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# INTERNATIONAL GCSE GEOGRAPHY 9230

Paper 2 Challenges in the Human Environment

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Mark scheme

June 2022

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Version: 1.0 Final



2 2 6 Y 9 2 3 0 / 2 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A – Urban issues and challenges**

**Question 1**

Qu	Part	Marking guidance	Total marks
01	1	<p><b>A megacity is a city with a population of at least:</b></p> <p><b>B 10 million</b></p>	<p><b>1 mark</b> <b>AO1=1</b></p>

Qu	Part	Marking guidance	Total marks
01	2	<p><b>Describe the location of the new megacities (2030) shown in Figure 1.</b></p> <p>1 mark for some appreciation that most growth is in Asia/seven out of 10 are in Asia.</p> <p>2 marks for a broader global perspective (most in Asia but a limited number also in Africa and Europe/seven in Asia, two in Africa and one in London, none in North/South America) <b>or</b> two individual points which indicate the idea of 'pattern'.</p>	<p><b>2 marks</b> <b>AO4=2</b></p>

Qu	Part	Marking guidance	Total marks
01	3	<p><b>Give two push factors of migration.</b></p> <p>2 × 1 mark</p> <p><b>Not just</b> “poor/bad quality of life”</p> <p>There are a number of push factors expressed in the text book, including:</p> <ul style="list-style-type: none"> <li>• Poverty/low or irregular income</li> <li>• Poor or low paid farming activities/subsistence farming leaving no surplus</li> <li>• Desertification/soil erosion</li> <li>• Climatic hazards/drought/climate change/natural disasters</li> <li>• Malnutrition/famine resulting from poor harvests</li> <li>• Few doctors/hospitals</li> <li>• Limited education</li> <li>• Isolation as a result of poor roads</li> <li>• Conflict/war/political instability</li> <li>• Limited job opportunities/unemployment</li> </ul> <p>Credit any other valid factor(s).</p>	<p><b>2 marks</b> <b>AO2=1</b></p>

Qu	Part	Marking guidance	Total marks									
01	4	<p><b>‘International migration has played an important part in developing the character of the world’s cities.’</b></p> <p><b>Discuss this statement with reference to either London or New York.</b></p> <table border="1"> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Some clear reference to either London or New York. Shows an understanding that migration has encouraged diversity and multi-culturalism, using cultural/locational examples to express this view.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>Limited reference to place. Some basic points which identify largely cultural factors, such as foods, music, entertainment (as expressed in textbook).</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </table> <p><b>Max Level 1 if no reference to either London or New York.</b></p> <p><b>Indicative content</b></p> <p>The ‘character of a world city’ can be expressed in a number of ways, including:</p> <ul style="list-style-type: none"> <li>• Locational factors – specific areas within cities where cultural groups live</li> <li>• The multicultural nature of cities</li> <li>• Range of cultural opportunities resulting from international migration</li> <li>• Links to skill base and economic opportunities</li> <li>• A wide range of culture, including art, music and food</li> <li>• A broad range of social/cultural opportunities, including festivals and markets</li> <li>• Opportunity to experience and learn about different cultures.</li> </ul>	Level 2 (Clear)	3–4 marks	Some clear reference to either London or New York. Shows an understanding that migration has encouraged diversity and multi-culturalism, using cultural/locational examples to express this view.	Level 1 (Basic)	1–2 marks	Limited reference to place. Some basic points which identify largely cultural factors, such as foods, music, entertainment (as expressed in textbook).		0	No relevant content.	<p><b>4 marks</b>  <b>AO1=2</b>  <b>AO2=2</b></p>
Level 2 (Clear)	3–4 marks	Some clear reference to either London or New York. Shows an understanding that migration has encouraged diversity and multi-culturalism, using cultural/locational examples to express this view.										
Level 1 (Basic)	1–2 marks	Limited reference to place. Some basic points which identify largely cultural factors, such as foods, music, entertainment (as expressed in textbook).										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
01	5	<p><b>Complete the bar chart in Figure 2 using the information below.</b></p> <p><b>Accept if accurate but not shaded.</b></p> <p>Ho Chi Minh City – Average additional travel time -24%</p>	<p><b>1 mark</b>  <b>AO4=1</b></p>

Qu	Part	Marking guidance	Total marks
01	6	<p>The percentage average additional travel time in Bangalore is:</p> <p><b>B</b> 30%</p>	<p>1 mark</p> <p>AO4=1</p>

Qu	Part	Marking guidance	Total marks									
01	7	<p><b>Suggest why managing traffic congestion in cities is a challenge.</b></p> <table border="1"> <tbody> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Some clear understanding of the idea of ‘challenge’ with reference beyond simple ideas of cost.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>Basic understanding of ‘challenge’ with a narrow focus which is largely focused on cost implications/problems of congestion/more cars.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table> <p><b>The question is not about problems of traffic congestion.</b></p> <p><b>Indicative content</b></p> <p>The reasons why <b>managing</b> traffic congestion is a challenge might include:</p> <ul style="list-style-type: none"> <li>• Factors such as the cost and disruption associated with infrastructure development</li> <li>• The social and economic need to keep cities moving while developing new links</li> <li>• The relative costs in relation to competing demands</li> <li>• The growth of cities/car ownership (urbanisation) making it an on-going problem</li> <li>• Links to suburban growth and commuting</li> <li>• Environmental factors</li> <li>• The time it might take</li> <li>• Because the number of cars is growing.</li> </ul>	Level 2 (Clear)	3–4 marks	Some clear understanding of the idea of ‘challenge’ with reference beyond simple ideas of cost.	Level 1 (Basic)	1–2 marks	Basic understanding of ‘challenge’ with a narrow focus which is largely focused on cost implications/problems of congestion/more cars.		0	No relevant content.	<p>4 marks</p> <p>AO2=2</p> <p>AO3=2</p>
Level 2 (Clear)	3–4 marks	Some clear understanding of the idea of ‘challenge’ with reference beyond simple ideas of cost.										
Level 1 (Basic)	1–2 marks	Basic understanding of ‘challenge’ with a narrow focus which is largely focused on cost implications/problems of congestion/more cars.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks												
01	8	<p data-bbox="331 353 1289 387"><b>‘Urban greening is good for both people and the local environment.’</b></p> <p data-bbox="331 432 655 465"><b>Explain this statement.</b></p> <p data-bbox="331 510 930 544"><b>Use Figure 3 and your own understanding.</b></p> <table border="1" data-bbox="331 577 1289 1160"> <tbody> <tr> <td data-bbox="339 589 499 712">Level 3 (Detailed)</td> <td data-bbox="499 589 627 712">5–6 marks</td> <td data-bbox="627 589 1281 712">Detailed analysis of the photograph which identifies and develops points which explains how urban greening is good for both people and the environment in a balanced way.</td> </tr> <tr> <td data-bbox="339 712 499 947">Level 2 (Clear)</td> <td data-bbox="499 712 627 947">3–4 marks</td> <td data-bbox="627 712 1281 947">Uses the photograph to identify how green urban environments are a positive factor in urban living. Some clear reference to both people and the environment (which may lack balance and not always be fully developed) <b>or</b> a more detailed appreciation of either people or environments.</td> </tr> <tr> <td data-bbox="339 947 499 1126">Level 1 (Basic)</td> <td data-bbox="499 947 627 1126">1–2 marks</td> <td data-bbox="627 947 1281 1126">Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real specific development in relation to people and the environment.</td> </tr> <tr> <td data-bbox="339 1126 499 1149"></td> <td data-bbox="499 1126 627 1149">0</td> <td data-bbox="627 1126 1281 1149">No relevant content.</td> </tr> </tbody> </table> <p data-bbox="331 1193 587 1227"><b>Indicative content</b></p> <p data-bbox="331 1261 1281 1395">The photograph offers a wide range of possibilities. Observations about reducing global warming are not appropriate, however points about local air quality and impacts on pollution within the urban area are clearly acceptable and might include:</p> <ul data-bbox="331 1440 1281 1731" style="list-style-type: none"> <li>• ‘People’ can be considered both in terms of individual well-being and broader human aspects (economic links)</li> <li>• There are air quality and consequent health links</li> <li>• Ability to offer quiet space and a place to exercise or mix socially</li> <li>• Business opportunities within the green space</li> <li>• Easier, less congested movement through the green area</li> <li>• May reduce flood risks</li> <li>• Biodiversity, in relation to both flora and fauna.</li> </ul>	Level 3 (Detailed)	5–6 marks	Detailed analysis of the photograph which identifies and develops points which explains how urban greening is good for both people and the environment in a balanced way.	Level 2 (Clear)	3–4 marks	Uses the photograph to identify how green urban environments are a positive factor in urban living. Some clear reference to both people and the environment (which may lack balance and not always be fully developed) <b>or</b> a more detailed appreciation of either people or environments.	Level 1 (Basic)	1–2 marks	Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real specific development in relation to people and the environment.		0	No relevant content.	<p data-bbox="1329 992 1441 1093"><b>6 marks</b> <b>AO1=3</b> <b>AO2=3</b></p>
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	0	No relevant content.													

Qu	Part	Marking guidance			Total marks																
01	9	<p><b>To what extent are urban planning strategies improving the quality of life for the urban poor?</b></p> <p><b>Use an example from either a LIC or a NEE you have studied.</b></p> <table border="1" data-bbox="331 533 1289 1451"> <tr> <td data-bbox="331 533 501 902">Level 3 (Detailed)</td> <td data-bbox="501 533 627 902">7–9 marks</td> <td colspan="2" data-bbox="627 533 1289 902">Demonstrates accurate and detailed knowledge of an example (a place or scheme) and understanding about planning strategies used to improve the quality of life for the urban poor. Applies this effectively to put forward a coherent discussion which offers some evaluative judgement about the extent to which these strategies have been successful in improving the quality of life for the urban poor. Communicates ideas with clarity and good use of geographical language.</td> </tr> <tr> <td data-bbox="331 902 501 1238">Level 2 (Clear)</td> <td data-bbox="501 902 627 1238">4–6 marks</td> <td colspan="2" data-bbox="627 902 1289 1238">Demonstrates appropriate and clear knowledge of an example (a place or scheme) and understanding about planning strategies used to improve the quality of life for the urban poor. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which these strategies have been successful in improving the quality of life for the urban poor. Communicates ideas effectively with some use of geographical language.</td> </tr> <tr> <td data-bbox="331 1238 501 1406">Level 1 (Basic)</td> <td data-bbox="501 1238 627 1406">1–3 marks</td> <td colspan="2" data-bbox="627 1238 1289 1406">A number of largely generic points which describes some measures used to improve the life of the urban poor. Simplistic attempt to offer an evaluative discussion. Communicates ideas using basic language.</td> </tr> <tr> <td data-bbox="331 1406 501 1451"></td> <td data-bbox="501 1406 627 1451">0</td> <td colspan="2" data-bbox="627 1406 1289 1451">No relevant content.</td> </tr> </table>			Level 3 (Detailed)	7–9 marks	Demonstrates accurate and detailed knowledge of an example (a place or scheme) and understanding about planning strategies used to improve the quality of life for the urban poor. Applies this effectively to put forward a coherent discussion which offers some evaluative judgement about the extent to which these strategies have been successful in improving the quality of life for the urban poor. Communicates ideas with clarity and good use of geographical language.		Level 2 (Clear)	4–6 marks	Demonstrates appropriate and clear knowledge of an example (a place or scheme) and understanding about planning strategies used to improve the quality of life for the urban poor. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which these strategies have been successful in improving the quality of life for the urban poor. Communicates ideas effectively with some use of geographical language.		Level 1 (Basic)	1–3 marks	A number of largely generic points which describes some measures used to improve the life of the urban poor. Simplistic attempt to offer an evaluative discussion. Communicates ideas using basic language.			0	No relevant content.		<p><b>9 marks</b>  <b>AO1=3</b>  <b>AO2=3</b>  <b>AO3=3</b></p>
Level 3 (Detailed)	7–9 marks	Demonstrates accurate and detailed knowledge of an example (a place or scheme) and understanding about planning strategies used to improve the quality of life for the urban poor. Applies this effectively to put forward a coherent discussion which offers some evaluative judgement about the extent to which these strategies have been successful in improving the quality of life for the urban poor. Communicates ideas with clarity and good use of geographical language.																			
Level 2 (Clear)	4–6 marks	Demonstrates appropriate and clear knowledge of an example (a place or scheme) and understanding about planning strategies used to improve the quality of life for the urban poor. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which these strategies have been successful in improving the quality of life for the urban poor. Communicates ideas effectively with some use of geographical language.																			
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	0	No relevant content.																			
<p><b>Max Level 1 if no example identified</b></p> <p><b>Indicative content</b></p> <p>Planning strategies can include;</p> <ul style="list-style-type: none"> <li>• Housing improvement strategies /relocation strategies or specific strategies aimed at improving particular factors (water/sanitation/electricity/housing quality/health/education etc).</li> <li>• Planning strategies can be local/national government based/or based on local self-help.</li> <li>• Planning strategies can be internationally based (United Nations/World Bank).</li> <li>• Planning strategies can be based on NGO funding.</li> <li>• Planning strategies can be at any scale, from small scale improvement schemes to more large scale schemes such as re-housing large areas of slum housing.</li> </ul>																					

		<ul style="list-style-type: none"><li>• Planning strategies can be general redevelopment schemes which consider a range of facilities or linked to one specific aspect of improvement (water supply, sanitation, power supply).</li><li>• Planning can be considered as ‘direct or indirect’ (strategies that directly affect people – improved housing/sanitation/water supply etc) or more ‘indirect’ (health centres, schools and other broader social facilities).</li><li>• ‘Improving the quality of life’ can be considered in a number of ways, including living conditions, incomes, health, education/skill development opportunities.</li></ul>	
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**Section B – The changing economic world**

**Question 2**

Qu	Part	Marking guidance	Total marks
02	1	<p><b>Use Figure 4 to identify which one of the following statements is correct.</b></p> <p><b>B</b> Germany has the highest number of doctors per 1000 people.</p>	<p><b>1 mark</b> <b>AO4=1</b></p>

Qu	Part	Marking guidance	Total marks
02	2	<p><b>Suggest two limitations of using the data in Figure 4 to compare levels of development.</b></p> <p>2 x 1 mark</p> <p>There are a number of limitations expressed within the textbook, including:</p> <ul style="list-style-type: none"> <li>• Data may be out of date</li> <li>• Data may be unreliable/inaccurate</li> <li>• Data is narrowly focused (does not consider other medical staff or technological investment)</li> <li>• Issues of corruption</li> <li>• One data set does not reflect development effectively</li> </ul> <p>There may be other points which are more specific to this data, for example 'people per doctor' only considers doctors and not all health professionals.</p>	<p><b>2 marks</b> <b>AO3=2</b></p>

Qu	Part	Marking guidance	Total marks
02	3	<p><b>Compare the share of global manufacturing output of China and the USA from 2004 to 2018.</b></p> <p>1 mark – China goes up and the USA goes down.</p> <p>2 marks – China goes up and the USA goes down with reference to data/observations about rate of change.</p>	<p><b>2 marks</b> <b>AO4=2</b></p>

Qu	Part	Marking guidance	Total marks
02	4	<p><b>Suggest two ways that the development of manufacturing industry can encourage economic development.</b></p> <p><b>2 x 1 mark</b></p> <p>Answers might include (credit other appropriate answers):</p> <ul style="list-style-type: none"> <li>• Provides jobs</li> <li>• Generates personal income</li> <li>• Increases national income</li> <li>• Promotes a more positive trade balance</li> <li>• Promotes trade/global links</li> <li>• Creates training opportunities/development of skill base</li> <li>• Encourages infrastructure development</li> <li>• Development of supply chains</li> <li>• 'Value added' to export sale/revenue.</li> <li>• Added output/mass production</li> <li>• Increased tax revenue</li> <li>• Encourages foreign investment</li> </ul>	<p><b>2 marks</b> <b>AO2=2</b></p>

Qu	Part	Marking guidance			Total marks												
02	5	<p><b>Explain how Fairtrade can reduce the development gap.</b></p> <p><b>Use Figure 6 and your own knowledge.</b></p> <table border="1" data-bbox="331 499 1287 940"> <tr> <td data-bbox="331 499 501 667">Level 2 (Clear)</td> <td data-bbox="504 499 627 667">3–4 marks</td> <td colspan="2" data-bbox="630 499 1287 667">Shows clarity of understanding and knowledge about how Fairtrade works and identifies the advantages of how Fairtrade can improve socio-economic conditions and consequently reduce the development gap.</td> </tr> <tr> <td data-bbox="331 669 501 904">Level 1 (Basic)</td> <td data-bbox="504 669 627 904">1–2 marks</td> <td colspan="2" data-bbox="630 669 1287 904">Shows some appreciation of how Fairtrade allows farmers to have an increased and more reliable income/increased demand for products. Limited and largely generic appreciation of how this translates into socio-economic development and consequently reduces the development gap.</td> </tr> <tr> <td data-bbox="331 907 501 940"></td> <td data-bbox="504 907 627 940">0</td> <td colspan="2" data-bbox="630 907 1287 940">No relevant content.</td> </tr> </table> <p><b>Indicative content</b></p> <ul data-bbox="331 1055 1139 1384" style="list-style-type: none"> <li>• Individual farmers get a fair price and are not exploited.</li> <li>• Increased incomes at both individual and community levels.</li> <li>• Allows social development to take place (schools/clinics).</li> <li>• Allows economic development to take place (storage facilities/infrastructure).</li> <li>• Links to other economic activities.</li> <li>• Opportunities for training and diversification (technical education/multiplier links).</li> <li>• Increased demand/more sales</li> </ul>			Level 2 (Clear)	3–4 marks	Shows clarity of understanding and knowledge about how Fairtrade works and identifies the advantages of how Fairtrade can improve socio-economic conditions and consequently reduce the development gap.		Level 1 (Basic)	1–2 marks	Shows some appreciation of how Fairtrade allows farmers to have an increased and more reliable income/increased demand for products. Limited and largely generic appreciation of how this translates into socio-economic development and consequently reduces the development gap.			0	No relevant content.		<p><b>4 marks</b> <b>AO1=2</b> <b>AO2=2</b></p>
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	0	No relevant content.															

Qu	Part	Marking guidance	Total marks												
02	6	<p><b>‘Transnational corporations (TNCs) create more advantages than disadvantages for host countries.’</b></p> <p><b>To what extent do you agree with this statement?</b></p> <p><b>Use an example from either a LIC or a NEE to answer the question.</b></p> <table border="1" data-bbox="331 611 1286 1525"> <tbody> <tr> <td data-bbox="331 611 501 913">Level 3 (Detailed)</td> <td data-bbox="501 611 635 913">7–9 marks</td> <td data-bbox="635 611 1286 913">Demonstrates accurate and detailed knowledge and understanding about the impact of TNCs by outlining both the advantages and disadvantages that they bring to host countries. Applies this effectively to put forward a coherent discussion which offers some evaluative and balanced judgement about the relative impact of TNCs. Communicates ideas with clarity and good use of geographical language.</td> </tr> <tr> <td data-bbox="331 913 501 1319">Level 2 (Clear)</td> <td data-bbox="501 913 635 1319">4–6 marks</td> <td data-bbox="635 913 1286 1319">Demonstrates appropriate and clear knowledge and understanding about the impact of TNCs by describing some of the advantages and disadvantages that they have on host countries (which may lack balance and not always be fully developed) <b>or</b> a more detailed appreciation of either advantages or disadvantages. Applies this effectively to offer a discussion to consider some evaluative judgement about the relative impact of TNCs. Communicates ideas effectively with some use of geographical language.</td> </tr> <tr> <td data-bbox="331 1319 501 1489">Level 1 (Basic)</td> <td data-bbox="501 1319 635 1489">1–3 marks</td> <td data-bbox="635 1319 1286 1489">A number of largely generic points which describes some advantages and disadvantages of TNCs. Simplistic attempt to offer an evaluative discussion. Communicates ideas using basic language.</td> </tr> <tr> <td data-bbox="331 1489 501 1525"></td> <td data-bbox="501 1489 635 1525">0</td> <td data-bbox="635 1489 1286 1525">No relevant content.</td> </tr> </tbody> </table> <p><b>Max Level 1 if no example identified.</b></p> <p><b>Indicative content</b></p> <p>Advantages can be considered at a range of scales, from individual opportunities to international trade and political relationships. They can also be considered in relation to specific points such as job creation, the development of the skill base or in a broader way by considering multiplier effects. This might include observations about cumulative causation, the link to infrastructural development or points about how industrial development can play a part in the development process. There may also be secondary advantages, for example when industrial development brings water supply/energy supply to an area and local residents also benefit from this.</p>	Level 3 (Detailed)	7–9 marks	Demonstrates accurate and detailed knowledge and understanding about the impact of TNCs by outlining both the advantages and disadvantages that they bring to host countries. Applies this effectively to put forward a coherent discussion which offers some evaluative and balanced judgement about the relative impact of TNCs. Communicates ideas with clarity and good use of geographical language.	Level 2 (Clear)	4–6 marks	Demonstrates appropriate and clear knowledge and understanding about the impact of TNCs by describing some of the advantages and disadvantages that they have on host countries (which may lack balance and not always be fully developed) <b>or</b> a more detailed appreciation of either advantages or disadvantages. Applies this effectively to offer a discussion to consider some evaluative judgement about the relative impact of TNCs. Communicates ideas effectively with some use of geographical language.	Level 1 (Basic)	1–3 marks	A number of largely generic points which describes some advantages and disadvantages of TNCs. Simplistic attempt to offer an evaluative discussion. Communicates ideas using basic language.		0	No relevant content.	<p><b>9 marks</b> <b>AO1=3</b> <b>AO2=3</b> <b>AO3=3</b></p>
Level 3 (Detailed)	7–9 marks	Demonstrates accurate and detailed knowledge and understanding about the impact of TNCs by outlining both the advantages and disadvantages that they bring to host countries. Applies this effectively to put forward a coherent discussion which offers some evaluative and balanced judgement about the relative impact of TNCs. Communicates ideas with clarity and good use of geographical language.													
Level 2 (Clear)	4–6 marks	Demonstrates appropriate and clear knowledge and understanding about the impact of TNCs by describing some of the advantages and disadvantages that they have on host countries (which may lack balance and not always be fully developed) <b>or</b> a more detailed appreciation of either advantages or disadvantages. Applies this effectively to offer a discussion to consider some evaluative judgement about the relative impact of TNCs. Communicates ideas effectively with some use of geographical language.													
Level 1 (Basic)	1–3 marks	A number of largely generic points which describes some advantages and disadvantages of TNCs. Simplistic attempt to offer an evaluative discussion. Communicates ideas using basic language.													
	0	No relevant content.													

<p>02</p>	<p>6</p>	<p>Advantages identified in the textbook include:</p> <ul style="list-style-type: none"> <li>• Links to the multiplier effect</li> <li>• Creation of jobs</li> <li>• Improvements to infrastructure</li> <li>• Movement away from reliance on a narrow industrial base</li> <li>• Develops trading relationships</li> <li>• Advancements in technology</li> <li>• Training opportunities.</li> </ul> <p>Disadvantages can be considered at a range of scales from individual observations (exploitation/links to health/safety issues) to broader points about environmental issues and resource exploitation. There may also be observations about over-reliance on TNCs creating economic security issues and the possibility of the broadening of the development gap within a country or core-periphery issues.</p> <p>Disadvantages identified in textbook include:</p> <ul style="list-style-type: none"> <li>• Economic leakage</li> <li>• Exploitation/low incomes</li> <li>• Insecurity when there is an economic slowdown</li> <li>• Health and safety issues</li> <li>• Environmental issues.</li> </ul> <p>Candidates may use examples of specific industries (for example, mining, manufacturing, services, tourism). Consequently an analysis of advantages/disadvantages might be significantly based on a specific industrial sector. This is acceptable as long as the answer clearly references TNCs.</p>	
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**Section C – Global issues**

**Water and energy resources or Population and communication**

**Question 3 – Water and energy resources**

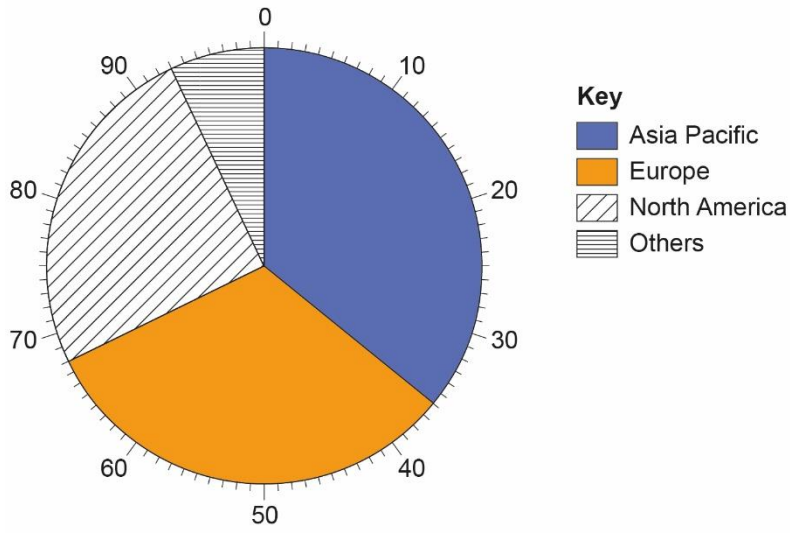
Qu	Part	Marking guidance	Total marks									
03	1	<p><b>‘There are significant global differences in the number of deaths from using unsafe water resources.’</b></p> <p><b>Use Figure 7 to discuss this statement.</b></p> <table border="1"> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Uses the map to identify areas where the number of deaths is significantly higher and uses data to have a discussion about relative differences. Demonstrates some degree of global perspective.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>Identifies that there are global differences in the number of deaths with limited specific reference to particular areas.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Highest rates are in Africa, particularly Sub Saharan Africa.</li> <li>• Some Asian countries have moderately high rates.</li> <li>• Within Asia, India appears to have marginally higher rates.</li> <li>• In South America rates are low.</li> <li>• In the rest of the world rates are low.</li> </ul>	Level 2 (Clear)	3–4 marks	Uses the map to identify areas where the number of deaths is significantly higher and uses data to have a discussion about relative differences. Demonstrates some degree of global perspective.	Level 1 (Basic)	1–2 marks	Identifies that there are global differences in the number of deaths with limited specific reference to particular areas.		0	No relevant content.	<p><b>4 marks</b> AO3=2 AO4=2</p>
Level 2 (Clear)	3–4 marks	Uses the map to identify areas where the number of deaths is significantly higher and uses data to have a discussion about relative differences. Demonstrates some degree of global perspective.										
Level 1 (Basic)	1–2 marks	Identifies that there are global differences in the number of deaths with limited specific reference to particular areas.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
03	2	<p><b>Suggest two reasons why some countries have higher levels of unsafe water.</b></p> <p>Don’t accept very basic ideas about ‘less money/poverty’.</p> <p>2 x 1 mark</p> <ul style="list-style-type: none"> <li>• Limited investment in infrastructure.</li> <li>• Competing demand for resources.</li> <li>• Rapid urban growth makes management challenging.</li> <li>• Rural connectivity may be challenging.</li> <li>• Civil unrest/war.</li> <li>• Government corruption.</li> <li>• Unregulated pollution.</li> </ul>	<p><b>2 marks</b> AO2=2</p>

Qu	Part	Marking guidance			Total marks
03	3	<b>Suggest how water shortages might affect food production.</b>			4 marks AO2=2 AO3=2
		Level 2 (Clear)	3–4 marks	Shows awareness of the importance of water in relation to agriculture and how water insecurity will make it difficult for both crops and animals to survive. Some understanding that farming often relies on both rainfall and stored/transported water. An awareness that water insecurity can affect both of these aspects of water management and consequently affect food production at different scales.	
		Level 1 (Basic)	1–2 marks	Some understanding of the link between water supply and food production with a simplistic appreciation that water scarcity will mean that crops die. Mention of both crops and animals for 2 marks.	
			0	No relevant content.	
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• In many areas agriculture is the main user of water (impact on food supply).</li> <li>• Water insecurity can affect agriculture at different scales (commercial/subsistence agriculture).</li> <li>• Water insecurity affects both plants and animals (crops, animals die/reduces range of potential crops/animals).</li> <li>• Not all countries have the economic or technical ability to store/transfer water, so areas may be affected differently.</li> <li>• Large scale commercial agriculture may command water at the expense of smaller scale community farmers.</li> <li>• Conflict between food production and agricultural raw material production (cotton).</li> <li>• Can affect the health of farm workers.</li> </ul>					

Qu	Part	Marking guidance		Total marks
03	4	<b>State what is meant by water conservation and water recycling.</b>		2 marks AO1=2
		<p><b>Water conservation</b> Basic idea about saving water/using less water/not wasting water/using water efficiently.</p> <p><b>Water recycling</b> Basic idea about using water again (re-using treated water)</p>		

Qu	Part	Marking guidance	Total marks
03	5	<p><b>Describe the change to the total global consumption of renewable energy between 1999 and 2019.</b></p> <p>1 mark – An appreciation of an increase.</p> <p>2 marks – An appreciation of an increase and use of data/observation about rate of increase.</p>	<p><b>2 marks</b> <b>AO4=2</b></p>

Qu	Part	Marking guidance	Total marks
03	6	<p><b>Complete the pie chart using the information in the table below.</b></p>  <p><b>Key</b></p> <ul style="list-style-type: none"> <li>■ Asia Pacific</li> <li>■ Europe</li> <li>▨ North America</li> <li>▨ Others</li> </ul> <p>1 mark – Sections on pie chart are accurately drawn. Sections not accurate but correct order and shading.</p> <p>2 marks – Sections on pie chart are accurately drawn and shaded correctly.</p> <p>North America – accept as long as shading is diagonal.</p> <p><b>MAX 1 mark if not in correct order (as shown on key)</b></p>	<p><b>2 marks</b> <b>AO4=2</b></p>

Qu	Part	Marking guidance	Total marks
03	7	<p><b>Give two examples of renewable energy sources.</b></p> <p>2 x 1 mark</p> <p>Specification mentions: biomass, wind, hydro, tidal, geothermal, wave and solar.</p>	<p><b>2 marks</b> <b>AO1=2</b></p>

Qu	Part	Marking guidance			Total marks
03	8	<p><b>Explain how a renewable energy scheme has provided sustainable energy for a local community.</b></p> <p><b>Use an example you have studied from either a LIC or a NEE.</b></p>			<p><b>6 marks</b>  <b>AO1=3</b>  <b>AO2=3</b></p>
Level 3 (Detailed)	5–6 marks	Demonstrates accurate and detailed knowledge and understanding about a renewable energy scheme in either a LIC or a NEE. Applies this effectively to illustrate how the scheme has provided energy for the community. Shows an understanding of sustainability by making observations about factors such as the long term nature of the scheme, the ability to maintain the scheme or the cost of the energy produced in relation to the local community.			
Level 2 (Clear)	3–4 marks	Demonstrates accurate and clear knowledge and understanding about a renewable energy scheme in either a LIC or a NEE. Applies this effectively to illustrate how the scheme has provided energy for the community. Some awareness of why the scheme is considered sustainable.			
Level 1 (Basic)	1–2 marks	A number of largely generic points which describes a renewable energy scheme in either a LIC or a NEE. Simplistic attempt to offer an understanding of sustainability.			
	0	No relevant content.			
<p><b>Max Level 1 if no example identified.</b></p>					
<p><b>Indicative content</b></p>					
<ul style="list-style-type: none"> <li>• The scheme can be any type of renewable energy.</li> <li>• Examples of different scales might be used.</li> <li>• NGO schemes/government schemes or commercial schemes can be used.</li> <li>• Sustainability can be considered in different ways, including costs, use of local raw materials, ability to maintain the scheme locally, the long term nature of the scheme.</li> <li>• Candidates might consider sustainability through an understanding of appropriate technology.</li> </ul>					

Qu	Part	Marking guidance	Total marks												
03	9	<p data-bbox="331 353 1141 387"><b>‘Energy exploitation always creates environmental costs.’</b></p> <p data-bbox="331 427 1023 461"><b>To what extent do you agree with this statement?</b></p> <p data-bbox="331 506 930 539"><b>Use Figure 9 and your own understanding.</b></p> <table border="1" data-bbox="331 573 1289 1189"> <tbody> <tr> <td data-bbox="336 580 501 813">Level 3 (Detailed)</td> <td data-bbox="501 580 627 813">5–6 marks</td> <td data-bbox="627 580 1284 813">Detailed analysis of the photograph and own understanding which identifies and develops points which explains how all types of energy exploitation can create environmental costs. Some awareness that different types of energy exploitation/scales of exploitation create different costs.</td> </tr> <tr> <td data-bbox="336 813 501 981">Level 2 (Clear)</td> <td data-bbox="501 813 627 981">3–4 marks</td> <td data-bbox="627 813 1284 981">Uses the photograph to identify how different types of energy exploitation create environmental costs and some awareness that all types of energy exploitation can create environmental costs.</td> </tr> <tr> <td data-bbox="336 981 501 1149">Level 1 (Basic)</td> <td data-bbox="501 981 627 1149">1–2 marks</td> <td data-bbox="627 981 1284 1149">Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real specific development. Focus will be quite general with a number of generic ‘pollution’ based ideas.</td> </tr> <tr> <td data-bbox="336 1149 501 1189"></td> <td data-bbox="501 1149 627 1189">0</td> <td data-bbox="627 1149 1284 1189">No relevant content.</td> </tr> </tbody> </table> <p data-bbox="331 1223 584 1256"><b>Indicative content</b></p> <ul data-bbox="331 1294 1289 1850" style="list-style-type: none"> <li>• Environmental costs can include:                             <ul style="list-style-type: none"> <li>○ pollution to water courses/oceans and landscapes</li> <li>○ air pollution created by exploitation</li> <li>○ destruction of landscapes</li> <li>○ visual impacts</li> <li>○ loss of environmental amenities</li> <li>○ environmental accidents linked to exploitation/transportation.</li> </ul> </li> <li>• All types of energy exploitation have the potential to create environmental costs.</li> <li>• Environmental costs can be felt at source or in broader terms (climate change).</li> <li>• Both renewable and non-renewable energy creates environmental costs.</li> <li>• Scale is a factor which may determine the level of environmental costs.</li> <li>• Management can mitigate environmental costs to a certain extent.</li> </ul>	Level 3 (Detailed)	5–6 marks	Detailed analysis of the photograph and own understanding which identifies and develops points which explains how all types of energy exploitation can create environmental costs. Some awareness that different types of energy exploitation/scales of exploitation create different costs.	Level 2 (Clear)	3–4 marks	Uses the photograph to identify how different types of energy exploitation create environmental costs and some awareness that all types of energy exploitation can create environmental costs.	Level 1 (Basic)	1–2 marks	Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real specific development. Focus will be quite general with a number of generic ‘pollution’ based ideas.		0	No relevant content.	<p data-bbox="1329 1048 1441 1149"><b>6 marks</b> <b>AO2=3</b> <b>AO3=3</b></p>
Level 3 (Detailed)	5–6 marks	Detailed analysis of the photograph and own understanding which identifies and develops points which explains how all types of energy exploitation can create environmental costs. Some awareness that different types of energy exploitation/scales of exploitation create different costs.													
Level 2 (Clear)	3–4 marks	Uses the photograph to identify how different types of energy exploitation create environmental costs and some awareness that all types of energy exploitation can create environmental costs.													
Level 1 (Basic)	1–2 marks	Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real specific development. Focus will be quite general with a number of generic ‘pollution’ based ideas.													
	0	No relevant content.													

**Question 4 – Population and communication**

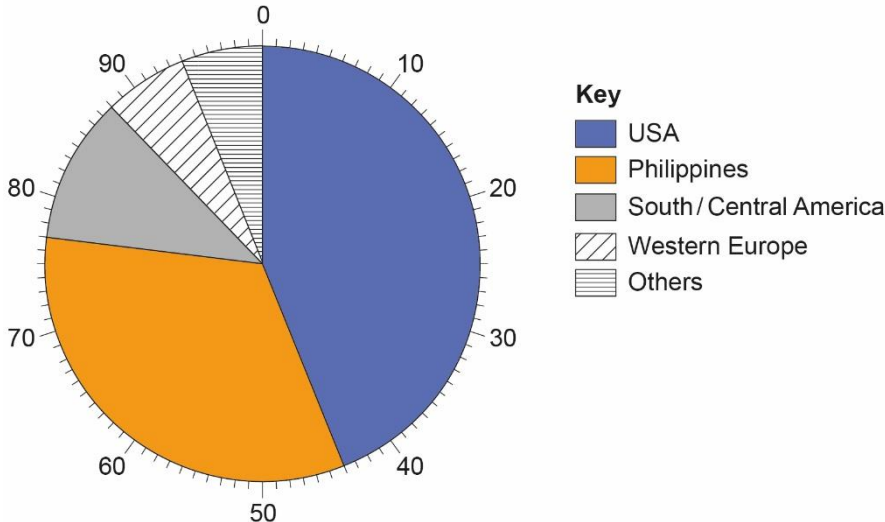
Qu	Part	Marking guidance	Total marks									
04	1	<p><b>‘There are significant global differences in fertility rates.’</b></p> <p><b>Use Figure 10 to discuss this statement.</b></p> <table border="1"> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Uses the map to identify areas where rates of fertility are significantly higher and uses data to have a discussion about relative differences. Demonstrates some degree of global perspective.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>Identifies that there are global differences in fertility rates with limited specific reference to particular areas.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Rates are highest in Africa, particularly Sub Saharan Africa.</li> <li>• Parts of Asia and the Middle East have moderately high rates.</li> <li>• A small number of countries in South America have moderately high rates, notably Bolivia.</li> <li>• In the rest of the world rates are low, although there are variations.</li> </ul>	Level 2 (Clear)	3–4 marks	Uses the map to identify areas where rates of fertility are significantly higher and uses data to have a discussion about relative differences. Demonstrates some degree of global perspective.	Level 1 (Basic)	1–2 marks	Identifies that there are global differences in fertility rates with limited specific reference to particular areas.		0	No relevant content.	<p><b>4 marks</b>  <b>AO3=2</b>  <b>AO4=2</b></p>
Level 2 (Clear)	3–4 marks	Uses the map to identify areas where rates of fertility are significantly higher and uses data to have a discussion about relative differences. Demonstrates some degree of global perspective.										
Level 1 (Basic)	1–2 marks	Identifies that there are global differences in fertility rates with limited specific reference to particular areas.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
04	2	<p><b>Suggest two reasons why some countries have higher fertility rates.</b></p> <p>2 x 1 mark</p> <p>Accept relative points (why lower in some areas).</p> <p>Possible answers might include (credit other valid reasons):</p> <ul style="list-style-type: none"> <li>• Cultural factors/cultural norms</li> <li>• Limited birth control</li> <li>• Limited education</li> <li>• Children seen as an economic asset</li> <li>• In rural areas socio-cultural norms may be different</li> <li>• Gender inequality</li> <li>• National population policy</li> </ul>	<p><b>2 marks</b>  <b>AO2=2</b></p>

Qu	Part	Marking guidance	Total marks									
04	3	<p><b>Suggest how population change might affect the balance between population and resources.</b></p> <table border="1"> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Shows awareness of the link between population and resources and how a growing population puts pressure on resources. Offers some development by identifying specific examples (farming resources/water/energy might be commonly used).</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>Simplistic understanding which offers some appreciation that the population/resource balance means that there may be more or less resources to go around.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </table> <p><b>Indicative content</b></p> <p>There is not an expectation of a discussion about the concept of the population/resource balance or the concept of ‘over population’. It is really about understanding that population can put resources under pressure and that this might create challenges, especially in relation to specific resources.</p> <ul style="list-style-type: none"> <li>Given the nature of the course, resource ideas might centre around agricultural resources, water or energy.</li> <li>Although not a requirement, some candidates might focus on population policy driven by resource anxieties (China).</li> </ul>	Level 2 (Clear)	3–4 marks	Shows awareness of the link between population and resources and how a growing population puts pressure on resources. Offers some development by identifying specific examples (farming resources/water/energy might be commonly used).	Level 1 (Basic)	1–2 marks	Simplistic understanding which offers some appreciation that the population/resource balance means that there may be more or less resources to go around.		0	No relevant content.	<p><b>4 marks</b> AO2=2 AO3=2</p>
Level 2 (Clear)	3–4 marks	Shows awareness of the link between population and resources and how a growing population puts pressure on resources. Offers some development by identifying specific examples (farming resources/water/energy might be commonly used).										
Level 1 (Basic)	1–2 marks	Simplistic understanding which offers some appreciation that the population/resource balance means that there may be more or less resources to go around.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
04	4	<p><b>In relation to international migration, state what is meant by economic migrants and asylum seekers.</b></p> <p><b>Economic migrants</b> Basic idea about seeking money/work.</p> <p><b>Asylum seekers</b> Basic idea about moving because of personal risk.</p>	<p><b>2 marks</b> AO1=2</p>

Qu	Part	Marking guidance	Total marks
04	5	<p><b>Describe the change in income from the call centre industry in India between 2015 and 2025 (predicted).</b></p> <p>1 mark – An appreciation of an increase.</p> <p>2 marks – An appreciation of an increase and use of data/observation about rate of increase.</p>	<p><b>2 marks</b> <b>AO4=2</b></p>

Qu	Part	Marking guidance	Total marks
04	6	<p><b>Complete the pie chart using the information in the table below.</b></p>  <p><b>Key</b></p> <ul style="list-style-type: none"> <li>USA</li> <li>Philippines</li> <li>South / Central America</li> <li>Western Europe</li> <li>Others</li> </ul> <p>1 mark – Sections on pie chart are accurately drawn. Sections not accurate but correct order and shading.</p> <p>2 marks – Sections on pie chart are accurately drawn and shaded correctly.</p> <p>Western Europe – accept as long as shading is diagonal.</p> <p><b>MAX 1 mark if not in correct order (as shown on key).</b></p>	<p><b>2 marks</b> <b>AO4=2</b></p>

Qu	Part	Marking guidance			Total marks
04	7	<b>Explain how the development of ICT has led to global growth in the number of call centres.</b>			<b>6 marks</b> <b>AO1=3</b> <b>AO2=3</b>
Level 3 (Detailed)		5–6 marks	Demonstrates accurate and detailed knowledge and understanding about the requirements of call centres in relation to ICT. Applies this effectively to illustrate how the development of phone/computer networks has allowed call centres to set up almost anywhere. Some awareness of the fact that it is essentially a communication business and the development of ICT has basically meant that the major limitation is essentially the skill base of the country. Although examples cannot be demanded, the use of examples might be used to illustrate the nature of the businesses/types of businesses involved and consequently might help to demonstrate knowledge and understanding.		
Level 2 (Clear)		3–4 marks	Demonstrates accurate and clear knowledge and understanding about the requirements of call centres in relation to ICT. Applies this effectively to illustrate how the development of phone/computer networks has allowed call centres to set up almost anywhere.		
Level 1 (Basic)		1–2 marks	A number of largely generic points which describes call centres and the types of technology involved with some understanding that ICT development has created broader global opportunities.		
		0	No relevant content.		
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• ICT has been a major factor in the globalisation of some types of industry.</li> <li>• Initially the development of international phone lines and the reduction of international phone call costs encouraged the growth of business links.</li> <li>• More recently computer-based links have opened up much of the world in relation to this type of industry.</li> <li>• Call centres are essentially communication businesses and are used by a variety of businesses, including banks, insurance companies, media, transportation etc.</li> <li>• International call centres allow for business to operate 24 hours a day.</li> </ul>					

Qu	Part	Marking guidance	Total marks
04	8	<p><b>Identify two ways that the development of air transport has increased trade opportunities.</b></p> <p>2 x 1 mark</p> <p>Opened up new areas/markets/more trade                      Reduced travel time/made it easier to transport goods                      Has allowed more perishable goods to be traded</p>	<p><b>2 marks</b>  <b>AO1=2</b></p>

Qu	Part	Marking guidance	Total marks												
04	9	<p><b>‘The development of ports can create significant economic development opportunities.’</b></p> <p><b>To what extent do you agree with this statement?</b></p> <p><b>Use Figure 12 and your own understanding.</b></p> <table border="1" data-bbox="331 611 1289 1361"> <tbody> <tr> <td data-bbox="331 611 501 846">Level 3 (Detailed)</td> <td data-bbox="501 611 628 846">5–6 marks</td> <td data-bbox="628 611 1289 846">Demonstrates accurate and detailed knowledge and understanding through the use of the photograph and additional information in a balanced way. Identifies and develops points which explains how ports offer both direct opportunities and linked opportunities. Some understanding of the idea of the multiplier effect.</td> </tr> <tr> <td data-bbox="331 846 501 1081">Level 2 (Clear)</td> <td data-bbox="501 846 628 1081">3–4 marks</td> <td data-bbox="628 846 1289 1081">Demonstrates knowledge and understanding through the use of the photograph and some additional information. Clear appreciation of how ports are a positive factor in relation to economic opportunities. Some reference to broader possibilities beyond points about direct port related activities.</td> </tr> <tr> <td data-bbox="331 1081 501 1323">Level 1 (Basic)</td> <td data-bbox="501 1081 628 1323">1–2 marks</td> <td data-bbox="628 1081 1289 1323">Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real additional information. Focus will be quite general, largely focused on job opportunities/increased trade linked to the industrial activity identified on the photograph.</td> </tr> <tr> <td data-bbox="331 1323 501 1361"></td> <td data-bbox="501 1323 628 1361">0</td> <td data-bbox="628 1323 1289 1361">No relevant content.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The photograph offers a wide range of evidence, including opportunities linked directly to the movement of goods and also industrial/manufacturing opportunities linked to export/import products.</p> <ul data-bbox="331 1608 1289 1933" style="list-style-type: none"> <li>• Port activity creates a lot of direct opportunities in terms of jobs.</li> <li>• There are ‘break of bulk’ opportunities.</li> <li>• Manufacturing develops around both export opportunities and imported raw materials and semi-finished goods.</li> <li>• Ability for export opportunities can encourage industrial development.</li> <li>• Port activity creates a lot of service opportunities, both directly (administration) and indirectly (servicing local workers).</li> <li>• Broader port opportunities such as the development of oil refineries or the cruise industry.</li> </ul>	Level 3 (Detailed)	5–6 marks	Demonstrates accurate and detailed knowledge and understanding through the use of the photograph and additional information in a balanced way. Identifies and develops points which explains how ports offer both direct opportunities and linked opportunities. Some understanding of the idea of the multiplier effect.	Level 2 (Clear)	3–4 marks	Demonstrates knowledge and understanding through the use of the photograph and some additional information. Clear appreciation of how ports are a positive factor in relation to economic opportunities. Some reference to broader possibilities beyond points about direct port related activities.	Level 1 (Basic)	1–2 marks	Identifies points from the photograph in a largely descriptive way which are relevant to the question without offering any real additional information. Focus will be quite general, largely focused on job opportunities/increased trade linked to the industrial activity identified on the photograph.		0	No relevant content.	<p><b>6 marks</b> <b>AO2=3</b> <b>AO3=3</b></p>
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