3 marks	Identifies basic environmental issues that cities face and makes basic observations about why managing these issues is challenging.		0	No relevant content.	9 marks AO1=3 AO2=3 AO3=3
Level 3 (Detailed)	7–9 marks	Demonstrates a detailed awareness about the environmental issues that a named city faces and makes a reasoned judgement about how growth makes managing these environmental issues more challenging. Uses Figure 3 in a direct or implied way in order to recognise some of the environmental challenges faced by growing cities and to show awareness of the need for management in order to mitigate their impacts.													
Level 2 (Clear)	4–6 marks	Demonstrates a clear awareness of the environmental issues that a named city faces and makes a judgement about why managing these issues is challenging. Uses Figure 3 to identify and describe environmental issues and the need for management.													
Level 1 (Basic)	1–3 marks	Identifies basic environmental issues that cities face and makes basic observations about why managing these issues is challenging.													
	0	No relevant content.													

Section B – The changing economic world

Question 2

Qu	Part	Marking guidance	Total marks
02	1	Use Table 1 to identify which of the following statements is correct. C Haiti has the lowest life expectancy.	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	2	Complete the following table by calculating the mean and mode for the data in Table 1. Mean – 69.6 (accept 70 if not rounded to one decimal place) Mode – 70	2 marks AO4=2

Qu	Part	Marking guidance	Total marks
02	3	Suggest two reasons why life expectancy data might be useful when comparing levels of development. 2 × 1 marks Do not accept generic points (it is easy to read/compare) Ideas might include – high life expectancy might suggest: • good healthcare • low rates of disease • access to clean water/sanitation • good housing conditions • appropriate diet • reasonable income • an indicator of quality of life • safe working and living conditions.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
02	4	In which region shown in Figure 4 were the highest percentage (%) of microfinance borrowers from rural areas? B East Asia and Pacific	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	5	The total amount borrowed in Eastern Europe and Central Asia was \$7.2 billion. Which of the following proportional circles should be used to represent this data on Figure 4? B 	1 mark AO4=1

Qu	Part	Marking guidance	Total marks									
02	6	Suggest how microfinance loans are helping to improve living standards in rural areas. Use Figure 4 and your own knowledge. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Applies clear knowledge and understanding about microfinance and considers how it can create opportunities which lead to improvements in living standards. Some reference to Figure 4.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Shows basic awareness of how having access to loans can create opportunities for employment and the chance to have a reliable income. Limited links to how this translates into improving living standards.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Figure 4 suggests that the microfinance movement is extensive in terms of the number of people it works with and the percentage of rural dwellers involved. • Microfinance is a system of small-scale loans set up to help poorer people. • The loans help people to start or develop small businesses. • As businesses develop there is greater self-sufficiency. • Business development creates employment and reliable incomes increasing economic stability. • Interest rates are kept low so that repayments are manageable. • Many borrowers are women, who traditionally do not always have access to finance. • Idea about improving infrastructure/social facilities which improves living standards. • Microfinance loans can enable rural development reducing the opportunity gap between urban and rural areas.	Level 2 (Clear)	3–4 marks	Applies clear knowledge and understanding about microfinance and considers how it can create opportunities which lead to improvements in living standards. Some reference to Figure 4.	Level 1 (Basic)	1–2 marks	Shows basic awareness of how having access to loans can create opportunities for employment and the chance to have a reliable income. Limited links to how this translates into improving living standards.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Applies clear knowledge and understanding about microfinance and considers how it can create opportunities which lead to improvements in living standards. Some reference to Figure 4.										
Level 1 (Basic)	1–2 marks	Shows basic awareness of how having access to loans can create opportunities for employment and the chance to have a reliable income. Limited links to how this translates into improving living standards.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks												
02	7	‘Economic development can have significant impacts on the environment.’ To what extent do you agree with this statement? Use an example from either an LIC or NEE to answer the question. <table><tr><td>Level 3 (Detailed)</td><td>7–9 marks</td><td>Demonstrates detailed and accurate knowledge and understanding about how economic development can put pressure on environments. Applies this effectively to put forward a coherent discussion which offers some evaluative judgement about the impact of economic development on the environment. Communicates ideas with clarity and good use of geographical language.</td></tr><tr><td>Level 2 (Clear)</td><td>4–6 marks</td><td>Demonstrates clear and appropriate knowledge and understanding about how economic development can put pressure on environments. Applies this effectively to offer some discussion and offer an element of evaluative judgement about the impact of economic development on the environment. Communicates ideas effectively with some use of geographical language.</td></tr><tr><td>Level 1 (Basic)</td><td>1–3 marks</td><td>Basic acceptance that economic development creates environmental pressures and describes examples of pollution associated with industrial development. Very limited attempt to offer evaluative discussion. Communicates ideas using basic language.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • An example can be locational or a specific type of industrial development. • The balance of the discussion will be based on the example used. • Some types of industrial development are more/less environmentally problematic. • Industrial growth may create air, water and land pollution. • Heavy industry may create significant environmental issues (air and water pollution). • Economic development may encourage migration which adds to environmental problems in urban areas (water contamination, pollution/growth of waste/traffic pollution). • Urban growth may create pollution and waste issues. • The view might be expressed that economic development creates the opportunity to improve the environment.	Level 3 (Detailed)	7–9 marks	Demonstrates detailed and accurate knowledge and understanding about how economic development can put pressure on environments. Applies this effectively to put forward a coherent discussion which offers some evaluative judgement about the impact of economic development on the environment. Communicates ideas with clarity and good use of geographical language.	Level 2 (Clear)	4–6 marks	Demonstrates clear and appropriate knowledge and understanding about how economic development can put pressure on environments. Applies this effectively to offer some discussion and offer an element of evaluative judgement about the impact of economic development on the environment. Communicates ideas effectively with some use of geographical language.	Level 1 (Basic)	1–3 marks	Basic acceptance that economic development creates environmental pressures and describes examples of pollution associated with industrial development. Very limited attempt to offer evaluative discussion. Communicates ideas using basic language.		0	No relevant content.	9 marks AO1=3 AO2=3 AO3=3
Level 3 (Detailed)	7–9 marks	Demonstrates detailed and accurate knowledge and understanding about how economic development can put pressure on environments. Applies this effectively to put forward a coherent discussion which offers some evaluative judgement about the impact of economic development on the environment. Communicates ideas with clarity and good use of geographical language.													
Level 2 (Clear)	4–6 marks	Demonstrates clear and appropriate knowledge and understanding about how economic development can put pressure on environments. Applies this effectively to offer some discussion and offer an element of evaluative judgement about the impact of economic development on the environment. Communicates ideas effectively with some use of geographical language.													
Level 1 (Basic)	1–3 marks	Basic acceptance that economic development creates environmental pressures and describes examples of pollution associated with industrial development. Very limited attempt to offer evaluative discussion. Communicates ideas using basic language.													
	0	No relevant content.													

		• Environments may be destroyed for mineral, timber or farming developments. • The use of chemicals in manufacturing/agriculture may cause particular environmental issues. • Increased traffic and congestion may result from industrial development. • People are part of the environment, so links to health are appropriate. • Some types of development are less damaging (tourism, especially ecotourism). • There is an increasing awareness of environmental issues and the need for environmental management. • The generation of income may create environmental management opportunities. • Economic development may allow environmental improvements that would reduce disease/death.	
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Section C – Global issues

Water and energy resources or Population and communication

Question 3 – Water and energy resources

Qu	Part	Marking guidance	Total marks
03	1	Complete the line graph (Figure 5) using the information below. Global population with access to safe drinking water 2020 – 74% 1 mark – line completed accurately and clearly touching the 74% point.	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
03	2	In which year did 66% of the global population have access to safe drinking water? C 2010	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
03	3	Explain how each of the following factors affect water availability. 1 mark for basic point (2 × 1) OR 2 marks for a developed point. Climate: • Low rainfall means there is less water (1) and it may have to be rationed. (1) • Drought means there is less water (1) in rivers which reduces supply. (1) • High temperatures means more evaporation (1) so the amount of water in reservoirs is reduced. (1) • Floods can contaminate water (1) which means there is less clean water. (1) Geology: • Permeable rocks store water (1) so more water is available throughout the year. (1) • Wells can be dug in some rocks (1) which gives access to water. (1) • Impermeable rocks increase run-off (1) so less water is collected for use. (1) OR – water gets into rivers more quickly and is available for use (1) • Impermeable rocks can be used to build reservoirs (1) which store water. (1)	4 marks AO2= (2 × 2)

Qu	Part	Marking guidance	Total marks									
03	4	Suggest how increasing water insecurity might lead to conflicts.	4 marks AO1=2 AO3=2									
		<table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates clear knowledge of what is meant by conflict and makes a judgement about how water insecurity might lead to conflict.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers a basic awareness of how issues of water supply might create problems.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>		Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge of what is meant by conflict and makes a judgement about how water insecurity might lead to conflict.	Level 1 (Basic)	1–2 marks	Offers a basic awareness of how issues of water supply might create problems.		0	No relevant content.
		Level 2 (Clear)		3–4 marks	Demonstrates clear knowledge of what is meant by conflict and makes a judgement about how water insecurity might lead to conflict.							
		Level 1 (Basic)		1–2 marks	Offers a basic awareness of how issues of water supply might create problems.							
				0	No relevant content.							
Indicative content												
Conflict could be:												
• in relation to competing demands (agriculture/industry/domestic) • in relation to affordability (access conflict in relation to physical or financial availability) • regional and linked to water transfer issues • international in relation to international river basins.												
		The restriction of water supply linked to civil conflict or war might be considered.										

Qu	Part	Marking guidance	Total marks
03	5	Complete the scattergraph (Figure 6) by drawing a line of best fit. Line starts between 70-82/3 and moves upwards to the right, approximately central to the data.	1 mark AO4=1

Qu	Part	Marking guidance	Total marks									
03	6	‘Different strategies can be used to increase water supply.’ Discuss this statement. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates clear knowledge and understanding about how different strategies can be used to increase water supply.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers basic description/identification of ways that water supply could be increased.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Water supply can be increased thorough the use of storage and transfer schemes. • Water supply can be increased through the use of desalination. • Water conservation/recycling can increase availability of water. • Managing existing supply more efficiently can increase availability. • Reducing wastage/leaks can increase availability. • Reducing levels of water pollution can increase the amount of useable water.	Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding about how different strategies can be used to increase water supply.	Level 1 (Basic)	1–2 marks	Offers basic description/identification of ways that water supply could be increased.		0	No relevant content.	4 marks AO1=2 AO2=2
Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding about how different strategies can be used to increase water supply.										
Level 1 (Basic)	1–2 marks	Offers basic description/identification of ways that water supply could be increased.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
03	7	Name one country on Figure 7 with 0–25% access to electricity. Any one of Niger, Chad, South Sudan, Somalia	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
03	8	Describe the distribution of countries with 75–100% access to electricity. 2 × 1 mark No marks for just naming countries with no reference to distribution. • mostly north • South Africa the only country in the south • mostly coastal (west coast)	2 marks AO4=2

Qu	Part	Marking guidance	Total marks												
03	9	To what extent might access to energy increase opportunities for development? <table><tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Detailed explanation of the significance of electricity to social and industrial development and awareness of the extent to which a lack of electricity supply might limit development opportunities.</td></tr><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Shows clear awareness of the significance of electricity in relation to social and industrial development and makes some judgement in relation to how a lack of electricity supply might hinder development.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic understanding of the importance of electricity and how a lack of electricity supply might make life more difficult.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Access to energy is fundamental to the development of industry. • Outsourcing will be limited by a lack of energy supply. • Lack of access to reliable energy supply will affect FDI decisions and discourage transnational investment. • Electricity is fundamental for health/education and training. • Without electricity other types of energy will be required. This may create economic and environmental pressures. • A lack of electricity will make social development more challenging. • Specific industries will not be able to function without electricity supply.	Level 3 (Detailed)	5–6 marks	Detailed explanation of the significance of electricity to social and industrial development and awareness of the extent to which a lack of electricity supply might limit development opportunities.	Level 2 (Clear)	3–4 marks	Shows clear awareness of the significance of electricity in relation to social and industrial development and makes some judgement in relation to how a lack of electricity supply might hinder development.	Level 1 (Basic)	1–2 marks	Basic understanding of the importance of electricity and how a lack of electricity supply might make life more difficult.		0	No relevant content.	6 marks AO2=3 AO3=3
Level 3 (Detailed)	5–6 marks	Detailed explanation of the significance of electricity to social and industrial development and awareness of the extent to which a lack of electricity supply might limit development opportunities.													
Level 2 (Clear)	3–4 marks	Shows clear awareness of the significance of electricity in relation to social and industrial development and makes some judgement in relation to how a lack of electricity supply might hinder development.													
Level 1 (Basic)	1–2 marks	Basic understanding of the importance of electricity and how a lack of electricity supply might make life more difficult.													
	0	No relevant content.													

Qu	Part	Marking guidance			Total marks
03	10	Explain how a renewable energy scheme provides a sustainable energy supply to local communities in an LIC or NEE.			6 marks AO1=3 AO2=3
		Level 3 (Detailed)	5–6 marks	Demonstrates accurate and detailed knowledge about community renewable energy scheme(s) and applies this to illustrate how they provide a sustainable energy source. Considers factors such as reliability, cost, ability to maintain the scheme in the context of a local community in an LIC/NEE.	
		Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge about community renewable energy scheme(s) and applies this to illustrate how they provide a reliable energy source. Shows some awareness of why the scheme is appropriate in the context of an LIC/NEE.	
		Level 1 (Basic)	1–2 marks	Largely basic, descriptive observations about a renewable energy scheme with a simplistic attempt to consider why it might be seen as appropriate in the context of an LIC/NEE.	
			0	No relevant content.	
		Indicative content			
- Any type of renewable energy can be considered. - The context should be 'local community', so relatively small in scale. - Examples of NGO, government or commercial schemes might be used. - Sustainability can be considered in different ways, including costs, appropriateness in relation to the physical environment, the long term nature of the scheme, the ability to manage and maintain the scheme. - Candidates might consider the question in terms of 'appropriateness' in relation to the LIC/NEE context.					
MAX Level 2 if not clearly LIC/NEE					

Question 4 – Population and communication

Qu	Part	Marking guidance	Total marks
04	1	Complete the line graph (Figure 8) using the information below. Predicted global population 2100 – 10.2 billion 1 mark – line completed accurately and clearly touching the 10.2 billion point.	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
04	2	In which year is global population predicted to reach 10 billion? D 2060	1 mark AO4=1

04	3	Explain how each of the following factors affect population growth. 1 mark for basic point (2 × 1) OR 2 marks for a developed point. Religion: (accept cultural points) • Some religions are opposed to birth control (1) so there are larger families. (1) • Some cultures exert control over women (1) so they have less control over family size. (1) • In some cultures children are a status symbol (1) so families are larger. (1) The role of children: • Children may be seen as an economic asset (1) because they work and bring in money. (1) • As countries develop, children are more of a cost (1) so families may be smaller. (1)	4 marks AO2= (2 × 2)
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Qu	Part	Marking guidance	Total marks									
04	4	Suggest how population growth might create environmental problems. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates clear knowledge of the link between population growth and environmental pressures and makes a judgement about how population growth might lead to particular environmental problems.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers a basic awareness of how population growth might create environmental problems.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Population growth puts pressure on water systems and might lead to increased extraction or diversion, affect surface and groundwater systems. • More homes will be required which will lead to habitat loss • Population growth puts pressure of food systems and might lead to destruction of natural habitats, more intensive farming and extension of industrial agricultural systems. This could increase the use of chemicals, affecting water systems. Also, there will be an increasing demand for irrigation, which will change water regimes/landscapes. • Population growth will potentially increase waste and create pollution issues. • Focus might be on general population growth or growth specifically linked to urban environments.	Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge of the link between population growth and environmental pressures and makes a judgement about how population growth might lead to particular environmental problems.	Level 1 (Basic)	1–2 marks	Offers a basic awareness of how population growth might create environmental problems.		0	No relevant content.	4 marks AO1=2 AO3=2
Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge of the link between population growth and environmental pressures and makes a judgement about how population growth might lead to particular environmental problems.										
Level 1 (Basic)	1–2 marks	Offers a basic awareness of how population growth might create environmental problems.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
04	5	Complete the scattergraph (Figure 9) by drawing a line of best fit. Line starts between 6–8 births and moves downwards to the right, ending at approximately 1/3 births. (not zero point)	1 mark AO4=1

04	6	‘The changing status of women has impacts on population growth.’ Discuss this statement. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates clear knowledge and understanding about how the changing status of women can effect population growth.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers basic description/identification of ways that the changing status of women might influence population growth.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Birth rates are often lower where women have more control over decision-making. • Economic development can lead to more equal opportunities resulting in smaller families and increased management of family size. • Access to healthcare and healthcare advice can affect population growth rates (reducing mortality/access to birth control). • Access to education increases employment opportunities and more women pursuing a career and having children later/having smaller families. • Access to education links to health/birth control knowledge. • Urbanisation allows women to have greater access to healthcare advice and economic opportunities, so changing the status of women. • Urbanisation changes cultural norms and increases the opportunity for equality. • The economic need for women to work in order to have a good standard of living reduces birth rates. • Equality is increasing and it is seen as desirable, affording women more control over their individual circumstances.	Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding about how the changing status of women can effect population growth.	Level 1 (Basic)	1–2 marks	Offers basic description/identification of ways that the changing status of women might influence population growth.		0	No relevant content.	4 marks AO1=2 AO2=2
Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding about how the changing status of women can effect population growth.										
Level 1 (Basic)	1–2 marks	Offers basic description/identification of ways that the changing status of women might influence population growth.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
04	7	Name one country on Figure 10 with more than 65% access to the Internet. Any one of Libya, Tunisia, Kenya	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
04	8	Describe the distribution of countries with 21–30% access to the Internet. 2 × 1 mark No marks for just naming countries with no reference to distribution. • some in north-west • some in south • Nigeria/Gabon in the middle • mainly coastal (west coast)	2 marks AO4=2

Qu	Part	Marking guidance			Total marks
04	9	To what extent might access to the Internet increase opportunities for development?			6 marks AO2=3 AO3=3
		Level 3 (Detailed)	5–6 marks	Detailed explanation of the significance of the Internet to social and industrial development and awareness of the extent to which a lack of Internet access might limit development opportunities.	
		Level 2 (Clear)	3–4 marks	Shows clear awareness of the significance of the Internet in relation to social and/or industrial development and makes some judgement in relation to how a lack of Internet access might hinder development.	
		Level 1 (Basic)	1–2 marks	Basic understanding of the importance of the Internet and how a lack of Internet access might make life more difficult.	
			0	No relevant content.	
		Indicative content			
		• Access to the Internet is fundamental to the development of industry. • Outsourcing will be limited by a lack of Internet access. • Lack of access to the Internet will affect FDI decisions and discourage transnational investment. • The Internet is an important tool for education and training. • The Internet is important for seeking and communicating advice (medical/business). • The development of tertiary industry will be hampered by a lack of Internet access. • Specific industries will not be able to function without Internet access (call centres). • Easier to buy/sell/trade. • It may be expensive and countries may not be able to afford it. • Lack of access may create urban/rural or broader inequalities.			

Qu	Part	Marking guidance			Total marks
04	10	Explain how the development of airports creates opportunities for economic development.			6 marks AO1=3 AO2=3
		Level 3 (Detailed)	5–6 marks	Demonstrates detailed knowledge and understanding of how the development of airports can act as a significant factor in encouraging economic development. Applies this to consider specific ideas such as increasing trade and the ability to increase export earnings, the encouragement of international business or the development of tourism.	
		Level 2 (Clear)	3–4 marks	Demonstrates clear knowledge and understanding of how the development of airports can help to develop business opportunities with some attempt to exemplify by using generic examples.	
		Level 1 (Basic)	1–2 marks	A number of largely generic points which focus on the basic idea that the development of airports creates employment and will bring money into the country.	
			0	No relevant content.	
		Indicative content			
• Airport development can create direct and indirect job opportunities. • Infrastructural development can generate significant multiplier effects. • The areas around airports often attract high income businesses. • Airport links will encourage both local, national and international business. • Airport development will encourage specific industries (tourism). • There will be a greater opportunity to export goods (especially perishable goods). • There will be an opportunity to increase trade. • It may develop the local/national skill/technology base. • The development of infrastructure can increase a countries international profile.					