



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE

In Geography (1GB0)

Paper 1

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Question Paper Log Number P75521A

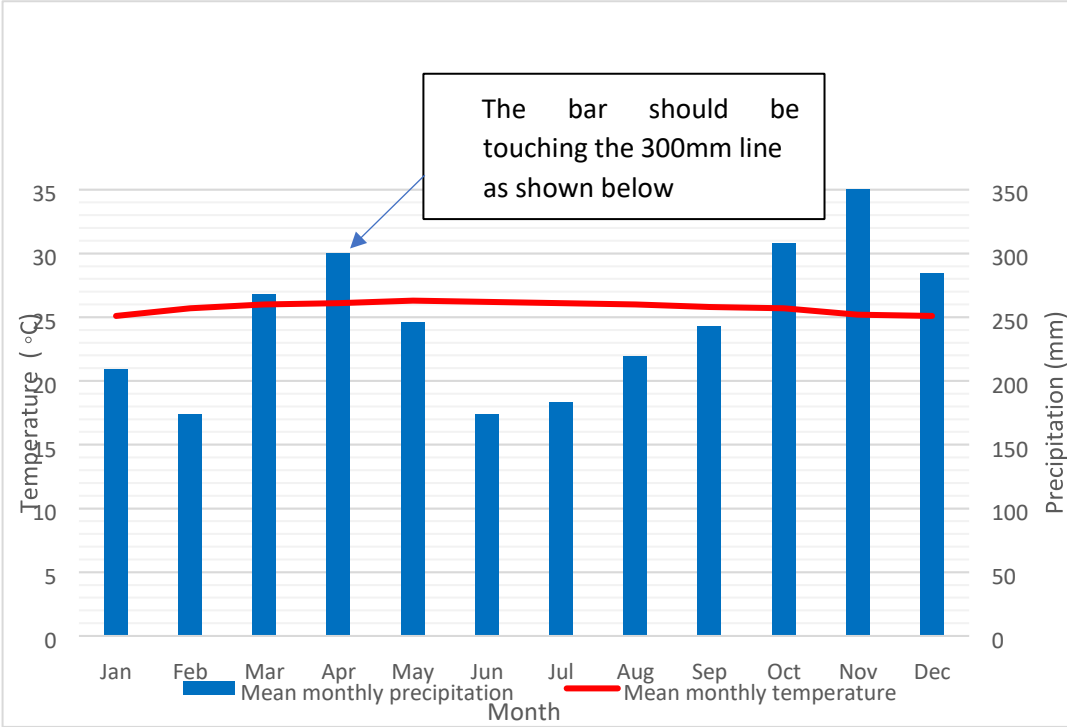
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## General Marking Guidance

- 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.

Question number	Answer	Marks																																							
1a (i)	<p>1 mark for correctly drawing a bar showing 300mm for the month of April as shown below.</p>  <p>The bar should be touching the 300mm line as shown below</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Mean monthly precipitation (mm)</th> <th>Mean monthly temperature (°C)</th> </tr> </thead> <tbody> <tr><td>Jan</td><td>210</td><td>25.1</td></tr> <tr><td>Feb</td><td>180</td><td>26.0</td></tr> <tr><td>Mar</td><td>270</td><td>26.5</td></tr> <tr><td>Apr</td><td>300</td><td>26.3</td></tr> <tr><td>May</td><td>250</td><td>26.5</td></tr> <tr><td>Jun</td><td>180</td><td>26.5</td></tr> <tr><td>Jul</td><td>190</td><td>26.5</td></tr> <tr><td>Aug</td><td>220</td><td>26.5</td></tr> <tr><td>Sep</td><td>240</td><td>26.5</td></tr> <tr><td>Oct</td><td>310</td><td>26.5</td></tr> <tr><td>Nov</td><td>350</td><td>26.0</td></tr> <tr><td>Dec</td><td>290</td><td>25.1</td></tr> </tbody> </table>	Month	Mean monthly precipitation (mm)	Mean monthly temperature (°C)	Jan	210	25.1	Feb	180	26.0	Mar	270	26.5	Apr	300	26.3	May	250	26.5	Jun	180	26.5	Jul	190	26.5	Aug	220	26.5	Sep	240	26.5	Oct	310	26.5	Nov	350	26.0	Dec	290	25.1	1
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a (ii)	<p>D - November.</p> <p>All other answers are incorrect.</p>	1																																							
a (iii)	<p>Award 1 mark for the correct answer of 1.2°C.</p> <p>The maximum monthly temperature is in April (26.3°C). The minimum monthly temperature is 25.1°C in both December and January.</p> <p><math>26.3^{\circ}\text{C} - 25.1^{\circ}\text{C} = 1.2^{\circ}\text{C}.</math></p>	1																																							

b	<p>Allow 1 mark for identifying a reason why temperatures are higher at locations close to the equator and a further mark for explanation of that reason.</p> <ul style="list-style-type: none"> <li>• The Equator receives more solar radiation (1) because of the curve of the earth (1).</li> <li>• Sunlight / heat hits the Earth most directly at the equator (1). The curve of the Earth means that sunlight is spread over a wider area the further you move from the equator (1).</li> <li>• <b>The sun's heat is more concentrated at the equator (1) this is due to the curve of the earth (1).</b></li> <li>• The sun remains almost directly overhead of the equator all year (1) meaning its energy is more intense in equatorial regions (1).</li> <li>• <b>The curvature of the Earth (1) means that the sun's energy is more intense / concentrated at locations close to the equator (1).</b></li> <li>• <b>The Earth's axial tilt (1) means that locations further from the equator receive varying amounts of energy from the sun throughout the year (1).</b></li> <li>• <b>The equator is closer to the sun than polar regions (1) this means the sun's energy has less distance to travel to the equator than the poles (1).</b></li> </ul> <p>Accept any other appropriate response.</p>	2
c	<p>Allow 1 mark for identifying a reason why volcanic activity can influence the climate and a further mark for the effect on climate.</p> <ul style="list-style-type: none"> <li>• Volcanic eruptions release large amounts of ash/smoke (1) which can block energy from the sun (1)</li> <li>• Volcanic eruptions eject large amounts of ash (1) leading to reduced temperatures (1).</li> <li>• Volcanic eruptions release carbon dioxide / greenhouse gases (1). This causes the greenhouse effect (1)</li> <li>• Volcanic eruptions release greenhouse gases (1) which trap heat / increase temperatures (1).</li> <li>• Temperatures can be reduced (1) as a result of volcanoes releasing ash (1).</li> </ul> <p>Accept any other appropriate response.</p>	2

d (i)	<p>Award one mark for the correct answer of 31,400</p> <p>The total number of deaths (157,000) should be divided by the number of earthquakes (5).</p> <p><math>157,000 / 5 = 31,400</math>.</p> <p>Note: Working out does not need to be shown.</p>	1

d (ii)	<p>Allow 1 mark for correctly identifying a process occurring at convergent boundaries. This may be identifying a geophysical process such as subduction, friction or the build-up of pressure or identifying how plates move at a convergent boundary. Award an extra mark for explanation of how this release of pressure / energy results in earthquakes.</p> <ul style="list-style-type: none"> <li>As one plate subducts below the other friction occurs (1) eventually the plates slip releasing energy causing earthquakes (1).</li> <li>The oceanic plate subducts causing friction (1). Pressure is released and an earthquake occurs (1).</li> <li><b>Plates move towards each other (1). Pressure builds up and eventually is released (1).</b></li> <li>Subduction results in friction (1). The subsequent release of pressure cause earthquakes (1).</li> <li>As plates move towards each other friction can occur (1). The sudden release of energy results in earthquakes (1).</li> <li>The collision of two plates causes pressure to build up between the two plates (1). When this pressure is released, earthquakes occur (1).</li> </ul> <p>Allow any other appropriate response.</p>	2
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1e	<p>The response will vary depending on the choice of volcano or earthquake.</p> <p>Award 1 mark for identifying a strategy which has been implemented reducing the loss of life from either earthquakes or volcanoes and further marks for explanation of how that strategy reduces the loss of life.</p> <p>Earthquake</p> <ul style="list-style-type: none"> <li>• Buildings can be designed to withstand earthquakes (1) making them less likely to collapse (1) meaning fewer people are buried in rubble (1).</li> <li>• <b>Earthquake</b>-proof buildings (1) can have features such as shock absorbers in their foundations (1) making them less likely to collapse (1).</li> <li>• Building tsunami walls (1) prevents coastal flooding (1) and reduces death from drowning (1).</li> </ul> <p>Volcano</p> <ul style="list-style-type: none"> <li>• Lava diversion channels can be constructed (1) so lava flows are diverted away from settlements (1) resulting in less damage to properties (1).</li> <li>• Volcanic bomb shelters can be built (1) so people can take shelter from volcanic bombs / erupting volcanic material (1), reducing injury from flying volcanic material (1).</li> <li>• Land use zoning (1) can prevent development close to a volcano (1) therefore reducing the number of people vulnerable to a volcanic eruption (1)</li> <li>• Installing tiltmeters / seismometers (1) can detect the movement of movement of magma (1) enabling early evacuation of the population (1).</li> </ul> <p>Applicable to earthquakes and volcanoes</p> <ul style="list-style-type: none"> <li>• <b>Emergency services can be trained (1) to ensure rapid response to the earthquake / volcano (1)</b> so people reach medical care quickly (1).</li> <li>• <b>Education of the population reduces the loss from earthquakes / volcanoes (1).</b> This can be done by encouraging the population to have supplies such as fresh water / fire extinguishers / food (1) as they may not have access to services following a tectonic event (1).</li> <li>• By practising their response to an earthquake / volcano (1), for example by switching off gas supplies (1) communities become aware of how to react when an earthquake / volcano strikes (1).</li> </ul> <p>Allow any other appropriate response.</p>	3
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f (i)	<p>B -August and September. There was a total of 191 tropical storms in the United States in August and September between 1851 and 2018.</p> <p>All other answers are incorrect.</p> <p>A - July and August. The combined total for these two months is 105.</p> <p>C- September and October. The combined total for these two months is 165.</p> <p>D - October and November. The combined total for these two months is 59.</p>	1
f (ii)	<p>The candidates have been asked to calculate 111 (the number of tropical storms in September) as a percentage of the total number of storms recorded between 1851 and 2018 which is 294.</p> <p>Award 1 mark for the correct answer of 37.8%. Award a further mark for the working out.</p> <p><math>111 / 294 \times 100 = 37.75\%</math>. Rounded to 1 decimal place = 37.8%.</p> <p>Accept any other appropriate method of working out which results in 37.8%.</p>	2

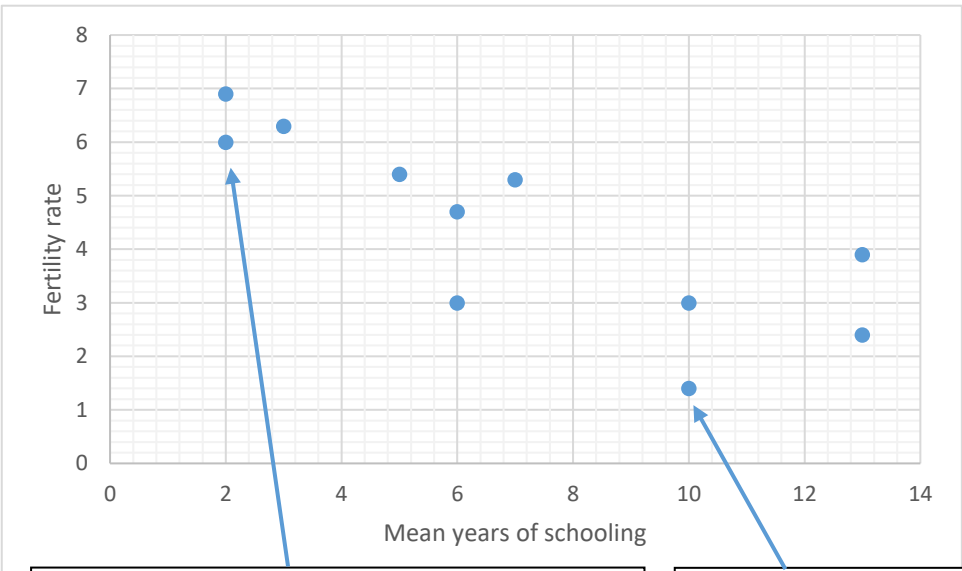
f (iii)	<p>Award two marks for explanation as to why the number of hurricanes varies throughout the year.</p> <ul style="list-style-type: none"> <li>● In summer, ocean temperatures can exceed 26.5°C / 27°C (1). This provides heat energy to power tropical storms (1).</li> <li>● In summer / autumn, oceans are warmer (1) this results in formation of a warm body of air / causes water vapour/warm air to rise (1).</li> <li>● Temperatures vary throughout the year (1). Warm water provides energy for tropical cyclones (1).</li> <li>● Oceans are cooler in the winter/spring (1), therefore there is less energy to form a tropical storm (1).</li> <li>● Wind shear is at a minimum by late to mid-August (1) this combines with warm ocean waters to form tropical storms (1).</li> <li>● Winter storms lead to a higher wind shear (1). This combined with cooler seas temperatures leads to the formation of fewer storms (1).</li> <li>● High levels of humidity in the lower atmosphere (1), can results in rapid convection (1).</li> <li>● Water takes a long time to heat / has a lower specific heat capacity than land (1) therefore it takes several summer months for the water to heat sufficiently (1).</li> </ul> <p>Accept any other appropriate response.</p>	2
g	<p>Award 1 mark for identifying a reason why some countries have a high level of vulnerability and a further mark for explanation up to a maximum of 2 marks for each explanation.</p> <ul style="list-style-type: none"> <li>● Some countries are poorer / less developed (1) this means they are unable to afford adequate coastal defences (1).</li> <li>● Less developed countries (1) may lack the resources to adequately inform the population about the arrival of a tropical cyclone (1).</li> <li>● More developed countries (1) have the money to build coastal defences (1).</li> <li>● Countries with a coastal location are vulnerable (1) as they are exposed to storm surges / coastal flooding (1).</li> <li>● Countries with a coastal location are more vulnerable than inland locations (1) as tropical cyclones lose their energy over land (1).</li> <li>● Countries with a low-lying coastline are more vulnerable to tropical storms (1) as storm surges can easily cause coastal flooding (1).</li> <li>● Countries close to oceans with warm temperatures are more vulnerable (1) as tropical cyclones get their energy from warm seas (1).</li> </ul>	4

	<ul style="list-style-type: none"><li>• The shape of the coastline can make some countries more vulnerable to tropical cyclones (1). For example, the funnel shape of the Bay of Bengal results can cause high water levels in Bangladesh (1).</li><li>• If a high tide coincides with a tropical cyclone (1) coastal flooding can easily occur given the higher-than-normal water levels (1).</li><li>• Some countries are vulnerable to other natural disasters (1) this can weaken their infrastructure prior to a tropical cyclone (1).</li></ul> <p>Accept any other appropriate response</p>	
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h	<p>AO2 (4 marks) / AO3 (4 marks)</p> <p>AO2 (4 marks)</p> <ul style="list-style-type: none"> <li>• Scientists do not know exactly how global warming will affect the planet in future years.</li> <li>• <b>However, the world's leading climatic scientists using complex</b> modelling and are in agreement that temperatures will rise by 2100.</li> <li>• Reports from climate models suggest that the global temperature could rise anywhere between 1.1°C and 5.4°C by 2100 compared to pre-industrial levels.</li> <li>• The main reason for this forecasted increase is the production of carbon dioxide and other greenhouse gases which have the ability to trap heat.</li> <li>• <b>In recent times, human activities have had a significant impact on climate</b> change and the associated enhanced greenhouse effect.</li> <li>• <b>The 'worst case scenario' would result in significant temperature rises</b> as fossil fuel use, high economic growth and rapid population growth combine to significantly increase greenhouse gas emissions.</li> <li>• The extent to which temperature will rise depends much on how successful countries implement policies to reduce greenhouse gas emissions.</li> <li>• <b>This is particularly challenging for developing and emerging countries</b> experiencing rapid industrialisation.</li> <li>• The growth of consumerism and the rise of the middle class in emerging countries may result in significant increases in greenhouse gas emissions.</li> <li>• The Paris Agreement emphasises the importance of ensuring that temperature increase is limited to 1.5°C above pre-industrial levels.</li> <li>• There is great uncertainty regarding the extent to which countries will transition to renewable energies.</li> <li>• It is difficult to accurately estimate future population and future economic growth.</li> <li>• Evidence from the past such as tree rings and ice core data allow us to make informed predictions about climate change.</li> <li>• <b>There is uncertainty regarding how the world's natural systems will</b> respond to increased temperatures with the potential of positive feedback loops accelerating temperature increase.</li> </ul> <p>AO3 (4 marks)</p> <ul style="list-style-type: none"> <li>• Judgement regarding the significance of the implementation of policies to reduce greenhouse gas emissions.</li> <li>• Judgement regarding the significance of the impact of high economic growth in developing and emerging countries.</li> <li>• Judgement regarding the significance of the adoption of renewable energy and the reduced use of fossil fuels.</li> <li>• Judgement regarding the significance of the growth of the middle class and increased consumerism.</li> <li>• Judgement regarding the significance of population growth.</li> <li>• Evaluation of the view, with supporting and counterarguments.</li> </ul>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>● <b>No acceptable response</b></li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>● <b>Demonstrates isolated elements of understanding of concepts and the interrelationships of places, environments and processes. (AO2)</b></li> <li>● <b>Attempts to apply understanding to deconstruct information but</b> understanding and connections are flawed.</li> </ul> <p>An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)</p>
Level 2	4-6	<ul style="list-style-type: none"> <li>● Demonstrates elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>● Applies understanding to deconstruct information and provide some logical connections between concepts.</li> </ul> <p>An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</p>
Level 3	7-8	<ul style="list-style-type: none"> <li>● Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>● Applies understanding to deconstruct information and provides logical connections between concepts throughout.</li> </ul> <p>A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout (AO3)</p>

2a	<p>B - colonialism E - neo-colonialism</p> <p>All other answers are incorrect.</p> <p>A - high rainfall is a physical factor which can contribute to global inequality. C - relief is a physical factor which can contribute to global inequality. D - low temperatures are a physical factor which can contribute to global inequality.</p>	2
2b	<p>Award 1 mark for the identification of the economic development indicator which contributes to the Human Development Index (HDI).</p> <ul style="list-style-type: none"> <li>• Gross National Income (GNI) or Gross National Income per capita (GNI per capita).</li> <li>• <b>The money earned by a country's residents (1).</b></li> <li>• <b>Gross Domestic Product (GDP) (1) or Gross Domestic Product per capita (GDP per capita).</b></li> </ul>	1
2c	<p>Award 1 mark for the identification of a disadvantage of top-down development strategies and further mark for explanation of that disadvantage.</p> <ul style="list-style-type: none"> <li>• Top-down development schemes are often very expensive (1) with governments needing to borrow money resulting in debt (1).</li> <li>• Top-down development schemes often do not consider the needs of local people (1) and therefore may not tackle the most pressing problems in a community (1).</li> <li>• The decision making in top-down development projects is often done by governments, not considering local <b>people's</b> needs (1) and may not tackle community specific problems (1).</li> <li>• Managerial jobs in top-down development projects may be taken by foreign workers, not creating many jobs for local people (1), therefore not having a positive impact on the local economy (1).</li> </ul> <p>Accept any other appropriate response.</p>	2

2d(i)	<p>Award one mark for each correct plot on the lines indicated below.</p>  <p>Mali plot should be at the intersection of 6 on the fertility rate axis and 2 on the mean years of schooling axis.</p> <p>Mauritius plot should be on intersection of the 2<sup>nd</sup> horizontal gridline above 1 on the fertility rate axis (1.4) and 10 on the mean years of schooling axis.</p>	2
2d(ii)	<p>B - 2 is the correct answer.</p> <p>All other answers are incorrect.</p>	1
2d (iii)	<p>Award 1 mark for identifying a reason why an increase in the mean years of schooling often results in a lower fertility rate and a further mark for explanation of that reason.</p> <ul style="list-style-type: none"> <li>• More time spent in education means women may more effectively find employment (1) and have children later in life (1).</li> <li>• Women are more likely to have careers (1) and have children later in life (1).</li> <li>• More people have careers (1) and focus on work rather than starting families (1).</li> <li>• A greater education means women are use contraceptives more effectively (1) reducing the number of pregnancies (1).</li> <li>• The positive health impacts of education (1) mean a lower infant mortality rate (1).</li> <li>• Increased time in education allows women to work in higher paid employment (1) <b>reducing the need to have rely on children's economic output (1).</b></li> </ul> <p>Accept any other appropriate response.</p>	2

2e	<p>A - Levels of savings and investment are at their highest C - Industries mass produce consumer goods for a wealthy population</p> <p>All other answers are incorrect.</p> <p>B - Most people are employed in subsistence farming. This is a characteristic of stage 1 of the Rostow model. D- Manufacturing industry begins to develop. This is a characteristic of stage 2 of the Rostow model. E -Science and technology begin to develop. This is a characteristic of the earlier stages of the Rostow Model, typically stages 3-4.</p>	2
2f	<p><b>Award 1 mark for identification of a feature of Frank's dependency theory and a further two marks for how this model explains how countries develop over time.</b></p> <ul style="list-style-type: none"> <li>● Frank categorised countries into core and periphery regions (1). The core / developed nations produce manufactured goods (1) therefore the periphery depends on the core for manufactured goods (1).</li> <li>● Poor / periphery countries rely on richer / core countries (1). Richer countries exploit poorer countries (1) for their natural resources (1).</li> <li>● The development of poor countries is restricted by unfair trade rules (1) with less developed countries / periphery regions producing raw materials (1) which command a low market price (1).</li> <li>● More developed core regions produce high value manufactured goods (1). The periphery regions export low value raw materials (1) meaning they develop at a slower rate.</li> <li>● Low-value raw materials are traded between the periphery and the core (1). The core processes these materials into manufactured goods (1) which have a higher value, aiding their development (1).</li> </ul> <p>Accept any other appropriate response.</p>	3

2g  
(i)

Award 1 mark for one correctly drawn segment.  
Award 1 additional mark for two correctly drawn segments.  
Award 1 mark for all segments correctly labelled.

3

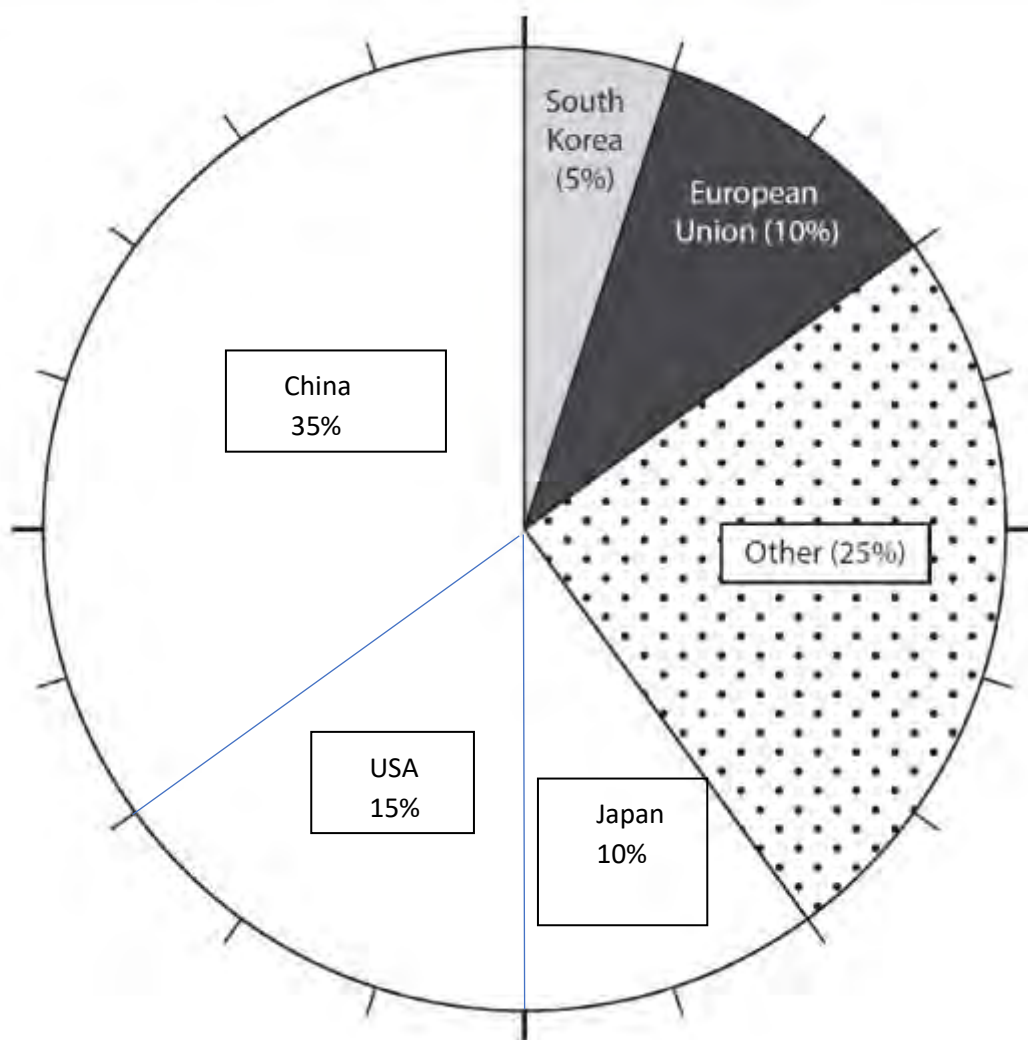
**Do not credit responses where there is a clear gap between the candidates' drawing of a segment and the correct outer dividing point on the circular diagram.**

Please note:

Allow the countries to be drawn in any order for example, Japan can be represented next to South Korea.

The labelling mark, only requires the names of the countries and does not require the percentage figures but candidates may wish to include these.

The labelling mark can be given if the largest segment is China, the second largest labelled segment is USA and the smallest labelled segment is Japan, even if the segments are drawn incorrectly, for example if China is drawn representing 40% of trade instead of 35%.



2g (ii)	<p>Award 1 mark for identifying a reason why globalisation has affected the trade (imports and exports) of a named emerging country and a further mark for explanation of that reason.</p> <ul style="list-style-type: none"> <li>● <b>Increased investment by TNC's (1) has led to the growth in the production of manufactured goods / services (1).</b></li> <li>● Low taxes make China an attractive location for large companies exporting products (1) as this enables them to maximise profits (1).</li> <li>● China is a member of the BRICs trading bloc (1) this encourages the flow of goods between other member countries.</li> <li>● <b>Due to the Indian government's policy of economic liberalisation (1), the number of transnational corporations based in the country increased significantly increasing exports (1).</b></li> <li>● <b>Due to the global pandemic (1), exports from many of the world's countries decreased significantly due to less demand from overseas markets (1).</b></li> <li>● Due to the advances in technology (1) Indian movies are now shown / streamed around the world (1).</li> <li>● Advances in shipping (1) have enabled production to take place in many emerging nations. (1).</li> <li>● Cheaper labour is an attraction for trans-national corporations (1) leading to a rise in manufacturing production (1).</li> <li>● <b>In 1990, India's major imports were mainly textiles and machinery (1). Due to rapid economic growth its major import is now crude oil to fuel its growth (1).</b></li> <li>● Containerisation (1) has enabled emerging nations to ship products around the world more easily (1).</li> </ul> <p>Note: Stating imports or exports have increased is insufficient for one mark. There needs to be explanation.</p> <p>Accept any other appropriate response.</p>	4
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2h	AO2 4 marks / AO3 4 marks	
	<p>A02 4 marks</p> <ul style="list-style-type: none"> <li>• Differences in the level of development between different regions can be measured by a range of development indicators.</li> <li>• Wealth in India is unequally distributed with Maharashtra a core region with high economic output and Bihar a periphery region with much lower economic output.</li> <li>• Mumbai acts as a transit point connecting sea routes from Europe with countries in South Eastern Asia attracting considerable investment.</li> <li>• Shenzhen is a special economic zone making it an important area for investment for Chinese industries and multinational companies.</li> <li>• The development of the oil fields in the Gulf of Guinea has led to investment from energy multinationals in coastal Nigeria.</li> <li>• The southern areas of China consist of mountainous terrain which makes attracting industry to such regions difficult.</li> <li>• The multiplier effect in urban core regions results in investment leading to the growth of industry. This leads to rural-urban migration, greater service provision and further investment.</li> <li>• Over 80% of the population of Bihar remain subsistence farmers trapped in the cycle of poverty.</li> <li>• School attendance is often lower in rural societies with only 35% of children in Bihar completing primary school leading to large discrepancies between literacy rates between urban and rural areas.</li> <li>• The caste system is found in many places in rural India. This system often mean that those in lower castes stay poor.</li> <li>• <b>Whereas China's eastern seaboard has developed rapidly in recent years, development has not been even with inland China's development lagging behind areas with a more favourable coastal location.</b></li> <li>• <b>Significant differences in development exist between regions of India. Bihar's</b> landlocked location discourages foreign direct investment as there is no access to the coast to directly export goods.</li> </ul>	8

AO3 4 marks

- Judgement regarding the importance of the locational factors such as proximity to a coastline contributing to regions with different socio-economic characteristics.
- Judgement regarding the importance of physical factors such as topography contributing to differences between regions.
- Judgement regarding the importance of historical factors such as the impact of colonialism, influencing contrasting levels of development between regions.
- The relative importance of socio-economic factors influencing the development of regions.

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Level 3	7-8	<ul style="list-style-type: none"> <li>● Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>● Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout (AO3)</li> </ul>

Performance	Marks	Descriptor
SPaG 0	0	<p><i>No marks awarded</i></p> <ul style="list-style-type: none"> <li>• Learners write nothing.</li> <li>• <b>Learner's response does not relate to the question.</b></li> <li>• <b>Learner's achievement in SPaG does not reach the threshold</b> performance level, for example severe errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
SPaG 1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy.</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>• Learners use a limited range of specialist terms as appropriate.</li> </ul>
SpaG 2	2-3	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with general control of meaning overall.</li> <li>• Learners use a good range of specialist terms as appropriate.</li> </ul>
SpaG 3	4	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with effective control of meaning overall.</li> <li>• Learners use a wide range of specialist terms as appropriate.</li> </ul>

3 a	<p>D - New Delhi.</p> <p>(i) All other answers are incorrect.</p> <p>D - New Delhi has a forecasted growth of 12.68 million and is the correct answer.</p> <p>A - Beijing has a forecasted growth of 6.2 million.</p> <p>B - Jakarta has a forecasted growth of 2 million.</p> <p>C - Manila has a forecasted growth of 9.92 million.</p>	1
a (ii)	<p>Jakarta</p> <p>A megacity is a city with a population of over 10 million people. The other cities mentioned in Figure 7 were already megacities in 2010. Jakarta is forecast to reach megacity status between 2010 and 2025.</p>	1
a (iii)	<p>Award one mark for the calculation and a further mark for the correct answer to one decimal place.</p> <p>Difference between 2010 and 2025 population = <math>3.34 \text{ million} / 11.89 \text{ (2010 population)} \times 100</math> (1)</p> <p>Award a further mark for the correct answer to one decimal place of 28.1% (1).</p> <p>For example: <math>3.34/11.89 \times 100</math> (1) = To one decimal place = 28.1% (1).</p>	2
a (iv)	<p>Award one mark for the identification of a suitable data presentation technique and a further mark for a description of that technique. Full marks can be obtained with either a written answer or a well-labelled drawing of a suitable data presentation technique.</p> <p>Population on y-axis can be identified through a labelled axis or a key which identifies population.</p> <ul style="list-style-type: none"> <li>• A bar graph (1) could be drawn with the population in millions on the y-axis and the years on the x-axis (1).</li> <li>• A bar graph (1) could be constructed with the population on the y-axis with bars representing the size of the population in 2010 and 2025 (1).</li> <li>• A stacked bar graph (1) with countries on the x-axis and population on the y-axis (1).</li> <li>• A line graph (1) with different coloured lines for each country (1).</li> <li>• A line graph (1) could be drawn with the population up the side (1) and the years along the bottom (1).</li> </ul> <p>Accept any other appropriate response</p>	2

(b)	<p>Award one mark for identifying a reason why the population of cities in developing or emerging countries is increasing with a further mark for explanation.</p> <ul style="list-style-type: none"><li>● Rural to urban migration (1) is leading to population increase. This is because urban areas offer more job opportunities (1).</li><li>● Natural increase (1) in urban areas is common as they tend to have a younger population who may start a family (1).</li><li>● In-migration to urban areas is often greater than out-migration (1). This is due to urban areas having many pull factors (1).</li><li>● There are more job opportunities in urban areas (1) due to more businesses being located there (1).</li><li>● There is a perceived better quality of life in urban areas (1) attracting migrants from rural areas. (1).</li></ul> <p>Accept any other appropriate response.</p>	2
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(c)	<p>Award one mark for identifying a reason why the population of cities may decline and a further mark for explanation of that reason. Expect the reasons given to focus on either urban push / rural pull factors or an urban push factor linked to the migration of people away from an urban area.</p> <ul style="list-style-type: none"> <li>• Deindustrialisation (1) may cause people to leave an urban area to find jobs (1).</li> <li>• The closure of factories (1) can cause people to move to other areas to find work (1).</li> <li>• Overcrowding in cities (1) encourages people to migrate to rural areas where it is quieter (1).</li> <li>• Urban to rural migration (1) as people seek a quieter way of life (1).</li> <li>• Rural areas are generally safer environments (1) leading to counter urbanisation (1).</li> <li>• Housing is expensive in city centre locations (1) therefore people move to cheaper housing in the suburbs (1).</li> <li>• <b>Suburbanisation (1) as people seek large properties in suburban locations (1).</b></li> <li>• <b>Counterurbanisation (1) as the growth of online work means people can live away from their office (1).</b></li> <li>• <b>Decentralisation (1) as a consequence of hybrid working (1).</b></li> <li>• The growth in working from home (1) means that people no longer are tied to office-based locations in urban areas (1).</li> <li>• Rural areas have more peaceful environments (1) which attract retirees seeking a quieter way of life (1).</li> <li>• Increased access to online shopping services (1) means people are no longer tied to living close to urban environments (1).</li> <li>• Housing is generally cheaper in rural areas (1) encouraging people to sell their urban properties (1).</li> </ul> <p>Accept any other appropriate response</p>	4
(d) (i)	<p>C - 65%</p> <p>All other answers are incorrect.</p>	1

(d) (ii)	<p>Award one mark for each comparative point up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>● <b>In Bolivia the urban population has increased whereas in Guyana it has decreased (1).</b></li> <li>● In 1980, the urban population of Bolivia was 45% whereas in Guyana it was 30% (1).</li> <li>● In 2000, the urban population of Bolivia had risen to 62% whereas in Guyana it fallen slightly (1).</li> <li>● In 2020, the urban population of Bolivia had risen to 70% whereas in Guyana it had fallen to 27% (1).</li> <li>● The urban population in Bolivia has increased rapidly whereas in Guyana it has decreased slightly (1).</li> <li>● The urban population of Bolivia has changed more than the urban population of Guyana between 1980 and 2020 (1).</li> <li>● <b>Guyana's urban population has decreased by 3% between 1980-2020</b> whereas in Bolivia it has increased by 25%. (1).</li> <li>● Between 1980 and 2000, in Bolivia it increased by 17% whereas in Guyana it decreased by 1% (1).</li> <li>● Between 2000 and 2020, in Bolivia it increased by 8% whereas in Guyana it decreased by 2%. (1).</li> <li>● <b>The urban population of Bolivia changed most between 1980 and 2000. In Guyana, it changed most between 2000 and 2020. (1)</b></li> </ul> <p>Note: Max 2 if no use of data. Data may be non-numeric as is exemplified in the fifth bullet point above.</p> <p>Accept any other appropriate response.</p>	3
e (i)	<p>Award one mark for the identification of one piece of evidence from Figure 9 that Area B residents have a high quality of life than those in Area A. The evidence must come from Figure 9.</p> <ul style="list-style-type: none"> <li>● Housing looks higher quality.</li> <li>● There is more greenery.</li> <li>● There is more open space in area B.</li> <li>● Slum / squatter settlement accommodation is visible in area A.</li> <li>● Housing density is lower in area B.</li> <li>● Swimming pools are visible in area B.</li> </ul> <p>Accept any other appropriate response</p>	1

(ii)	<p>Award one mark for the correct calculation of the ratio of the population of Dar Es Salaam between 1995 and 2022.</p> <p>Correct answers include:</p> <ul style="list-style-type: none"> <li>• 1.8:7.2 (1).</li> <li>• 1:4 (1).</li> <li>• 0.9:3.6 (1).</li> </ul> <p>Accept any other appropriate response</p>	1
f	<p>Award one mark for identifying a locational factor important in the development of a named megacity and a further mark for explanation of that factor.</p> <ul style="list-style-type: none"> <li>• Mumbai is situated on the coast (1). This has enabled it to develop into a major port (1).</li> <li>• <b>Mumbai's</b> western position offers shipping access to the Suez Canal (1) which has encouraged TNC investment (1).</li> <li>• <b>Situated on the Nigerian coast (1), 80% of Nigeria's imports pass through the docks of Lagos (1).</b></li> <li>• <b>Being close to Nigeria's oilfields (1) have encouraged thousands of people to migrate to Lagos in search of work (1).</b></li> </ul> <p>Accept any other appropriate response</p>	4

g	<p style="text-align: center;">AO2 4 marks / AO3 4 marks</p> <p>AO2 4 marks</p> <ul style="list-style-type: none"> <li>● Rapid population growth has resulted in housing shortages resulting in people being forced to live in slum housing, often lacking electricity, sanitation and clean water.</li> <li>● Clean water is often not available throughout the day. This results in residents being forced to buy water from water vendors which is expensive.</li> <li>● A shortage of clean water, combined with high population densities, can lead to the rapid spread of disease in informal housing developments.</li> <li>● Rapid population growth results in a large increase in urban traffic. This increases the concentration of air pollutants and can cause respiratory problems.</li> <li>● Rapid population growth often leads to a shortage of formal employment. This results in people working in the informal sector and often not having a reliable source of income. As a consequence, people are unable to financially plan in an effective way.</li> <li>● A lack of adequate sanitation often results in water pollution with water-borne diseases such as typhoid problematic.</li> <li>● Life expectancies are often considerably lower in squatter settlements.</li> <li>● A shortage of housing results in people constructing properties on land which they do not own. People therefore have no legal rights to the land.</li> <li>● Rapid population growth has led to waste disposal issues in megacities. Landfill sites often emit methane which can result in the spread of fires.</li> </ul> <p>AO3 4 marks</p> <ul style="list-style-type: none"> <li>● Evaluative comments regarding the significance of various social challenges in megacities.</li> <li>● Evaluative comments regarding the significance of various environmental challenges in megacities.</li> <li>● Judgement regarding the relative significance of social and environmental challenges.</li> </ul>	8
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>● <b>No acceptable response</b></li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>● <b>Demonstrates isolated elements of understanding of concepts and the interrelationships of places, environments and processes. (AO2)</b></li> <li>● <b>Attempts to apply understanding to deconstruct information but understanding and connections are flawed.</b></li> </ul> <p>An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)</p>
Level 2	4-6	<ul style="list-style-type: none"> <li>● Demonstrates elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>● Applies understanding to deconstruct information and provide some logical connections between concepts.</li> </ul> <p>An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</p>
Level 3	7-8	<ul style="list-style-type: none"> <li>● Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>● Applies understanding to deconstruct information and provides logical connections between concepts throughout.</li> </ul> <p>A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</p>

