



Rewarding Learning

**General Certificate of Secondary Education
2025**

Geography

Unit 2: Living in Our World

[GGY21]

TUESDAY 27 MAY, MORNING

MARK SCHEME

General Marking Instructions

Where **one** response is required to gain a mark, candidates will not gain credit if a correct response is given alongside one or more incorrect responses. This is referred to as listing.

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

AO1 Demonstrate geographical knowledge and understanding of:

- Places, environments, processes and concepts; and
- The inter-relationships between places, environments and processes;

AO2 Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and

AO3 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If the answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

Level 1

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision.

- 1 (a) Study **Fig. 1** which shows how births and deaths have changed in Japan over time. Answer the questions which follow.

- (i) Using **Fig. 1** to help you, complete the following paragraph by selecting the correct word to complete the sentences about population change in Japan.

From 1970 to 1990 the number of **BIRTHS** in Japan were higher than the number of deaths.

However, from 1970 the number of births started to **FALL**

From 1985 the number of deaths started to **RISE** and in 2010 the number of deaths was **HIGHER** than the number of births

Award [1] mark for each correct answer
(4 × [1])

[4]

- (ii) Using **Fig. 1** to help you, complete **Table 1** below by stating the number of births and deaths in Japan in 2020 and name the difference between the two.

Births (in millions) for 2020	0.8
Deaths (in millions) for 2020	1.4
Natural Decrease (million) for 2020	−0.6

Award [1] mark for each correct answer

[3]

- (iii) State the meaning of the term **natural increase**

Award [0] for a response not worthy of credit.

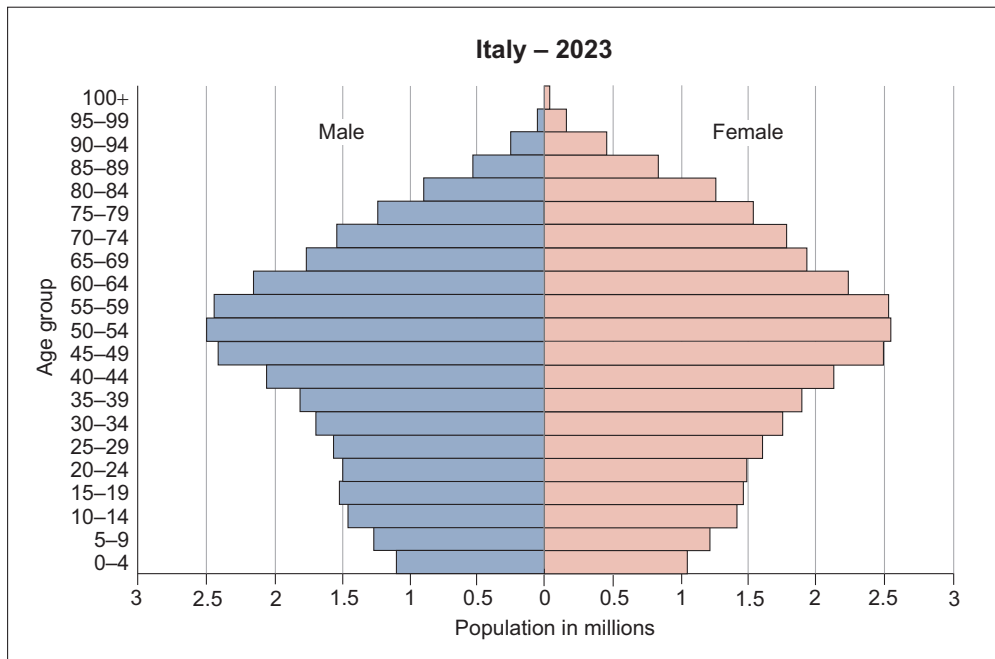
Award [1] for a basic statement,
e.g. Birth rate is higher than death rate.

Award [2] for a detailed statement,
e.g. This happens when there is a higher birth rate than death rate, causing a growth in the number of people in an area.

[2]

- (b) Study **Fig. 2** which shows a population pyramid for Italy, a MEDC located in Europe. Answer the questions which follow.

AVAILABLE
MARKS



Source: https://www.census.gov/data-tools/demo/idb/#/dashboard?COUNTRY_YEAR=2023&COUNTRY_YR_ANIM=2023&CCODE_SINGLE=IT&CCODE=IT

Fig. 2

- (i) Complete the pyramid for Italy using the following information

Males aged 50 – 54	2.5 million
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Award [1] for the accurate drawing of the line/box at 2.5 million in the Males aged 50–54 space.

Award [1] for adding shading to the diagram. [2]

- (ii) Explain **one** economic and **one** social implication of a large aged dependent population

Answers must relate to the headings on the exam paper – if written under social they **MUST** be social. Answers may be positive or negative implications.

Answer should be marked Economic out of [3] and Social out of [3]

Award [0] for a response not worthy of credit or answers which focus on a youthful population or answers that are written in the wrong section of the question.

Economic Implication (answer should focus on cost)

Award [1] for a basic statement, e.g. Increased pressure on healthcare services

Award [2] for a limited explanation of the implication

e.g. Increased pressure on healthcare services as care for older people can be expensive – residential care is expensive.

Award [3] for a detailed explanation of the implication
e.g. Increased pressure on healthcare services, care for elderly people can be expensive so more money will be needed to cover prescriptions, dental treatment, residential care and home helps.

Social Implication (answer should focus on impact on people)
Award [1] for a basic statement, e.g. More older people means that they will be put into residential care.

Award [2] for a limited explanation of the implication
e.g. A large aged dependent population puts more stress on families to care for elderly relatives. Families will not want to put relatives into care homes.

Award [3] for a detailed explanation of the implication
e.g. A large aged dependent population will place an increased stress on families as they care for elderly relatives. This is especially difficult for families who care for relatives with degenerative diseases such as Dementia.

(2 × [3]) [6]

- (c) Identify which type of barrier these migrants faced and explain how such a barrier might make the migrants' journey more difficult

Award [0] for an answer not worthy of credit

Do not credit answers which describe human barriers to migration.

Level 1 ([1]) mark to identify the barrier that the migrants were facing.
Alternatively, a basic statement that relates to a challenge faced by the refugees
e.g. Migrants have to walk hundreds of miles.
e.g. The mountain ranges get in the way

Level 2 ([2]–[3])
A limited description of the challenges faced by refugees.
e.g. The mountain areas can be dangerous, especially if migrants do not have food or water.
e.g. Migrants have walked over the mountains/Alps. This has taken a lot of time and energy [2] and this has caused them to become sick and need medical help from local people [3].

Level 3 ([4])
A detailed statement that fully describes the barrier and the difficulties experienced by the migrants on their journey.
e.g. Migrants have walked over the mountains which act as a physical barrier. This has taken a lot of time and energy and this has caused them to become sick and need medical help from local people. The Alps are very tall mountains with cold, icy weather that make living conditions extremely unpleasant for people moving on foot. [4]

- (d) With reference to a named refugee group who have migrated, describe the challenges faced by these refugees in their destination country.

Name of refugee group and destination country needed. If refugee group and country not noted, L1 max.

Award [0] for a response not worthy of credit

Level 1 ([1])

A basic statement relating to a challenge faced by refugees. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used.

e.g. Refugees suffer racism,

Level 2 ([2]–[3])

A limited description of the challenges faced by refugees. The refugee must be identified with more than one challenge identified. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

e.g. The Syrian refugees have suffered racism in Greece which makes them feel unwelcome [2]. They are forced to live in overcrowded refugee camps, e.g. Samos, which leads to outbreaks in disease [3]

Level 3 ([4])

A detailed description of the challenges faced by refugees. The refugee must be identified with more than one challenge identified with relevant case study detail. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision.

e.g. The Syrian refugees have suffered racism in Greece from the Neo-Nazi Golden Dawn party which makes them feel unwelcome. They are forced to live in overcrowded refugee camps such as the Samos camp which leads to outbreaks in disease due to the poor living conditions. [4]

AVAILABLE
MARKS

25

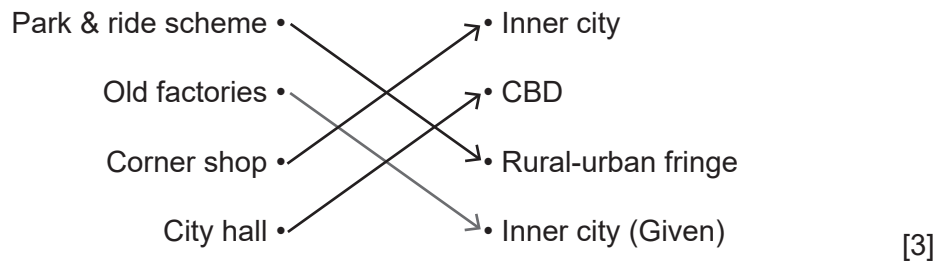
Theme B: Changing Urban Areas

AVAILABLE
MARKS

- 2 (a) Study **Fig. 4** below which is a diagram of the land use zones in a MEDC city. Answer the questions which follow.

- (i) State the meaning of the letters **CBD**.
One mark for all three words accurately named and in the correct order
Central Business District [1]

- (ii) Match the land use to the most appropriate zone. One has been completed for you.



- (iii) State the location of the rural-urban fringe
e.g. on the edge of the city
e.g. where the countryside meets the city [1]

- (iv) State two characteristics of housing in the suburbs of any MEDC city.
Accept any valid answer such as
e.g. a zone of higher quality housing/a zone of low density housing/an
area of detached and/or semi-detached homes
([1] × 2) [2]

- (b) (i) Many urban areas have different cultural mixes. Complete **Table 2** below by drawing arrows to show which characteristics create ethnic tensions and which create religious tensions. One has been completed for you.

Table 2

Ethnic tension	Characteristic	Religious tension
	People have different beliefs →	
[given] ←	Some people do not get on well with others who eat different foods	
	People feel they cannot worship in a certain part of the city →	
←	Homes are attacked when people of a different race move in nearby	

[3]

[1] per correctly placed arrow.

- (ii) Describe **two** issues which may occur in inner city areas of MEDCs when people speak different languages. Refer to a place or places in your answer.

Award 1 for a basic language difference without reference to a place or places

e.g. people don't understand each other and so distrust each other

e.g. people can't mix with each other as they do not speak the language

e.g. people can't find a good job if they can't speak the local language

Award 2 for some elaboration on the difference with a reference to a place

e.g. new migrants can't communicate and so find it hard to speak to doctors about their health/or to teachers about their children's education so they can't get access to services in Belfast

e.g. people aren't trusted by one community because they cannot understand each other and so they don't fit in with local people and their homes may be attacked as in North Belfast

e.g. migrants can't speak the local language and the queues to access lessons are so long that they find it difficult to get a job near their home in Belfast

e.g. people can't communicate easily and so translators have to be brought into doctors' surgeries in East Belfast which costs money and takes up time for the staff waiting for available translators.

(2 × [2])

[4]

- (c) State two issues caused by traffic congestion in many inner city areas of MEDCs.

1 Traffic jams are causing delays in inner cities

2 Traffic congestion increases pollution.

Accept other valid responses such as health problems.

(2 × [1])

[2]

(d) Study **Table 3** which shows information on the numbers of people who live in shanty towns in selected countries. Answer the questions which follow.

- (i) Complete **Table 3** by indicating whether each country had an increase or decrease in people living in shanty towns from 2000–2020. Two have been completed for you.

Table 3

Country	2000 (millions)	2020 (millions)	Increase or Decrease
India	162	239	Increase (given)
Brazil	50	24	Decrease (given)
Nigeria	32	63	Increase
Mexico	24	18	Decrease
South Africa	7	10	Increase

(3×[1])

[3]

- (ii) Name the country from **Table 3** which has the greatest increase in numbers of people living in shanty towns.

India

[1]

- (iii) Explain the rapid growth of shanty town areas in a named LEDC city which you have studied.

Answers should refer both to migration and to natural population increase [high birth rates in LEDCs]

Award [0] for a response not worthy of credit.

Award Level 1 for answers which do not refer to a **named** city in a LEDC

Answers may focus on push or pull factors or natural increase.

Accept a push and a pull factor as two reasons if detailed [not just the reverse of each other such as lack of jobs make people leave the countryside and more jobs are available in the city]

Level 1 ([1]–[2]) for a brief explanation. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms are used appropriately.

e.g. There are high rates of migration to the city for work [1]

e.g. Many people are forced to migrate to cities from the countryside [1]

e.g. People have large families in cities which makes the population grow [1]

e.g. Mechanisation of farming has pushed people to the cities [1]

e.g. People move from the countryside to the city due to mechanisation in farming [2]

e.g. People move to the cities to find work in the informal sector [2]

AVAILABLE
MARKS

Level 2 ([3]–[4]) for a more detailed explanation, relating to a named city in a LEDC. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

e.g. Many people are forced to migrate to Kolkata from the countryside to find work, as they are pushed out by mechanisation which had led to a reduction in the number of farm jobs available. [3]

e.g. Many people are forced to migrate to Kolkata from rural areas such as Bihar as they are pushed out by mechanisation. They are attracted to Kolkata because of the job opportunities in construction and factories by the River Hoogly making jute or cement. [4]

e.g. Kolkata has grown by 32% over the past 10 years as migrants are attracted to the city to find work. They left the countryside due to mechanisation and a lack of employment [3]. There is a high birth rate amongst these young migrants. [4]

Level 3 ([5])

A full explanation for the rapid growth in shanty towns of a named LEDC city. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision.

e.g. Many people are forced to migrate to Kolkata from rural areas such as Bihar as they are pushed out by mechanisation; they are attracted to Kolkata because of the job opportunities in construction and factories (making jute or cement). Many of the people who move are young, this means the birth rate is high in shanty towns with family sizes of 6 or more. [5]

AVAILABLE
MARKS

25

Theme C: Contrasts in world development

AVAILABLE
MARKS

- 3 Study **Fig. 5** which shows a map of the world with the location of the five BRICS countries where globalisation has helped development. Answer the questions which follow.



Fig. 5

- (a) (i) Complete **Fig. 5** by inserting the correct name of the BRICS countries. **Two** have been completed for you.

Award [0] where listing occurs in the box for any answer
[1] for each correct country

[3]

- (ii) State the meaning of the term **globalisation**.

Award [0] for a response not worthy of credit.

Award [1] for a partially correct definition,
e.g. The way the world is becoming more connected. Trade worldwide
can be credited to Level 1.

Award [2] for a full definition, e.g. The way the world is becoming more
interconnected through trade, technology, and ideas.

[2]

- (iii) Explain **one** way globalisation can help a country's development using your chosen BRICS case study

Award [0] for answer not worthy of credit, e.g. answers based on fair trade

No named country award 1 mark

Award [1] Simple statements focussing on how globalisation can help development, e.g. it has made people richer [1] or e.g. In India foreign investors have been encouraged to invest money. [1]

Award [2] Some explanation evident of how globalisation can help development. e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow. [2]

Award [3] A detailed explanation of how globalisation can help development in the chosen BRICS country. One fact/figure needed to access 3 marks. e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow by 78%. This has allowed people to access jobs in multinational firms. They then spend their money in the India meaning more businesses can thrive. [3] [3]

- (b) There are many factors which can hinder development within a LEDC. Explain how **debt** and **environmental factors** can hinder development. You should refer to places in your answer.

Award [0] for a response not worthy of credit. Can award to bottom Level 2 (3 marks) if no place reference but good explanation for both debt and environment.

Two places must be named to achieve Level 3. Must focus on a natural environment problem and debt. Answers based on pollution/global warming/dependence on primary products/leakage/historical reasons not acceptable. The same country may be credited twice as long as the details are relevant to the factor.

Level 1 ([1–2]) A basic response which highlights debt and/or environmental factors, e.g. Many LEDCs struggle to repay loans [1] e.g. Some countries have suffered drought [1]

Level 2 ([3–4]) A limited response which outlines how a named LEDC struggles to repay debt and/or environmental problems. To access upper Level 2, the candidate must address how this impacts the quality of life for people. e.g. Banks in MEDCs lent enormous amounts of money to many LEDCs such as Ecuador. However, many countries have difficulties in paying off the debt plus the interest charged. In 2007 Ecuador paid back \$10 billion towards its debt, which is more than it spent in total on health care [3] e.g. Banks in MEDCs lent enormous amounts of money to many LEDCs such as Ecuador. However, many countries have difficulties in paying off the debt plus the interest charged. Every dollar spent on paying debt off means one less dollar for fighting poverty and improving the quality of life for people. [3] Some countries suffer droughts due to extreme temperatures and low rainfall. [4]

Level 3 [(5–6)] A detailed response which provides an explanation and includes two relevant place reference (One place reference for debt and one for environmental factors).

e.g. Banks in MEDCs lent enormous amounts of money to many LEDCs such as Ecuador. However, many countries have difficulties in paying off the debt plus the interest charged. In 2007 Ecuador paid back \$10billion towards its debt of \$3 billion, which is more than it spent in total on social services, health care, housing, and the environment. Some countries suffer droughts due to extreme temperatures and low rainfall. This means the people must rely on outside aid to help feed themselves [5]

e.g. Banks in MEDCs lent enormous amounts of money to many LEDCs such as Ecuador. However, many countries have difficulties in paying off the debt plus the interest charged. In 2007 Ecuador paid back \$10billion towards its debt of \$3 billion, which is more than it spent in total on social services, health care, housing, and the environment. Some countries suffer droughts due to extreme temperatures and low rainfall. This means the people must rely on outside aid to help feed themselves. This keeps the country poor. [5] This occurred in many sub-Saharan countries such as Ethiopia and Somalia where devastating droughts caused lots of suffering among its people. [6] [6]

(c) Study **Fig. 6** which shows some fair trade products. Answer the questions which follow.

(i) State any **two** fair trade products from **Fig. 6**

Any two products from **Fig. 6**

Honey, Jam, Pineapple, Orange juice, Orange, Tea, Coffee, Bananas

(2 × [1])

[2]

(ii) Use **Fig. 7** to complete **Table 4**.

Table 4

Statement	Products
Name the two products which, added together, make up 50% of fair trade farmers and workers.	Bananas and Coffee
Name the two products which each have 3% of fair trade.	Flowers and Seed Cotton

Must have the exact wording to get the [2] marks (all 4 present)

If they have 2 or 3 answers present, then [1] mark.

If only one present, then [0].

[2]

(iii) State the meaning of the term **fair trade**.

Award [0] for an answer not worthy of credit.

Award [1] for a basic statement. e.g. Fair trade means that producers get paid a fair wage. [1]

Award [2] for a detailed definition of fair trade,
e.g. Fair trade is a strategy used to provide an organised approach to help producers in LEDCs gain better trading conditions and promote sustainability/promote environmental protection. [2]
e.g. Farmers get paid a higher price for their products and middlemen are cut out of the deal, so more money goes to the farmer. [2] [2]

(d) Evaluate the success of a named appropriate technology product you have studied.

Award [0] for a response not worthy of credit

Level 1 ([1]–[2])

A basic statement relating to a named appropriate technology. Answers that do not clearly identify a relevant appropriate technology product will be limited to this level. There is little attempt to evaluate,
e.g. The Hippo roller helps people to collect water [1] and reduces neck injuries. [2]

Level 2 ([3]–[4])

A limited evaluation relating to a named appropriate technology product. Alternatively, an answer that might address both positive and negative aspects but lacking sufficient detail,
e.g. The Hippo roller was developed to help take away the effort of carrying water long distances. This can save people time and effort in collecting water – allowing them time to work or go to school [3],
e.g. The Hippo roller was developed to help take away the effort of carrying water long distances. It helps people carry more water in one visit, but is quite expensive at \$125. [4]

Level 3 ([5])

A detailed response that clearly addresses the question by elaborating on both the positive and negative aspects of the appropriate technology product. An evaluative statement on whether the product is successful is needed for [5]
e.g. The Hippo Roller was developed in South Africa to help take away the effort of carrying water long distances. Each roller holds 90kg of water which is equal to about 5 buckets of water. This will save people time and effort in collecting water – allowing them time to work or go to school. However, the roller costs \$125 which is still too expensive for poor people to buy. Overall, the roller is a great idea, but the cost of the roller means that not as many have been sold as they would have liked. [5] [5]

- 4 Study **Fig. 8** which shows some information about waste management in the city of Glasgow. Answer the question which follows.

- (a) Using examples, describe the differences between reusing and recycling when dealing with waste.

Award [0] for a response not worthy of credit

Level 1 ([1])

A basic description of either Re-using or Recycling
e.g. Reusing is when people use materials again.

Level 2 ([2]–[3])

A limited description of both elements of the waste hierarchy.
Responses might be one full definition and one more basic response.
Examples are needed for [3] marks.
e.g. Reusing is when people use materials again, without making them into new products like food containers or plastic bags. [2] Recycling is when people sort their rubbish for collection and this is turned into new products. [3]

Level 3 ([4])

A detailed description of both elements of the waste hierarchy that shows a clear understanding of the difference between the 2 practices.
e.g. Reusing is when people are encouraged to use material again, without making them into new products, for example, reusing plastic food containers or fabric shopping bags. Unwanted items could be sold online or taken to charity shops. Recycling is when people sort their waste and send it so that it can be turned into new products. (The problem is that more energy will be needed to change the product from one thing to another) e.g. park benches made out of plastic bottles. [4]

- (b) Describe **two** effects of climate change on people. Refer to places in your answer. Accept both positive and negative effects

Quality of written communication will be assessed in this question.

Award [0] for a response not worthy of credit. Maximum Level 1 for no named places.

Level 1 ([1]–[2])

A basic statement or statements relating to the effects of climate change which may refer to a place briefly.
e.g. Floods will increase. [1]
e.g. There will be more droughts so crops will not grow. [1]
e.g. There will be water shortages. [1]
e.g. Rising sea temperatures and acidification of the oceans will threaten the livelihood of many fishermen. [1]
e.g. Floods will increase in the UK. [2]
e.g. Floods will increase and there will be more storms. [2]

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[4])

A limited response which refers to the effects of climate change on people with reference to one place. Two effects simply stated bottom Level 2. For top Level 2 candidates should state two effects and reference one place.

e.g. Agriculture in some areas will suffer due to climate change; by 2030 in some LEDCs maize production could fall by a third. More heatwaves will lead to respiratory problems for vulnerable people such as the elderly or children. [3] The UK is expected to have warmer and drier summers with more droughts and extreme events like heatwaves. This will put pressure on healthcare services, particularly for older people and may disrupt transport for example through the buckling of railway lines. [4]

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 ([5])

A detailed response describing two effects of climate change on people referencing a minimum of two places.

e.g. Agriculture in some areas will suffer due to climate change with a fall in food production and traditional crops not producing as much as they have before; in South Asia maize and rice yields could fall by 10% by 2030 and in Pakistan crop yields could decrease by 50% so that people suffer from malnutrition. In addition, flooding will have economic and social cost for many people in the UK with up to 1.2 million houses at risk. The UK Government estimates that annual damage due to flooding could increase to up to £12 billion in England and Wales alone by the 2080s. [5]

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision. [5]

- (c) Study **Fig. 9** which shows some information about the Kriegers Flak windfarm in Denmark. Answer the questions which follow.

- (i) Using information from **Fig. 9**, complete **Table 5** below, by ticking the appropriate box to show whether the following statements are true or false. One has been completed for you.

Table 5

Statements	True	False
The Kriegers Flak Windfarms are based in the North Sea		✓ (Given)
Kriegers Flak is an example of an onshore windfarm		✓
The 72 Turbines are capable of supplying electricity to 600 000 houses	✓	

Award [1] mark for each correct answer.
(2 × [1])

[2]

- (ii) Describe **one** benefit and **one** disadvantage of a renewable energy source that you have studied

There are no marks awarded for the naming of the renewable energy source

Award [0] for a response not worthy of credit

Benefit

Award [1] for a basic statement of one benefit of the renewable energy source mentioned
e.g. wind is free

Award [2] for a limited description of the benefits of the renewable energy source.
e.g. wind is free, so once the turbines have been installed, the running costs are relatively cheap

Award [3] for a more detailed discussion
e.g. Wind is free, so once the turbines have been installed, the running costs are relatively cheap. As fossil fuels become more expensive – the cost of producing the energy in this way will become cheaper.

Disadvantage

AVAILABLE
MARKS

Award [1] for a basic statement of one disadvantage of the renewable energy source mentioned
e.g. wind is not reliable/ the wind turbines are an eyesore

Award [2] for a limited description of the disadvantage of the renewable energy source.
e.g. Wind energy is not reliable as wind strength can change so other sources of energy are needed as a backup.

Award [3] for a more detailed discussion
e.g. Wind energy is not reliable as wind strength can change and on a calm day (or even on a really windy day) when no energy is being produced, other sources of non-renewable energy will be needed to provide a backup and come online quickly.

(2 × [3])

[6]

- (d) In 2015 the International Climate Change Agreement was signed in Paris at the COP21 conference. Complete Table 6 below, by ticking the appropriate box to show whether the following statements are true or false. One has been completed for you.

Table 6

Statement	True	False
The International Climate Change Agreement was signed in Paris in 2015	✓(Given)	
The agreement was signed by every country in the world		✓
The agreement aimed to keep the global temperature increase to 'well below' 2°C	✓	
The USA pulled out of the agreement in 2017	✓	

(3 × [1])

[3]

- (e) With reference to an area you have studied, explain how ecotourism can help to protect the environment.

Award [0] for a response not worthy of credit.

Maximum Level 1 if there is no named place (either LEDC or MEDC).

Level 1 ([1]–[2])

A basic response outlining one way ecotourism can protect the environment, e.g. Forest reserves were created [1] so trees are no longer cut down. [2]

Level 2 ([3]–[4])

A limited response assessing how ecotourism can protect the environment is explained with limited reference to a named case study, e.g. Local people live in the forest reserve near Daran in S. Turkey but they no longer cut down the trees for farming and timber so habitats are protected. [3] Tourists come and visit the forests which provides income which is used for environmental protection to conserve the 865 plant species in the area. [4]

Level 3 ([5])

A detailed response assessing how ecotourism protects the environment with detailed reference to a named case study, e.g. Local people live in the Olympos National Park, 34,000 hectares of protected land near Daran in S. Turkey. They no longer cut down the trees for farming and timber. Tourists come and visit the forest which provides income for conservation instead of deforestation so 865 plant and tree species of which 25 are only found here are protected. Only a small section of forest has been cleared for tourists to easily access the area so endangered species such as the lynx, wolf and mountain goat are protected. [5]

[5]

**AVAILABLE
MARKS**

25

Total

100