Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE Geography B (5GB2H/01)
Unit 2: People and the Planet

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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.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

  iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria 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.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Topic 1: Population Dynamics

Question Number	Acceptable Answers	Reject	Mark
1(a)	One mark for each variation (1) • High/stays the same/rises lightly in Stage 1/Stage 2 (1) • Falls (rapidly) during Stage 3 (1)	Answers which explain	**(2)** 1+1

Question Number	Acceptable Answer	Reject	Mark
1(b)	Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for 'double-development'. Likely strategies to manage migration flows will include: • Cash incentives (1) to encourage those who have moved abroad to return (1) • Quotas (1) could be used to put a cap on the number of migrants entering a country (1) • Skills testing (1) to help fill job vacancies/meet skill shortages in a country (1), e.g. the UK has a 5-tier 'points' scheme to do this (1) • Use of visas (1) to limit the length of time a migrant spends in a country/track how many migrants have entered (1) • Specific policies/agreements regarding the admission of refugees/asylum seekers (1) detail/exemplification of same (1) Credit any other suitable response. Max 2 for a list.	Strategies to increase or decrease the birth rate	**(4)** (1+1) + (1+1) (1+1+1)+1 (1+1)+1+1

Question Number	Indicative content
1(c)*	Focus of the question is population **structure**, which includes the age structure of a country and the gender balance. Reasons why countries have different population structures include: • Legitimate reasons for high/low birth rates, e.g. high infant mortality rates and the desire for many children to support the family in less developed countries • Legitimate reasons for high/low death rates such as better levels of hygiene, sanitation and healthcare in more developed countries • Legitimate reasons for gender differences, e.g. differences in life expectancy because of HIV/AIDS • Government attitudes/policies, for example the reasons for and the impacts of China's one-child policy

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Limited details about how levels of development can influence population structure. Explanation likely to be a simple statement. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by some descriptive points about population structure. There is likely to be some locational detail. Link to levels of development is made but may not be developed. For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least two explanations. Strong focus on the ways population structure can change as a result in changing levels of development. Expect the use of examples with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with mostly sound use of geographical terminology.

Topic 2: Consuming Resources

Question number	Acceptable Answers	Reject	Mark
2(a)	One mark for the a change (1) with second mark for further description, explanation or use of/manipulation of data (1), For example: • There was more energy used by industry in 1970 *or reverse (1)* • There was more energy used by domestic in 2010 *or reverse (1)* • There was more energy used by transport in 2010 *or reverse (1)* • The proportion used by Other was slightly larger in 1970 *or reverse (1)*	'Mirrored' responses	**(2)** 1+1

Question Number	Acceptable Answers	Mark
2(b)	Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for 'double-development' Likely focus on the reduction of household energy consumption and how the current or recent governments (local and national) have attempted to facilitate and encourage this. • Give low-income households/households in areas with high fuel poverty 100% grants (1) so improved insulation can be installed (1) which stops more heat from escaping (1) • Offering loans to households (1) which can be repaid in instalments (1) to pay for home improvements that conserve energy (1) such as double-glazing (1) • Provide subsidies to install renewable energy sources (e.g. wind turbines or solar panels) (1) which adds more energy to the National Grid (1) • Grants to energy companies (1) to develop their own renewable energy sources/wind turbines (1) • Policies regarding more sustainable transport (1) • Policies regarding more sustainable waste management (1) • Policies used to manage migration (1) • Policies aimed at manging birth rates (1) Max 2 for a list	**(4)** (1+1) + (1+1) (1+1+1)+1 (1+1)+1+1

Question Number	Indicative content
2(c)*	Focus of the question is on how new technologies can be used to resolve resource shortages. The key idea is that technology can play a very significant role in ensuring we use resources more sustainably in the future; examples of how this might be done are: • Use of renewable resources (e.g. wind turbines or solar panels) • Development of inventions such as the hydrogen car, electric car and GM crops • Use of alternative fuels to replace the cheaper and, currently more accessible, fossil fuels such as coal and oil

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Limited details about how new technologies can be used to resolve resource shortages. Explanation likely to be a simple statement. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by some descriptive points. There might be use of some supportive exemplification. For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least two explanations. Strong focus on how new technologies can be used to resolve resource shortages. Exemplification is used with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with mostly sound use of geographical terminology.

Topic 3: Globalisation

Question number	Correct Answers	Acceptable Answers	Mark
3(a)	• No safety equipment/dangerous (1) so workers could get injured (1) • Cramped/crowded (1) • Noisy (1) as a result of all of the machinery (1) • Long hours (1) • Low wages (1) • Unhygienic/dirty (1)	• Legitimate comments about working conditions in a typical sweatshop • Tiring working conditions • Child labour • Comments that use evidence from the photograph, but may not be typical of a sweatshop	**(2)** 1+1 or (1+1)

Question Number	Acceptable Answers	Mark
3(b)	Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for 'double-development' • Outsource manufacturing (1) to reduce production costs (1) as people work for lower wages/longer hours (1) • Headquarters/R+D usually based in a developed country (1) where skilled workers are found/attracted (1) as a result of higher salaries offered/better education opportunities (1) • Sold largely in developed countries (1) where there is a larger market for the finished product (1) but the markets in developing countries are growing rapidly (1) • Components are gathered/made around the world (1) and then transported to the factory (1) • Idea of changing products on sale in response to local demand (1) Max 2 if no/inappropriate TNC is used in context. Max 3 if just one part of the world/part of the operation is explained. Max 3 if no explanation	**(4)** (1+1) + (1+1) (1+1+1)+1 (1+1)+1+1

Question Number	Indicative content
3(c)*	Focus of the question is how globalisation (increased connections between countries around the world, the spread of culture, trade and ideas etc.) has brought both costs and benefits to people living in the developed world, for example the shifting types of economic activities that are done and the changes in the quality of lives of different groups of people. Positive impacts include: • Greater range (and often cheaper) consumer products available • Greater awareness of different cultures • Businesses who outsource may see their profits rise due to lower production/labour costs • Growth in tertiary/quaternary sector – more job opportunities for people involved in this sector Negative impacts include: • Rising unemployment – particularly in manufacturing (as a result of de-industrialisation), but more recently in the tertiary sector. Many of these people find it hard to get back into employment due to a limited demand for their particular skills • Fewer/greater competition for low-paid or seasonal employment

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Idea of 'different groups' is not addressed. Explanation likely to be a simple statement. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by some descriptive points. There might be some use of supportive exemplification. Idea of different impacts is present, but the different groups of people might not be addressed or unclear. For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least two explanations. Strong focus on the different groups of people in the developed world – how they benefit or lose out as a result of globalisation. Some examination e.g. a reflective comment/assessment about the impacts of globalisation on different groups of people. Exemplification is used with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with mostly sound use of geographical terminology.

Topic 4: Development Dilemmas

Question number	Acceptable Answers	Reject	Mark
4(a)	• The higher the GDP per capita, the lower the infant mortality/negative correlation – *or similar* (1) • Angola/Qatar is the anomaly (1) • data/detail to support (1)	Explanation	**(2)** 1+1 or (1+1)

Question Number	Acceptable Answers	Reject	Mark
4(b)	Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for 'double-development' Depends of the project, but expect: Positive impacts: • Improved infrastructure for industry (including water and energy supplies) (1) which may facilitate economic development (1) • Improved health services for locals (1) reducing the death rate (1) • Reduce the effects of drought (1) so farms can increase production (1) Negative impacts: • Locals may be displaced (1) data/detail of same (1) • Locals have to pay for/cannot afford to access the new infrastructure (1) • Environmental damage (1) which may reduce productivity of farmland (1) or increase the risk of natural disasters (1) which places human life at risk (1) • Site of historical/archaeological significance may be damaged (1) deterring potential tourists (1) Max 2 for a list or if it is a generic answer about a top-down development project (e.g. 'dam') without a specific project used in context. Max 3 if the impact on just one group of people is explained. No marks if there is no mention of any recognisable top-down development project.	Bottom-up projects	**(4)** (1+1) + (1+1) (1+1+1)+1 (1+1)+1+1

Question Number	Indicative content
4(c)*	Focus of the question is on why levels of development vary within countries (rather than between countries).
	There is a wide range of economic, social, political and environmental factors that might be included here, for example:
	- The physical geography and location of part of a country (e.g. might be landlocked, lacks rivers, lacks harbours/ports, lacking in raw materials/natural resources, prone to natural hazards and harsh climate) - There are cultural barriers to further development (e.g. gender, religious or ethnic inequality) - Government policies – might lead to an area lacking investment in infrastructure (schools, healthcare, energy, water etc.) – links to the idea of the poverty trap - Might include the 'core-periphery' idea

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Limited details about places within a country – might be generic reasons why a country as a whole has a low level of development. Explanation likely to be a simple statement. Examples are not appropriate, unclear or absent. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by some descriptive points. There might be some use of some supportive exemplification. For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least two explanations. Strong focus on spatial variations in development within a country and the reasons for this. Exemplification is used with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with mostly sound use of geographical terminology.

Topic 5: The Changing Economy of the UK

Question number	Acceptable Answers	Reject	Mark
5(a)(i)	• Uneven distribution (1) • South-west Scotland (1) • North Wales (1) • South-west England (1) • Some pockets in eastern England (1) • None in and around London (1) • Coastal areas (1) • Western areas (1) • Few in the south-east of England	All explanations	**(2)** 1+1

Question Number	Acceptable Answers	Reject	Mark
5(a)(ii)	Suggest **one** so expect one basic point (1) and some extension through further detail or explanation(1). Basic points likely to include: • Dominance of a primary/secondary industry (1) which are generally less well-paid, reducing the average (1) further detail or explanation (1) • Few highly-skilled jobs (1) lowering the average wage (1) • High levels of unemployment (1) reduces the average wage (1) • Distance from markets/London (1) which might discourage new investment/tertiary and quaternary employment (1) • Seasonal employment (1) • Deindustrialisation (1) meaning higher unemployment (1)	Reasons that don't relate to average earnings in the UK	**(2)** (1+1)

Question Number	Indicative content
5(b) **QWC** **i,ii,iii**	Focus of the question is on costs and benefits of developing greenfield (previously un-developed) sites. **Benefits** include: • No 'clean-up' costs which will save money • Often large open spaces providing designers freedom • Idea of a 'blank canvas' – providing freedom for planners and architects • Often on the edges of cities where land is cheaper • More space is available for gardens • Countryside environment can appeal to buyers and businesses. • Often close to major motorways providing great access **Costs** include: • Planning permission may be problematic • Farmland is lost • No infrastructure – this is expensive to install • Conflict with nearby residents • May have a negative impact on house prices • Spoils the view • Discourages tourists • Damages wildlife habitats/reduces biodiversity

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question, with just the costs or benefits considered. Example(s) are not appropriate, unclear or absent. Absence of a comparative statement. Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by some descriptive points. Broader focus – costs and benefits are both likely to be covered. Likely to have some weak comparative statement(s). For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	Response has at least two explanations. Costs and benefits are considered, but may be unbalanced at the bottom of this level. Example(s) may be used with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Expect comparisons to be made e.g. a reflective comment/assessment about the overall merits of developing greenfield sites, possibly mentioning brownfield sites. Clear structure and well communicated with mostly sound use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 6: Changing Settlements in the UK

Question number	Correct Answer	Reject	Mark
6(a)(i)	- Uneven distribution (1) - Western Scotland (1) - Coastal areas (1) - Pockets in south Wales (1) - Western England (1) - North-east England (1) - None in London - South/south-east (1) - North or north-west England (1) - South coast anomaly (1) - Rural areas (1)	All explanations	**(2)** 1+1

Question Number	Acceptable Answers	Reject	Mark
6(a)(ii)	Suggest **one** so expect one basic point (1) and some extension through further detail or explanation (1). Basic points likely to include: - Out-migration/rural to urban migration/urban to urban migration/ urban-rural (1) further detail or explanation – push/pull factor (e.g. 'to find a job') (1) - Lack of job opportunities (1) with explanation e.g. deindustrialisation (1) - Decrease in a settlements' birth rate (1) further detail or explanation, e.g. due to ageing population/few people of child-bearing ages (1)	Reasons that relate to population increase	**(2)** (1+1)

Question Number	Indicative content
6(b) QWC i,ii,iii	Focus is on improving urban areas (including housing, transport and services). Candidates may tackle it by considering rebranding (e.g. changing the image people have of an area) or regeneration (e.g. improving or renewing an existing area of housing or industry) – but accept other strategies as these are just suggested strategies in the specification. Strategies may include: • The image of an area is 'changed' to alter the idea that people have of it. • Environmental rebranding – to improve building quality and reduce dereliction; improving facilities for leisure and recreation • Redevelopment of buildings – for example through clearing the land and building new, modern housing and offices • Gentrification • Refurbishment/regeneration of buildings – maintaining the structure modernising the internal space • Development of an integrated transport system • Improving waste disposal systems, including recycling.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas. May only be partially linked to the question. Example(s) of strategies are not appropriate, unclear or absent. Absence of any examination. Lack of a link strategy and (intended) impact. Limited details about the strategies used to improve urban areas. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial description, likely to be supported by locational detail. Likely to have some weak examination of success. Links are made between what the strategy is, and how it aims to improve UK urban areas. For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	Clear link between what has been in an area (the 'strategy(s)'), and how this has improved the area. For the top of Level 3, expect development of the answer by either range or depth. Some examination e.g. a reflective comment/assessment of how successful strategies have been. Clear structure and well communicated with mostly sound use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 7: The Challenges of an Urban World

Question number	Acceptable Answers	Mark
7(a)	Outline **one** so expect a basic point (1) with an development through further description or explanation (1). Basic points may include: • Traffic congestion (1) which can cause delays/air pollution (1) • Overcrowding – *or similar* (1) which can place a strain on service provision/schools/hospitals (1) • Air/noise/visual pollution (1) which can lead to health problems (1) • Growth of shanty towns/poor quality housing (1) • Lack of job opportunities (1) • Identification of a challenge (1) which will require a response from the local/government (1)	**(2)** (1+1)

Question Number	Acceptable Answers	Mark
7(b)	Suggest **one** so expect a basic point (1) with an extension (1). For example: • Natural increase is high (1) as birth rates are higher than death rates (1) • High birth / increasing birth rate (1) with reason (1) • Less people dying/death rates are falling (1) with reason (1) • Rural to urban migration (1) extension through details of a push or pull factor (1)	**(2)** (1+1)

Question Number	Indicative content
7(c) **QWC** **i,ii,iii**	Focus of the question is the strategies used to manage the challenges facing urban areas in the developed world – through managing waste generation, which aim to reduce the city's eco-footprint. Strategies used to manage waste generation include: • Policies and strategies outlined by national and local governments to reduce household and municipal waste • Schemes to 'reduce, reuse and recycle' • Equipping residents with facilities to recycle and compost their own waste, e.g. through doorstep recycling schemes, bottle banks and Household Waste Recycling Centres (HWRCs) • Development of waste-burning (as opposed to fossil fuel burning) power stations • Reducing specific waste gases from transport

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Example(s) of strategies are not appropriate, unclear or absent. Limited details about the strategies used to manage the challenges. Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by some descriptive points. Likely to be some obvious locational detail. Links are made between what the strategy is and how it is designed to manage the challenge(s). For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	Response has at least two explanations, supported by some detailed descriptions. Clear links between the strategies used and how it has met/is meeting the environmental challenges facing a city in the developed world. For the top of Level 3, expect development of the answer by either range or depth. Some examination e.g. a reflective comment/assessment of which strategy has had the most success in tackling the environmental challenges – possible linking with a reduction in the eco-footprint. Clear structure and well communicated with mostly sound use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 8: The Challenges of a Rural World

Question number	Acceptable Answers	Reject	Mark
8(a)	Outline **one** so expect a basic point (1) with an development through further description or explanation (1). Basic points may include: • Decline in (farming) employment (1) due to a falling demand for products/increased production costs (1) • Dereliction/empty homes (1) as people have moved away from the area (1) • Loss of local traditions/community (1) as many younger people have left the area (1) • Rural depopulation (1) due to poor accessibility/few services (1) • Lack/loss of services (1) as potential customers/users of this service have moved out of the area (1)	All explanations	**(2)** (1+1)

Question Number	Acceptable Answers	Reject	Mark
8(b)	A crop which is grown to be sold (1) with development (1) e.g. • often from a developing to a developed country (1) • crop grown purely for commercial gain (1) • focus on growing one particular crop/specialisation (1) • idea of how farmers try to maximise yield (1)	Named examples of cash crops	**(2)** (1+1)

Question Number	Indicative content
8(c) (ii) QWC i,ii,iii	Focus of the question are the actions to manage the challenges facing rural areas in the developing world – through intermediate technology, which aim to improve the quality of life for the people living there. Idea of 'sustainability' is key. Details about intermediate technology will include: • Uses local materials and involves the local community • Low-technology • Aims of intermediate technology used to reduce soil erosion, improve water quality and increase the productivity of farmland • Small –scale (e.g. one village or small area within a country is targeted) • Limited government involvement

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Example(s) of strategies are not appropriate, unclear or absent. Limited details about the strategies used to improve rural areas. Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by some descriptive points. Likely to be some obvious locational detail. Links are made between what the strategy is and how it is designed to improve rural areas. For the top of Level 2, expect at least two partial explanations or one explanation that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	Response has at least two explanations, supported by some detailed descriptions. Clear how intermediate technology is helping to improve the quality of life of people living in rural areas of the developing world. For the top of Level 3, expect development of the answer by either range or depth. Some examination e.g. a reflective comment/assessment of which action has had the most success in improving the quality of life for rural areas. Clear structure and well communicated with mostly sound use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.