

## Unit 1 – Mark scheme

Question number	Answer	Mark
<b>1(a)(i)</b>	<b>AO1 (1 mark)</b>	
	<ul style="list-style-type: none"> <li>Saffir-Simpson (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>1(a)(ii)</b>	<b>AO2 (2 marks)</b>	
	<p>Award <b>1</b> mark for each description of the distribution of typhoons. Maximum <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>Storms occur over the ocean/Pacific Ocean/western Pacific Ocean (1)</li> <li>Between approximately 5–25° N/north of the Equator (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
<b>1(a)(iii)</b>	<b>AO1 (1 mark)/AO2 (1 mark)</b>	
	<ul style="list-style-type: none"> <li>The map shows that the area is between the Tropics and so will have warm ocean temperatures (1) (AO2), so storms gain energy for convection (1) (AO1)</li> <li>Coriolis effect active/away from Equator/between approx. 5–25° N (1) (AO2), so generates anti-clockwise rotating storms (1) (AO1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
<b>1(b)</b>	<b>AO1 (4 marks)</b>	
	<p>Award <b>1</b> mark for identifying a reason why the impact of tropical storms will vary and a further expansion mark, up to a maximum of <b>2</b> marks each.</p> <ul style="list-style-type: none"> <li>Some storms have higher magnitude (1) so wind speeds/storm surges/rainfall are more damaging and reach further inland (1)</li> <li>Some storms rapidly lose intensity over land/occur at sea (1) so reduced wind speeds/storm surges/rainfall (1)</li> <li>Some areas are low lying/below 5 m (1) so the impacts spread further inland (1)</li> </ul>	<b>(4)</b>

Question number	Indicative content	Mark
<b>1(c)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>Social costs (deaths/injuries) are falling because:</p> <ul style="list-style-type: none"> <li>• there are more predictions, warnings, training, medical skills, technology so people can escape/fewer deaths</li> <li>• improved adaptations such as sea walls so more time to escape/find safety.</li> </ul> <p>Economic costs rising due to:</p> <ul style="list-style-type: none"> <li>• population growth, so more people are at risk, rise in living standards, living in vulnerable locations</li> <li>• climate change is occurring, so there are rising numbers of more severe hazards (particularly storms/floods).</li> </ul> <p>Both social and economic costs should be covered in the answer for full marks, but do not need to be balanced.</p>	<b>(6)</b>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>

Level	Mark	Descriptor
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Answer	Mark
<b>2(a)(i)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• Ice cores/pollen analysis/geological record (1)</li> </ul> <p>Do not allow tree rings or glacier retreat (not long term).</p>	<b>(1)</b>

Question number	Answer	Mark
<b>2(a)(ii)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Award <b>1</b> mark for each temperature trend. Maximum <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Temperatures have fluctuated between 2°C and 8°C (1)</li> <li>• Temperatures have been colder for much for the past 400 000 years (1)</li> <li>• There have been cycles of warmer then colder temperatures lasting about 60 000–110 000 years (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
<b>2(a)(iii)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Award <b>1</b> mark for identifying a reason why the temperature has changed and a further expansion mark, up to a maximum of <b>2</b> marks.</p> <p>Temperatures changed by:</p> <ul style="list-style-type: none"> <li>• Earth's orbit/eccentricity (1) moves from circle to elliptical and back over 100 000 years (1)</li> <li>• Earth's tilt/obliquity (1) alters from 24° to 21° over 24 000 year cycle (1)</li> <li>• Earth's axis wobbles/Axial precession (1) alters over 41 000 year cycle (1).</li> </ul> <p>Do not allow volcanic eruptions (unlikely to occur at these regular intervals).</p>	<b>(2)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a physical feedback mechanism and a further expansion mark, up to a maximum of <b>2</b> marks each.</p> <ul style="list-style-type: none"> <li>• Albedo effect/differential reflectivity of ice and ocean water (1) so leads to more ice melting (1)</li> <li>• Warmer atmosphere can absorb more water vapour (1) resulting in more heat being held in as water vapour is a potent greenhouse gas (1)</li> <li>• Methane released by melting permafrost/frozen hydrates (1) so allows powerful greenhouse gases to escape to add to greenhouse effect (1)</li> </ul> <p>Accept explanations of other appropriate feedback mechanisms.</p> <p>Question asks for "reinforces" so do not allow changes that reduce warming.</p>	<b>(4)</b>

Question number	Indicative content	Mark
<b>2(c)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• accuracy of past climate records is disputed because earlier records are often based on proxies such as diaries/paintings/grape harvests etc. which may have other interpretations</li> <li>• pollen and tree ring data is questioned because it may be contaminated by disease or insect attack, and is very localised</li> <li>• IT technology and precision are improving over time so comparison with past records cannot be made with confidence</li> <li>• likewise, siting of weather stations has not always been appropriate, which undermines confidence.</li> </ul>	<b>(6)</b>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>

Level	Mark	Descriptor
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Answer	Mark
<b>3(a)(i)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• <b>D</b> The gap between the world and East Asia is decreasing (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>3(a)(ii)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Award <b>1</b> mark per comparison of regions (both regions must be mentioned) and a further mark for accurate use of data to support comparison.</p> <ul style="list-style-type: none"> <li>• World GDP per capita (PPP) has grown steadily but Sub-Saharan Africa has seen only a very small increase (1). Supported by accurate use of data (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
<b>3(a)(iii)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• North America (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>3(a)(iv)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Award <b>1</b> mark for identifying a reason for a change in East Asia's GDP per capita (PPP) and a further expansion mark, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Low wages/skilled work force (1) so has encouraged outsourcing by TNCs for manufacturing (1)</li> <li>• Improved transport links (air, containership) (1) so allows growth of trade (1)</li> <li>• Investment in infrastructure/education (1) so has enabled shift into more profitable business (1)</li> <li>• More flexible trade rules (1) have enabled more freedom to international business (1)</li> </ul> <p>Accept any other appropriate reasons.</p>	<b>(2)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO1 (3 marks)</b></p> <p>Award <b>1</b> mark for identifying a way national governments encourage globalisation and a further <b>2</b> expansion marks, up to a maximum of <b>3</b> marks.</p> <p>National governments encourage globalisation by:</p> <ul style="list-style-type: none"> <li>• membership of trade blocs/other international organisations (1) which facilitate trade (1) so encouraging movement of people/ideas/money (1)</li> <li>• allowing migration (economic/refugees) (1) so builds links, whether past (post-colonial) or present (1) and sending of remittances/cultural exchange (1).</li> </ul> <p>Accept any other appropriate ways national governments encourage globalisation.</p>	<b>(3)</b>

Question number	Indicative content
<b>3(c)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• consequences for workers can be positive: job opportunities with TNCs which invest, e.g. Pfizer in Cambridge, which result in higher wages, training, research and development</li> <li>• tax revenues increase so multiplier effect benefits workers: increased government spending in education/infrastructure/housing</li> <li>• or negative: jobs outsourced to locations with lower cost/lower health and safety standards so unemployment rises</li> <li>• international immigration keeps wages lower and reduces job availability. Money may leave country as wages are repatriated, reducing local spending in shops/services. De-multiplier effect.</li> </ul>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>



Level	Mark	Descriptor
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Answer	Mark
<b>4(a)(i)</b>	<b>AO2 (1 mark)</b>	
	<ul style="list-style-type: none"> <li>• Asia (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>4(a)(ii)</b>	<b>AO2 (1 mark)</b>	
	<ul style="list-style-type: none"> <li>• <b>D</b> The rate of population growth is fastest in Africa (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>4(a)(iii)</b>	<b>AO1 (4 marks)</b>	
	<p>Award <b>1</b> mark for identifying a reason for rapid population growth and a further expansion mark, up to a maximum of <b>2</b> marks each.</p> <ul style="list-style-type: none"> <li>• Families have large numbers of children (1) to work/fetch water/care for older people (1)</li> <li>• Limited availability of contraception/limited education of girls (1) so fertility rates are high (1)</li> <li>• Increased vaccination programmes/medical care (1) so longer life expectancy/decreased child mortality (1)</li> </ul> <p>Accept any other appropriate reasons.</p>	<b>(4)</b>

Question number	Answer	Mark
<b>4(b)</b>	<p style="text-align: center;"><b>AO1 (3 marks)</b></p> <p>Award <b>1</b> mark for identifying a way technology can help reduce pressure on energy resources and a further <b>2</b> expansion marks, up to a maximum of <b>3</b> marks.</p> <p>Pressure on energy resources reduced by:</p> <ul style="list-style-type: none"> <li>• development of renewable energy (1) uses infinite supplies of wind/sun (1) so reduces use of fossil fuels (1)</li> <li>• development of nuclear technology (1) has increased availability of electricity (1) so reduces the need for electricity generating power stations (1)</li> <li>• more efficient car engines/hybrids (1) use electricity generated by renewables (1) so reduces use of petrol/diesel. (1)</li> </ul>	<b>(3)</b>

Question number	Indicative content
<b>4(c)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>Malthus’s view was that whilst population increases geometrically, resources (food) only grow arithmetically.</p> <p>Not correct:</p> <ul style="list-style-type: none"> <li>• massive increases in global population have occurred but the war, disease and famine predicted by Malthus have not always resulted</li> <li>• increased food production has occurred due to mechanisation/use of fertilisers so food shortages have not occurred.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• food riots linked to shortages and high prices suggest overpopulation is occurring in some areas</li> <li>• global warming/water shortages are indications of overuse of resources as Malthus predicted.</li> </ul> <p>Credit extended points and use of examples.</p>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>

Level	Mark	Descriptor
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Indicative content
<b>5(a)</b>	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (5 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• opinions about mitigation vary due to concerns about increased costs and loss of profits if mitigation methods are implemented</li> <li>• opinions about mitigation vary because some take a longer-term view than others</li> <li>• opinions about mitigation vary due to experience of the effects of climate change.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• some MEDC governments such as the UK prioritise short-term political expediency such as reducing electricity bills over long-term goals that mitigate climate change</li> <li>• as Secretary-General of the United Nations, Ban Ki-moon takes a holistic long-term view about the importance of mitigation, regarding economic costs of renewable energy as unavoidable given the scale of human impacts</li> <li>• poor people in Uganda have no option (particularly the poorest in rural and urban areas) so continue to burn wood/charcoal.</li> </ul>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge. (AO1)</li> <li>• Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1)</li> <li>• Applies knowledge and understanding to geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding to geographical information/ideas to produce an interpretation that is not relevant and/or supported by evidence. (AO2)</li> </ul>
<b>Level 2</b>	<b>5-7</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding to geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> </ul>
<b>Level 3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge throughout. (AO1)</li> <li>• Demonstrates accurate and relevant geographical understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding to geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> </ul>

Question number	Indicative content
<b>5(b)</b>	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4 marks</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• future projections suggest that global temperatures and ice melt will continue to change</li> <li>• further increases in global warming are likely but the rate of change and the amount of change are disputed.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• one of the greatest uncertainties is future population growth, which may continue at present rates, slow or possibly increase which will have the greatest impacts on global warming</li> <li>• a further major issue concerns future economic growth, as recent years have seen a global recession, and a slowdown continues in China. Progress in some African and Asian countries suggest consumerism will grow rapidly with greater use of energy which will exacerbate carbon emissions</li> <li>• crucially, continued efforts at mitigation are uncertain, both in the developed and developing world. For example a substantial shift to renewables and lower carbon alternative fuels, alongside improved carbon capture strategies has long been discussed but commitment to implement decisions is slow</li> <li>• future projections are also challenging, as records of past climate change are not accurate on a global scale. They tend to be localised (e.g. ice cores in Vostok, Antarctica) so comparison and predictions are difficult</li> </ul>

Question number	Indicative content
<b>5(b)</b>	<p>AO2 (continued):</p> <ul style="list-style-type: none"> <li>• furthermore, the relationship between CO<sub>2</sub> levels and temperature, and the role of ocean carbon sinks and feedback mechanisms are not fully understood</li> <li>• time lag between reducing emissions and effects on global warming is not agreed so projections are unlikely to be accurate in the near future.</li> </ul>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> </ul>
<b>Level 2</b>	<b>6–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> </ul>

Level	Mark	Descriptor
<b>Level 3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
<b>Level 4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> </ul>



Question number	Indicative content
<b>6(a)</b>	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (5 marks)</b></p> <p>The exact % change in population age groups is difficult to determine, so accept close approximations (within 5%).</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• reductions in birth-rate caused by changing role of women, availability of contraception, education, industrialisation</li> <li>• increases in life expectancy due to availability of healthcare for all, safer workplaces, programmed disease control, improved sanitation.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• under-15 population has reduced from 15% (7.46 million in 2015) to 12% (6.12 million in 2050), a net reduction of 1.34 million. Falling numbers of young people</li> <li>• over-60 population has increased from 18% (8.95 million in 2015) to 30% (15.3 million in 2050), an increase of 6.35 million. These changes are likely to be linked to improved life expectancy from sanitation and clean water changes, medical advances, reduction in smoking. Population has therefore grown from 49.7 million to 51.0 million.</li> </ul> <p>No prior knowledge of South Korea is required.</p>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge. (AO1)</li> <li>• Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1)</li> <li>• Applies knowledge and understanding to geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding to geographical information/ideas to produce an interpretation that is not relevant and/or supported by evidence. (AO2)</li> </ul>

Level	Mark	Descriptor
<b>Level 2</b>	<b>5-7</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding to geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> </ul>
<b>Level 3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge throughout. (AO1)</li> <li>• Demonstrates accurate and relevant geographical understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding to geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> </ul>

Question number	Indicative content
<b>6(b)</b>	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4 marks</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• attitudes to migration vary for economic and social reasons (jobs employers/wages/promotion as well as access to secondary or further education/health)</li> <li>• attitudes vary for political reasons and cultural reasons (freedom of speech, pressure from voters as well as elite often welcomed by all, history of country may influence attitude).</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• the most important reason for different attitudes is likely to be the contrast between source and host countries. They are likely to have differing attitudes (positive and negative) for a combination of the above reasons</li> <li>• source countries are likely to be seen as benefiting economically from remittances and training opportunities</li> <li>• host countries are likely to be seen to be benefiting economically from a cheap and/or skilled labour force who fill gaps in agriculture, industry and public services</li> <li>• however, source countries may experience social losses, as they lose skilled young labour, and suffer family separation and possibly a falling birth rate</li> <li>• however, host countries suffer negative social consequences due to pressure on housing, education and healthcare, which may result in political pressure on government to limit numbers entering the country</li> </ul>

Question number	Indicative content
<b>6(b)</b>	<p>AO2 (continued):</p> <ul style="list-style-type: none"> <li>attitudes may vary depending on whether migrants are refugees or moving due to economic or social reasons, and whether the movement is permanent or temporary</li> <li>past history of migration may influence attitudes, and enclaves may exist already within a country.</li> </ul>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–5</b>	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> </ul>
<b>Level 2</b>	<b>6–10</b>	<ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2)</li> <li>Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> </ul>

Level	Mark	Descriptor
<b>Level 3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
<b>Level 4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> </ul>

