

# Mark Scheme (Results)

## Summer 2008

IGCSE

### IGCSE Geography (4370/2H)

## Unit 4370 Paper 2H

### 1. Water

Question Number	Answer	Mark
1(a)(i)	Credit 1 mark per valid point (basic effect or data): e.g. discharge peak; <ul style="list-style-type: none"> <li>• time lag;</li> <li>• 9 August;</li> <li>• 48 hrs</li> </ul> <div style="text-align: right;">(2 x 1)</div>	1 1 1 1 (2)

Question Number	Answer	Mark
1(a)(ii)	Credit each measurement with 1 mark: <ul style="list-style-type: none"> <li>• Stream depth;</li> <li>• stream width;</li> <li>• CSA;</li> <li>• velocity</li> <li>• rainfall</li> </ul> <div style="text-align: right;">(3 x 1)</div> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Discharge formula or automatic water level monitoring only = maximum 2 marks.</li> <li>• 1 mark maximum for rainfall and discharge only</li> </ul>	1 1 1 1 1 1 (3)

Question Number	Answer	Mark
1(a)(iii)	1 mark for correct answer. <ul style="list-style-type: none"> <li>• Valid definition e.g. area a stream drains</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Can be outline</li> <li>• Accept drainage basin</li> </ul>	1 (1)

Question Number		
1(a)(iv)		
Level	Mark	Descriptor
Level 1	1-2	expect graph reading i.e. impermeable/permeable noted; discharge differences identified. L1+ for pattern and rock nature associated.
Level 2	3-4	expect process. Explanation of at least how one of rock types leads to discharge pattern e.g. permeability and low, flat discharge.

Question Number	Answer	Mark
1(b)	<p>2 marks for each explanation. 1 mark for stated impact in each case and 1 mark for explanation.</p> <p>1<sup>st</sup> mark for stated impact</p> <ul style="list-style-type: none"> <li>e.g. 1. urban land increases discharge</li> <li>e.g. 2. vegetation lowers discharge</li> </ul> <p>2<sup>nd</sup> mark for explanation/development</p> <ul style="list-style-type: none"> <li>e.g. 1. impermeability of</li> <li>e.g. 2. transpiration; interception - i.e. process not 2<sup>nd</sup> stated impact.</li> </ul> <p>(2 x 2)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(4)</p>

Question Number		
1(c)		
Level	Mark	Descriptor
Level 1	1-2	expect short list of ways (e.g. spillways; embankments)
Level 2	3-4	expect long list or some description of one named scheme or ways merely exemplified L2 max if coastal flooding defences/control addressed
Level 3	5-6	expect full description of one named scheme or details of a 2 <sup>nd</sup> scheme or a case study of flood defences in a named area

(Total 20 marks)

## 2. Hazards

Question Number	Answer	Mark
2(a)(i)	1 mark for correct answer. <ul style="list-style-type: none"> <li>• moderate</li> </ul>	1 (1)

Question Number	Answer	Mark
2(a)(ii)	1 mark for correct answer - see below. Credit any valid region <ul style="list-style-type: none"> <li>• e.g. California;</li> <li>• Indonesia;</li> <li>• or smaller (e.g. Kobe)</li> </ul>	1 1 1 (1)

Question Number	Answer	Mark
2(a)(iii)	2 marks for correct explanation - see below. Maximum 2 marks. <ul style="list-style-type: none"> <li>• more energy/force/power/vibration;</li> <li>• covers bigger area;</li> <li>• impact of high-energy quakes;</li> </ul>	1 1 1 (2)

Question Number	Answer	Mark
2(b)(i)	2 marks for valid definition - see below. <ul style="list-style-type: none"> <li>• Valid definition i.e. point on Earth's surface above origin</li> </ul> Notes <ul style="list-style-type: none"> <li>• Partial definition = 1 mark.</li> <li>• E.g. centre of quake, focus defined</li> </ul>	2 1 (2)

Question Number	Answer	Mark
2(b)(ii)	1 mark for relationship from Figure 2(b) stated and 1 mark for development/example - see below. Maximum 4 marks. 1. <ul style="list-style-type: none"> <li>• relationship from fig 2b stated = 1;               <ul style="list-style-type: none"> <li>• e.g. worst closest;</li> <li>• e.g. structural damage declines;</li> </ul> </li> <li>• 2<sup>nd</sup> mark for development/examples/details in each case</li> </ul> 2. <ul style="list-style-type: none"> <li>• rural/urban</li> <li>• soft materials</li> <li>• 2<sup>nd</sup> mark for development/examples/details in each case</li> </ul>	1 1 1 1 (4)

Question Number		
2(c)		
Level	Mark	Descriptor
Level 1	1-2	expect stating/description of prediction/preparation techniques e.g. drills; technology; building design
Level 2	3-4	expect attention to how evacuations/better designed buildings... reduce impact (e.g. buildings stay up and save lives). Expect named example for L2+ (4 marks)

Question Number		
2(d)		No credit for naming hazard but expect impacts relevant to hazard.
Level	Mark	Descriptor
Level 1	1-2	expect short list of direct and immediate effects, perhaps generic (e.g. death toll; crops ruined)
Level 2	3-4	expect either long list of direct and immediate effects or description of some of former or reference to indirect and longer term effects. (e.g. water/gas, cuts → unemployment/ disease...)
Level 3	5-6	expect either case study-style knowledge, perhaps related to one named hazard event or thorough description of a range of relevant but generic impacts, including indirect and longer term effects.

(Total 20 marks)

### 3. Production

Question Number	Answer	Mark
3(a)(i)	<p>1 mark for each correct answer - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>identifying fossil fuels e.g. coal/gas/oil;</li> <li>1 mark for data i.e. 74 - 75% versus 5%.</li> </ul> <p>(2 x 1)</p>	<p>1 1 (2)</p>

Question Number	Answer	Mark
3(a)(ii)	<p>1 mark for each answer from any of the following - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>identifying renewable fuels e.g. wind;</li> <li>valid definition;</li> <li>application to wind or other renewable source;</li> </ul> <p>(2 x 1)</p>	<p>1 1 1 (2)</p>

Question Number	Answer	Mark
3(a)(iii)	<p>1 mark for each correct answer - see below. Maximum 2 marks.</p> <p>Expect</p> <ul style="list-style-type: none"> <li>less CO<sub>2</sub> /polluting emissions ;</li> <li>CO<sub>2</sub> a greenhouse gas/traps heat</li> </ul> <p>(2 x 1)</p>	<p>1 1 (2)</p>

Question Number	Answer	Mark
3(b)	<p>1 mark for each correct answer - see below for notes and examples. Maximum of 3 marks for listing factors (3 x 1). Maximum 4 marks for developed answer.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> <li>more cars</li> <li>rising incomes</li> </ul> <p>Notes</p> <p>Expect at least one developed reason for max and implicit in response that rise continuous and to do with prosperity/economic development.</p>	<p>1 1 (4)</p>

Question Number		
3(c)		
Level	Mark	Descriptor
Level 1	1-2	expect advantages of nuclear stated e.g. guaranteed; no carbon emissions
Level 2	3-4	expect development into argument e.g. not import-dependent; carbon emissions serious issue... May identify disadvantages e.g. safety but L2+ (4 marks) then requires evaluation i.e. advantages outweigh disadvantages

Question Number		
3(d)		
Level	Mark	Descriptor
Level 1	1-2	expect broad issues of pollution, renewables, efficiency, importing ... identified. May refer to energy mix idea or make a statement about sustainability.
Level 2	3-4	expect 2-3 key issues to be explicit and related to sustainability e.g. global warming; resource conservation; new technologies; cutting and switching fuels
Level 3	5-6	expect a range (2-3) of issues to be developed/reasoned into a policy statement. Expect a clear idea of a sustainable future to be evident.

(Total 20 marks)

#### 4. Development

Question Number	Answer	Mark
4(a)(i)	<p>2 marks for valid and full definition e.g.</p> <p style="text-align: right;">total value of production within a country in a year = 2 marks</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Partial and broad understanding e.g. value of production; income of a country; GNP/GDP confused = 1 mark</li> <li>• What GDP an abbreviation of = 0 marks</li> </ul>	<p style="text-align: right;">2</p> <p style="text-align: right;">1</p> <p style="text-align: right;">0</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
4(a)(ii)	<p>1 mark for each correct answer (points-based) - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• maximum of 1 mark for individual country changes e.g. rise of China; Germany drops from 3<sup>rd</sup> to 8<sup>th</sup></li> <li>• For maximum marks expect generalisation e.g. fall of present G8; 4 E7 countries in top 8 by 2050</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<p style="text-align: right;">1;1</p> <p style="text-align: right;">2</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
4(b)	<p>3 marks for each chosen topic - see below. 1 mark for clarifying factor and 2 marks for explanation. Maximum 6 marks.</p> <ul style="list-style-type: none"> <li>• For each choice, allocate 1 mark to clarifying the factor e.g. meaning of, for example, freer trade in 2</li> <li>• 1 - 2 further marks for explanation of a process e.g. how freer trade allows for more exports which means more production possible</li> </ul> <p style="text-align: right;">(2 x 3)</p>	<p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">(6)</p>



Question Number	Answer	Mark
4(c)	<p>2 marks for description and then 2 marks for reason - maximum 4 marks.</p> <p>Description of change - maximum 2 marks</p> <ul style="list-style-type: none"> <li>• rapid urban income rise;</li> <li>• slower rural rise</li> <li>• Ensure both urban and rural addressed for maximum 2 marks</li> </ul> <p>Reasons - maximum 2 marks</p> <ul style="list-style-type: none"> <li>• urban industrialisation;</li> <li>• full developed explanation needed for maximum 2 marks</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>• Maximum 2 marks for reasons also if 2<sup>nd</sup> valid but outline reason offered e.g. rural de-population</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>(4)</p>

Question Number		
4(d)		
Level	Mark	Descriptor
Level 1	1-2	expect some clarification of HDI's meaning e.g. quality of life indicators. Expect broad understanding nature of HDI
Level 2	3-4	expect some comparing of HDI and GDP (i.e. economic output/monetary v. social/human measures). Expect some detailed knowledge of make-up of HDI. Contrast between what GDP measures and what HDI measures to be clear
Level 3	5-6	expect GDP shortcomings and HDI "superiority" to be explicit. Examples may be evident. Explicit ideas like daily lives of ordinary people and govt. spending priorities paramount.

(Total 20 marks)

## 5. Migration

Question Number	Answer	Mark
5(a)(i)	<p>2 marks for correct use of terms - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>Credit each valid flow linked to correct term e.g. emigrate from Africa (1) → Spanish immigration (1)</li> </ul> <p>(2 x 1)</p>	<p>2</p> <p>(2)</p>

Question Number	Answer	Mark
5(a)(ii)	<p>1 correct answer from any of the following. 1 mark for each valid obstacle - maximum 2 marks.</p> <ul style="list-style-type: none"> <li>Distance;</li> <li>No cash;</li> <li>crowded boat;</li> <li>dangers at sea;</li> <li>getting lost;</li> </ul> <p><b>Note</b> Accept fears once arrived/perceptions for 1 mark</p> <p>(2 x 1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(2)</p>

Question Number	Answer	Mark
5(a)(iii)	<p>3 marks for each chosen topic - see below. 1 mark for identification and 2 marks for explanation. Maximum 6 marks.</p> <p>In each case, 1 mark per identification of factor</p> <ul style="list-style-type: none"> <li>e.g. drought = push factor with 2 marks for explanation of its role in encouraging the migration in question e.g. drought leads to poor crops. Hence, rural poverty and hunger so search for better life</li> </ul> <p><b>Note</b> for max (i.e. 3 marks) ensure explanation relates to specific migration. Maximum of 2 marks if generic. Cap of 4 if LEDC/MEDC uncertain, or no flow implicit.</p> <p>(2 x 3)</p>	<p>1</p> <p>1</p> <p>(6)</p>

Question Number	Answer	Mark
5(b)	<p>1 mark for each correct answer - see below for notes and examples. Maximum of 4 marks.</p> <p>1 mark for valid reaction e.g.</p> <ul style="list-style-type: none"> <li>• happy to let them go;</li> <li>• don't know;</li> <li>• indifferent;</li> <li>• keen to stop them;</li> </ul> <p><b>Note</b> Award 2 marks if more complex reaction e.g. ambivalence</p> <p>'Why' part of question = 2 - 3 marks.</p> <ul style="list-style-type: none"> <li>• Award 1 mark per stated reason with 2nd mark if reason developed.</li> <li>• Ensure reasons relate to stated reaction.</li> </ul> <p><b>Notes</b> Max of 2 out of 4 marks if reaction not at least implicit.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(4)</p>

Question Number		
5(c)		
Level	Mark	Descriptor
Level 1	1-2	expect vague, generalised policy description e.g. control numbers; easy to enter; only skilled people
Level 2	3-4	expect candidate to develop one aspect of question i.e. actual policy statement or address both sides superficially e.g. EU member country. Expect country named.
Level 3	5-6	expect candidate to develop both aspects of question. Expect clear policy statements and at least one developed reason, preferably two.

(Total 20 marks)

## 6. Urban Environments

Question Number	Answer	Mark
6(a)(i)	<p>1 mark for each correct answer from any of the following - see below. 1 mark reserved for definition/clarification of rural-urban fringe and 2 marks for points of evidence. Maximum 3 marks.</p> <p>Point mark with 1 mark for definition/clarification of rural-urban fringe</p> <p>2 marks for points of evidence e.g.</p> <ul style="list-style-type: none"> <li>• green field site;</li> <li>• outer suburbs;</li> <li>• or one justified piece of evidence;</li> </ul>	<p>1 1 1</p> <p>(3)</p>

Question Number	Answer	Mark
6(a)(ii)	<p>1 mark for correct term.</p> <ul style="list-style-type: none"> <li>• Accept green field; green belt;</li> </ul>	<p>1</p> <p>(1)</p>

Question Number	Answer	Mark
6(a)(iii)	<p>1 mark for each correct answer - see below. Maximum of 4 marks.</p> <p>Credit lists of valid factors up to maximum of 3 e.g.</p> <ul style="list-style-type: none"> <li>• road access;</li> <li>• space;</li> <li>• attractive environment;</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• expect explanation for maximum marks i.e. 2 -3 factors developed as direct response.</li> </ul>	<p>(4)</p>

Question Number	Answer	Mark
6(a)(iv)	<p>1 mark for each correct type of development - see below. Maximum 2 marks.</p> <p>Credit valid land users for RUF greenfield sites e.g.</p> <ul style="list-style-type: none"> <li>• distributors;</li> <li>• supermarkets;</li> <li>• housing;</li> </ul> <p>(2 x 1)</p>	<p>1 1 1</p> <p>(2)</p>

Question Number	Answer	Mark
6(a)(v)	<p>1 mark for each correct answer - see below. Maximum of 4 marks.</p> <p>Allocate 2 marks to conflict with residents and 2 marks to conflict with environmentalists.</p> <p>In each case:</p> <ul style="list-style-type: none"> <li>• conflict outlined e.g. building on unspoilt countryside</li> <li>• conflict developed/explained</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>• Responses not showing conflict with named developer limited to 2 x 1.</li> <li>• No mark for identifying developer either explicitly or implicitly but responses not making the two conflicting parties clear (2 x 1)</li> </ul>	<p>1</p> <p>2</p> <p>(4)</p>

Question Number		
6(b)		
Level	Mark	Descriptor
Level 1	1-2	expect a shortlist of basic "do's and don'ts" perhaps linked to previous question e.g. stop urban sprawl/keep greenfield sites; maintain green belt
Level 2	3-4	expect some development of challenges faced and/or some reference to range of urban managers involved i.e. politicians, developers
Level 3	5-6	expect realisation that RUF is dynamic and pressured area and part of whole city-region for planning e.g. developing brownfield sites relieves RUF pressures. Expect concept of urban manager clarified and at least two challenges they face explained.

(Total 20 marks)

Total for Section A: 120 marks

## 7. Fragile Environments

Question Number	Answer	Mark
7(a)(i)	<p>1 mark for each correct answer from any of the following - see below. Maximum 2 marks for full definition.</p> <ul style="list-style-type: none"> <li>• Award full marks = loss of vegetation cover/little or no plant growth</li> <li>• 1 mark = partial definition or mere interpretation of term i.e. spreading deserts; desert enlarges</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<p>2</p> <p>1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
7(a)(ii)	<p>2 marks for full definition of difference - see below. Maximum 2 marks.</p> <p>Accept valid definitions of:</p> <ul style="list-style-type: none"> <li>• drought i.e. little or no rainfall over a period. (1)</li> <li>• unreliable rain fall i.e. rains but irregular/uncertain/dry and wet spells (1)</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Clear distinction - maximum marks</li> <li>• Distinction present but vague - 1 mark</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<p>1</p> <p>1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
7(a)(iii)	<p>1 mark for each correct answer - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• 2 marks = full statement e.g. drought-intermittent rivers or refers to permanent rivers (e.g. the greater the rainfall the more permanent the rivers)</li> <li>• 1 mark = partial statement (e.g. illustration only; direct lift from Fig 7a)</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<p style="text-align: right;">(2)</p>

Question Number		
7(b)(i)		
Level	Mark	Descriptor
Level 1	1-2	expect Fig. 7b ideas undeveloped e.g. poverty; population increase; deforestation. Factors stated only.
Level 2	3-4	expect development of at least one offending human activity described (e.g. overgrazing). Expect some link to soil erosion/desertification outcome.
Level 3	5-6	expect at least 2 such activities (e.g. overgrazing; deforestation) described and explained as causes/processes. Expect relevance to Burkina Faso savanna(Fig. 7a). Accept overview responses i.e. people farm too much; farm badly; grow wrong crops etc... with appropriate development.

Question Number	Answer	Mark
7(b)(ii)	<p>1 mark for each correct answer from any of the following - see below. 1 mark for clarification and 2 marks for process. Maximum 3 marks.</p> <p>1 mark for each of:</p> <ul style="list-style-type: none"> <li>• clarification of meaning of soil erosion</li> <li>• no soil therefore no plants idea/loss of fertility</li> <li>• desert area or soil erosion process (e.g. wind)</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>(3)</p>

Question Number		
7(c)		
Level	Mark	Descriptor
Level 1	1-2	expect a list of measures e.g. afforestation
Level 2	3-4	expect some description, perhaps outlining of one measure in a named location. Latter required for L2+(4 marks)
Level 3	5-6	expect either a range of place-located measures outlined or a detailed case study (e.g. magic stones in Burkina Faso)

Question Number		
7(d)		
Level	Mark	Descriptor
Level 1	1-3	expect effects to be merely listed e.g. little use for farming; famine; migration
Level 2	4-6	expect ideas to be developed e.g. cycle of poverty; rural-to-urban migration. Long list of effects worthy of L2 - (4 marks). Expect description of a limited range of effects
Level 3	7-9	expect case study approach, naming areas, relating to specific communities. Response must have range and named examples

(Total 30 marks)

## 8. Globalisation

Question Number	Answer	Mark
8(a)(i)	<p>1 mark for 2 correctly marked MEDC countries</p> <ul style="list-style-type: none"> <li>Credit any two named MEDC countries e.g. USA; Japan</li> </ul> <p><b>Note</b> Accept appropriate continental names e.g. Australasia or Oceania or N America or MEDC trading blocs e.g. EU</p> <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
8(a)(ii)	<p>1 mark for each correct response. Maximum 4 marks.</p> <p>Credit all valid responses of each of the four flows e.g.</p> <ul style="list-style-type: none"> <li>A. Samsung factories in UK</li> <li>B. Asian-made goods in UK shops</li> <li>C. Chinese money in Afghanistan copper mine</li> <li>D. UK technology Kenyan flower farm</li> </ul> <p style="text-align: right;">(4 x 1)</p>	(4)

Question Number	Answer	Mark
8(a)(iii)	<p>1 mark for each correct arrow drawn. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>1. - MEDC (or NIC) → LEDC</li> <li>2. - LEDC → NIC (or MEDC)</li> </ul> <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
8(b)(i)	<p>2 marks for full definition of global shift and then further mark for explanation/example - see below. Maximum 3 marks.</p> <p>Accept the following valid definitions and examples:</p> <ul style="list-style-type: none"> <li>manufacturing (1); from MEDCs → ... (1) within valid definition;</li> <li>Reserve final mark for valid example (e.g. ships from Western Europe to South Korea; UK household appliances now made in...)</li> </ul> <p style="text-align: right;">(2 + 1 mark)</p>	<p>2 1  (3)</p>



Question Number	Answer	Mark
8(b)(ii)	<p>Maximum of 5 marks for either five distinctive stated reasons or two-three developed reasons - see below.</p> <p>Acceptable reasons:</p> <ul style="list-style-type: none"> <li>• R &amp; D/product innovation/new technologies in MEDCs;</li> <li>• MEDC GDPs higher;</li> <li>• MEDC universities/skilled professionals reputation</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>• Well-developed reason could be worth up to 3 marks.</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>(5)</p>

Question Number		
8(c)		
Level	Mark	Descriptor
Level 1	1-2	expect short list of basic factors stated e.g. profit; low labour costs
Level 2	3-4	expect either factor long list or at least two stated factors with one developed into a clear and relevant reason e.g. creation of new local markets so sales raised
Level 3	5-6	expect explanation of at least two relevant reasons e.g. poorer working conditions permissible so costs lower

Question Number		
8(d)		
Level	Mark	Descriptor
Level 1	1-3	expect clarification of interdependence and how trade links up trading partners e.g. jobs
Level 2	3-6	expect gainers and losers from trade idea introduced e.g. little fair trade; import-export prices; limited access to MEDC markets; MEDC benefits greater
Level 3	7-9	expect examples (e.g. African imports to EU) and balanced response addressing how trade both ties countries together and widens the income differences between them

(Total 30 marks)

## 9. Human Welfare

Question Number	Answer	Mark
9(a)(i)	<p>1 mark for correctly stated general relationship - see below. Maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Low HDI and low GDP pp (or vice-versa) or positive correlation</li> </ul>	<p>1</p> <p>(1)</p>

Question Number	Answer	Mark
9(a)(ii)	<p>1 mark for each correct answer - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• 1 mark - quality of life or to merely stating life expectancy and/or literacy (as per Figure 9(a))</li> <li>• For 2 marks - expect broader picture of QOL i.e. daily life conditions of ordinary people</li> </ul>	<p>1</p> <p>2</p> <p>(2)</p>

Question Number	Answer	Mark
9(a)(iii)	<p>1 mark for each correct HDI indicator - see below. Maximum 2 marks.</p> <ul style="list-style-type: none"> <li>• Credit any two valid social/human welfare indicator (other than life expectancy; literacy) <ul style="list-style-type: none"> <li>• e.g. doctors per 1000 people.</li> <li>• Birth rate</li> <li>• Number of people with qualifications</li> </ul> </li> </ul> <p>(2 x 1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>(2)</p>

Question Number	Answer	Mark
9(a)(iv)	<p>1 mark for each correct response - see below. Points based marking. Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• Reserve up to 2 marks to ideas of: <ul style="list-style-type: none"> <li>• GDP provides resources/affordability</li> <li>• HDI depends on facilities/equipment</li> </ul> </li> <li>• Allocate further 2 marks to government spending priority idea</li> <li>• And an example of facility/spending (e.g. hospital building)</li> </ul> <p>(4 x 1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(4)</p>

Question Number	Answer	Mark
9(a)(v)	<p>1 mark per valid but distinctive reason (perhaps brief i.e. factors) - see below. Maximum 2 marks.</p> <p>Credit valid reasons: e.g.</p> <ul style="list-style-type: none"> <li>• small army</li> <li>• spends a lot on schools</li> <li>• spends a lot on GDP health care</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<p>1 1 1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
9(b)	<p>1 mark for each correct response - see below. Maximum 4 marks.</p> <p>Comparisons should include:</p> <ul style="list-style-type: none"> <li>• a comparative statement about area deprivation e.g. Woodhouse deprived/Oakwood affluent</li> <li>• 3 pieces of comparative evidence from Fig 9b - e.g. 90% of households in Oakwood have car; only 68% in Woodhouse</li> </ul> <p style="text-align: right;">(4 x 1)</p> <p><b>Notes</b> Evidence marks must be distinctive and deal with separate indicators</p>	<p>1 1;1;1</p> <p style="text-align: right;">(4)</p>

Question Number		
9(c)		
Level	Mark	Descriptor
Level 1	1-2	expect short list of valid factors, perhaps generic e.g. de-industrialisation; immigration; unskilled; cheap housing.
Level 2	3-4	expect reference to named city and either long list of tied factors or short list of tied and developed factors.
Level 3	5-6	expect case study-style approach with city knowledge. A number of explicit reasons to be evident.

Question Number		
<b>9(d)</b>		
Level	Mark	Descriptor
Level 1	1-3	expect generic, non-place-specific stated only efforts (e.g. spend money; build roads...) or outline description of 1-2 efforts. May be no sense of region evident.
Level 2	3-6	expect case-study level of knowledge of schemes/policies in named region (e.g. Auto del Strada motorway to Mezzogiorno). Expect degree of place-specificity. A large city acceptable but not a shanty town.
Level 3	7-9	expect case-study level of knowledge with focus also on welfare improvements (i.e. effects on lives e.g. jobs; better facilities...) in named region. Must be a standard region not merely a city.

(Total 30 marks)

Total for Section B: 30 marks

**TOTAL FOR PAPER: 150 MARKS**