

Mark Scheme (Results)

Summer 2014

Pearson Edexcel in GCSE

Geography B (5GB2H)

Unit 2: People and the Planet (Higher)

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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 be 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?

Question number	Correct Answer	Reject	Mark
1 (a)	<p>Immigration rises more – or reverse (1) Immigration always higher or reverse (1) Immigration more volatile or reverse (1) Specific period comparisons as in – immigration fell 1996-1998 whilst emigration was stable (1) Use of stand-alone migrant data – either manipulated or extracted from the resource(1)</p> <p>Possible to get two marks in the first two lines</p>	Anything other than differences . Answers which explain.	2

Question Number	Acceptable Answers	Mark
1 (b)	<p>Population structure is focus so should include the age structure, gender balance. Generic points are likely to be;</p> <ul style="list-style-type: none"> • Very wide at the base / high birth rate (1) • Very 'thin' at the top / high death rate (1) • Substantial 'steps' between the cohorts (1) • More elderly women than men (1) • Recognition that structure can vary (regionally) within a country (1) <p>May also include;</p> <ul style="list-style-type: none"> • AIDS related impact on both genders so 'absent' generations • Young/youthful populations (1) because of high fertility rates (1) • High dependency ratio (1) <p>Expect at least two features to be identified (1+1) with an explanatory point for each (1+1) Explanation will include ;</p> <ul style="list-style-type: none"> • High birth rate (1) Legitimate reasons for high birth rates e.g. high infant mortality rates (1) • Relatively high death rate (1) Legitimate reasons for high death rates (1) • High infant mortality rate (1) Legitimate reasons for high infant mortality rates (1) • Legitimate reasons for gender differences e.g. differences in life expectancy (1) because of HIV/AIDS (1) • Legitimate reasons for impact of AIDs (1) government attitudes/poverty etc. (1) <p>Max 2 if no/inappropriate country has been identified</p> <p>Max 3 for a list</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>Or</p> <p>(1+1+1)+1</p> <p>Or</p> <p>(1+1)+1+1</p>

Question Number	Indicative content	
1 (c)	<p>Global population is predicted to rise but at varying rates. The rate peaked in the 1980s and has been slowing since largely because of falling fertility rates in many developing countries but most notably China (and to a lesser extent India).</p> <p>Focussing on difficulties of prediction might include;</p> <ul style="list-style-type: none"> • Much depends on economic trends – relationship between fertility rate and GDP per capita • Not easy to predict future of Africa where FR remains high in many countries • Death rate changes also unpredictable with ageing populations and problems that this causes • Which in turn may change attitudes of governments e.g. Singapore’s reversal from anti- to pro-natal • Allow possibility of pandemics • Many variables to consider – therefore a difficult idea/concept <p>Better answers will provide data and detail to support points.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response identifies one reason for difficulty. Limited details on nature of changes – perhaps a mention of birth rates. Explanation likely to be a simple statement but very much ‘one never knows’ level of analysis. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response refers to two reasons for difficulty at least one of which is tied to a determining variable such as birth/fertility rate and has some details on nature of problem. The response uses at least one example with some detail. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response refers to several difficulties drawn from both birth and death rate predictions and offers good details of why this is problematic. Illustration of the problem is detailed. Examples are used with some detailed description. Clear structure and well communicated with mostly sound use of geographical terminology.

Question number	Correct Answer	Reject	Mark
2 (a)	Very variable (1) Use of data to identify a variation (1) Example of countries if used in a 'comparative' context e.g. Netherlands has the highest / Portugal has the lowest (1) inversely related to landfill (1)	Answers which focus on landfill or incineration. Answers which explain.	2

Question Number	Acceptable Answers	Reject	Mark
2 (b)	<p>Max 2 if 'fossil fuels' or if no non-renewable resource has been named.</p> <p>Global variation explained by:</p> <ul style="list-style-type: none"> • Size of population (1) details through data (1) • Idea of greater wealth/more developed / high GDP etc.(1) details of consumption – e.g. car ownership (1) • Price /supply - i.e. 'if you have it you use more' (1) • Other resources are used instead (1) example of same (1) e.g Iceland has geothermal energy (1) which means that it uses less oil (1) • Rising population / population growth (1) • Government policy (1) extension through example (1) • Use of data to support (1) <p>No mark for just naming a country – must be used in context.</p>	Details of global supply	<p>4</p> <p>(1+1+1)+1</p> <p>Or</p> <p>(1+1) + (1+1)</p>

Question Number	Indicative content	
2 (c)	<p>This may be based on case study(ies) but a generic response is perfectly acceptable – the most popular is likely to be the 'hydrogen economy' but expect others including a wide range of 'renewables in the context of energy especially. Allow a wide range but expect the best answers to include a development that might legitimately be regarded as 'new' technology.</p> <ul style="list-style-type: none"> • Hydrogen might replace oil but major issues in terms of both infrastructure, costs and safety • Development of better electricity transmission might allow major development of solar power in Maghreb Africa for export thus replacing fossil fuels • On-going development of algae as second-generation bio-fuels as substitute for oil • Further development in the technology of geo-thermal energy 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>Response identifies one legitimate renewable resource. No details on new technology. Explanation likely to be a simple statement that one can replace the other.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	3-4	<p>Response refers to two legitimate renewable resources of which one is implicitly dependent on 'new' technology. The response develops at least one example with some detail and shows how it can resolve resource shortages.</p> <p>Some structure and clearly communicated but with limited use of geographical terminology.</p>
Level 3	5-6	<p>Response refers to several ways of developing renewable resources. New technology is specifically discussed. Strong links with how this helps resolve resource shortages. Examples are used with some detailed description. Possibility of an evaluative comment, addressing the 'might' in the question.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>

Question number	Correct Answer	Reject	Mark
3 (a)	<p>Overview – it has risen (1) a period of decline or growth (1) variable rate of growth (1) data to support any one point (1)</p> <p>Max 1 for details of periods of growth / decline unless supported by the correct data</p>	Answers that explain	2

Question Number	Acceptable Answers	Reject	Mark
3 (b)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) (2x 2) but also allow 3 basic points with only one developed or one basic point with a double-development.</p> <p>Depends on named TNC but likely to include;</p> <ul style="list-style-type: none"> • Headquarters in developed country (1) may name city/location (1) • Research and development may also be in developed country (1) details of same (1) notes changing world/dynamic (1) • Main operation / manufacturing/ sales in different location (1) details of same (1) notes changing world/dynamic (1) • New markets for goods (1) detail of same (1) • Outsourcing (manufacturing) to a developing country/LEDC (1) where labour costs are lower (1) <p>Max 2 if no named TNC Max 3 if only one place mentioned e.g. just focussing on outsourcing to one particular place. Extension through explanation (of 'why')</p>	<p>Answers which exclusively concentrate on why they operate in many different places with no detail of where these places are.</p>	<p>4</p> <p>(1+1)+1+1</p> <p>(1+1)+(1+1)</p> <p>(1+1+1)+1</p>

Question Number	Indicative content	
3 (c)	<p>Global institutions most likely to feature include;</p> <ul style="list-style-type: none"> • WTO – World Trade Organisation • IMF – International Monetary Fund • TNCs – Trans-national Corporations <p>Might also include;</p> <ul style="list-style-type: none"> • World Bank • United Nations <p>With exception of UN the global institutions have been strongly in favour of a more 'globalised' world supporting;</p> <ul style="list-style-type: none"> • 'Free' trade – reducing tariffs and quotas • Deregulation – removing restrictions on flow of capital • Privatisation – allowing foreign ownership of assets/resources/industry • Reducing state involvement in business and reduction of taxes <p>Command is 'examine' so expect some description, explanation with a little assessment.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response identifies one legitimate action/policy, probably tariff reduction, or one global institution. If the latter then description of role confined to 'exhortation/encouragement' without any policy identified. If former then no institution identified. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response refers to two policies/actions, at least one correctly attached to an identified global institution. The response states how this relates to globalisation but with little explanatory development. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response refers to several policies/actions designed to create a more globalised world. Role of global institutions explicitly addressed. Strong links with why policies deliver a more globalised world . Examples are used with some detailed description. Clear structure and well communicated with mostly sound use of geographical terminology.

Question number	Correct Answer	Reject	Mark
4 (a)	Very uneven (1) Africa dominates (1) A few in Asia(1) some small Pacific states (1) only Haiti in the Americas (1) None in Europe (1) None in South America (1) None in North America (1) around the equator (1) between the tropics (1) more in the northern hemisphere – or reverse (1) data/examples to support (1)	Explanations on the equator	2

Question Number	Acceptable Answers	Reject	Mark
4 (b)	<p>Depends on chosen country but likely to include;</p> <ul style="list-style-type: none"> • Comment on rate of development – slow –fast etc. (1) data to support (1) • Comment on declining sectors of the economy – e.g. decline of traditional farming (1) detail of same (1) • Comment on expanding sectors of the economy – e.g. new manufacturing or tertiary industries e.g. role of tourism (1) detail of same (1) • Comment on changing pattern of trade e.g. relationship with China (1) detail of same (1) • Comment on the pattern of income/wealth within a country (1) detail of same (1) <p>Max 2 if no named country or the named country is not in sub-Saharan Africa Max 3 if no supporting data/detail about the named country</p>		<p>4</p> <p>(1+1)+(1+1)</p> <p>(1+1+1)+1</p> <p>1+1+(1+1)</p>

Question Number	Indicative content	
4 (c)	<p>The likely contrast will be between urban core areas and the rural periphery but allow any legitimate contrast. Reasons will depend on examples used but will be likely to include;</p> <ul style="list-style-type: none"> • Different resource endowment • Climatic constraints/advantages • Hazards or lack of same • Remoteness and access issues or inverse • Different employment structures with some in the ascendancy (e.g. finance and business services) whilst others are in decline (primary sector e.g. mining and/or agriculture) • This might lead to further spirals of growth and decline – multiplier/cumulative causation • Migration from poor to rich regions will accelerate decline • Government policies may exacerbate regional disparities 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response identifies one reason, probably climate or physical geography. Limited development beyond a simple statement that this leads to differences because life is 'harder' in one area than another. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response describes two factors, at least one correctly attached to a legitimate impediment to economic development. Some identifiable locational details. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response refers to several factors that might lead to different economic performance. Strong links with why these impediments/advantages deliver regional variations. Examples are used with some detailed description. Clear structure and well communicated with mostly sound use of geographical terminology.

Question number	Correct Answer	Reject	Mark
5 (a)(i)	Very uneven (1) identifies areas of greater than average (1) identifies areas of below average (1) data to support any one of above points (1) few areas above the average (1) recognises variations within a region (1)	All explanations	2

Question Number	Acceptable Answers	Reject	Mark
5 (a)(ii)	Outline one so expect one basic point (1) and a development (1) Many rural areas not well-enough connected (1) example of same (1) Many major companies in London etc. (1) so high demand for IT support there but not elsewhere (1) more opportunities in the tertiary and/or quaternary sector (1) Centres of international business (TNCs) in some urban areas but not others (1) example of same Areas near universities (1) providing a supply of skilled labour (1) Idea of inward investment/better infrastructures (1) with development (1)	Reasons that don't relate to IT jobs or relate to the distribution shown on Figure 5	2

Question Number	Indicative content	
5 (b) QWC i,ii,iii	<p>A case study led question – details depend on ‘named’ urban region but likely to have a number of common features:</p> <ul style="list-style-type: none"> • Focus is on environmental impacts (on any scale) • Deindustrialisation likely to some negative impacts in first instance – wasteland, toxic residue, dangerous sites for wildlife • ..but also reduction in air pollution, reduction in water pollution and waste production • Economic diversification is likely to ‘clean-up’ the environment replacing secondary industry with inherently less polluting activities e.g. retail, new housing developments, hi-tech industry • Which will further improve air and water quality • Some attempts might ne made to ‘green’ the environment with more open space and parkland 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response identifies one impact of either deindustrialisation on diversification. Limited details on nature of impact and may just be generalised ‘change’. Explanation likely to be a simple statement –‘it was cleaner’ or similar. Examples are not used beyond named places. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response identifies and describes two impacts of changes and has some details of the processes. The response uses at least one example with some detail. Explanation is linked to environment but not developed –‘it was less polluted because air quality improved’ or similar. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	Response describes several ‘impacts’ with some good details of these changes. Explanation is detailed and may involve both positive and negative impacts on the environment or excellent details on why improvement has taken place. Examples are used with some detailed description. 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	<i>Threshold performance</i> 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	<i>Intermediate performance</i> 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	<i>High performance</i> 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.

Question number	Correct Answer	Reject	Mark
6 (a)(i)	Overview - very uneven (1) identifies areas of (rapid) increase and/or areas of little or no growth (1) data to support any one of above points (1)	All explanations	2

Question Number	Acceptable Answers	Reject	Mark
6 (a)(ii)	<p>Outline one so expect a basic point (1) and an extension (1)</p> <p>Wide range of possibles;</p> <ul style="list-style-type: none"> • Out-migration (1) for jobs (1) or education (1) • Lower rate of natural increase (1) because of older population (1) • Comparative idea as in fewer opportunities in rural areas (1) than in cities (1) • Idea of isolation (1) • Decline in services (1) with development (1) • Rise in second home ownership (1) so local (first-time buyers) cannot afford to live there (1) 	Areas of decline	2

Question Number	Indicative content	
6 (b) QWC i,ii,iii	<p>Focus is on population changes – can be between or within UK urban areas.</p> <p>The main features have been;</p> <ul style="list-style-type: none"> • The fall and rise of London • The decline of many other industrial cities, especially in the north and midlands e.g Newcastle, Liverpool • The rise of medium sized urban areas in southern England e.g. Swindon, Reading etc. • The hollowing out of many older city centres • The regeneration/reurbanisation of some with rebranding from the 80s onwards. <p>Largely driven by</p> <ul style="list-style-type: none"> • De-industrialisation of Victorian cities and... •the degree to which they have been able to compensate with the development of other industries. • The role of the state e.g. urban regeneration programmes – Thames Gateway, Docklands, Salford quays etc. • Role of migration both national and international 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response attempts to describe one aspect of changing urban geography but with little accuracy or detail. Understanding of processes limited, probably to a single statement. Examples are not used beyond named places. Limited structure and basic use of geographical terminology.
Level 2	4-6	The response describes at least two aspects of contrasting urban history. Some explanation offered with a little detail of how it impacted on one urban area. The response uses at least one example with some detail. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	The response shows good understanding range of contrasting urban population histories. Links between demographic changes and causes is clearly established. Examples are used with some detailed description. 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	<i>Threshold performance</i> 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	<i>Intermediate performance</i> 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	<i>High performance</i> 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.

Question number	Correct Answer	Reject	Mark
7(a)(i)	Very uneven (1) identifies areas of greater than average and/or areas of below average as a proportion – most likely is a central Africa having the highest percentages (1) detail (named country or countries) or data to support any one of above points (1)	All explanations Absolute comparisons	2

Question Number	Acceptable Answers	Reject	Mark
7 (a)(ii)	Suggest one so expect a basic point (1) with an extension (1) Varying levels of rural push factors (1) example of same – e.g. lack of access to land, rural poverty etc. (1) Varying rates of population increase (1) reasons for same e.g. different levels of poverty (1) Varying rates of civil disturbance/political stability (1) example of same (1) Relative GDP/idea of 'more developed' (1) impacting on ability to deal with rapid rate of urban growth (1) Government policy (1) detail of same (1) Any other legitimate point (1) developed(1)	Anything that focuses on population growth in general	2

Question Number		
7 (b) QWC i,ii,iii	<p>Depends on chosen examples but expect a range of differences described that are convincingly linked to contrasting processes.</p> <p>May include;</p> <ul style="list-style-type: none"> • Different significance of manufacturing • Different significance in finance and business services • Different significance of quaternary/education sector • Differences in in informal economy and levels of regulation <p>Reasons for differences will include;</p> <ul style="list-style-type: none"> • Stage of development idea • Government policies • Globalisation and its impacts 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes a difference with a little detail. Explanation is limited to a statement as in 'they are richer/more developed'. Examples are not used beyond named places. Limited structure and basic use of geographical terminology.
Level 2	4-6	The response describes at least two differences, one with some detail/data. Explanation links difference to process as in 'therefore...so'. The response uses at least one example with some detail. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	The response contrasts megacities in several ways which are developed with good detail and a clear link to reasons for these differences. Examples are used with some detailed description. 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	<i>Threshold performance</i> 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	<i>Intermediate performance</i> 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	<i>High performance</i> 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.

Question number	Correct Answer	Reject	Mark
8 (a)(i)	Very uneven (1) identifies areas of greater than average and/or areas of below average (1) data/detail to support any one of above points (1)	All explanations	2

Question Number	Acceptable Answers	Reject	Mark
8 (a)(ii)	<p>Response may, but does not have to, link to broadband connectivity.</p> <p>Outline one so expect a basic point (1) with an extension (1)</p> <p>Link to population size (1) with development of 'why'(1)</p> <p>Tourist honeypots/hotspots (1) consequences e.g. better connections (1)</p> <p>Not enough demand (1) because thinly populated (1)</p> <p>Physical constraints/mountains/extreme weather (1) consequence of this (1)</p> <p>Not enough demand (1) so not profitable (1)</p> <p>Distant from markets (1) so higher costs (1)</p> <p>Idea of poor accessibility (1) as a result of (1)</p> <p>Any other legitimate reason (1) detail of same (1)</p>	Impacts of poor connectivity	2

Question Number	Indicative content	
8 (b) QWC i,ii,iii	<p>The different groups are likely to be:</p> <ul style="list-style-type: none"> • Non-governmental organisations (NGOs). • Intergovernmental organisations (IGOs) • National governments • Local community groups <p>Accept different interpretations of 'role' (e.g. from 'to make life better' idea to the specific role/actions of a particular group)</p> <p>Contrasting roles and issues are likely to be;</p> <ul style="list-style-type: none"> • Different types of rural aid project • Top-down projects • Bottom up projects • Leakage of development aid • Inappropriate choices 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response identifies one group or project. Link with development is a project but 'role' is not addressed. Examples are not used beyond named places. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response identifies at least two different groups or projects, with variable detail, but with some limited explanation of how these groups have tried to improve quality of life and rural opportunities. The response uses at least one example with some detail. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	7-8	Response describes the actions of at least two groups or projects which are contrasted in terms of methods with good explanatory links to how these have impacted on rural areas. Examples are used with some detailed description. 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	<i>Threshold performance</i> 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	<i>Intermediate performance</i> 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	<i>High performance</i> 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.

