

Cambridge IGCSE™

GEOGRAPHY**0460/13**

Paper 1 Geographical Themes

May/June 2026

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **25** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Repetition
	More information required
	Just enough information to answer the question
	Development
	Highlighting areas of text
	Open bracket
	Close bracket
	Example
	Level one
	Level two
	Irrelevant, a significant amount of material that does not answer the question
	Two statements are linked
	Horizontal Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as 
	Vertical Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as 
	Page or response seen by examiner

Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The mark scheme attempts to give guidance about the requirements of each answer and lists a number of responses, which will earn marks along with the general principles to be applied when marking each question.

It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme.

The notation 'etc.' at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked, and not repetition of a previous point made, credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

Marking Mechanics.

Point marking is used for sections (a) and (b) of each question, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate where a mark has been allowed. Where a development point has been allowed the symbol 'DEV' should be placed adjacent to the tick. When used, the number of ticks should always be equal to the total number of marks awarded. Only one development mark is available for each mark scheme point. Where a candidate makes a point which is not quite sufficient for credit an ^ symbol should be used. If after careful consideration a mark is awarded which gives 'benefit of doubt' to the candidate, the letter 'J' should be placed adjacent to the tick (i.e. the candidate has 'just' achieved the mark). Crosses are acceptable to signify wrong answers and the letters 'IR/IRRL' should be used to indicate those which are irrelevant.

Levels of response marking is used for section (c) of each question.

It is the quality of the response that determines which level an answer has achieved rather than the quantity of statements contained within it. However, once assigned to a level the mark achieved within that level is determined by the number of points made.

Levels 1 and 2 are distinguished by whether statements are simple (level 1) or developed/elaborated (level 2). A candidate can immediately enter L2 by making developed points without making any L1 statements. In order to achieve L3 a candidate must have already reached the top of L2 – in addition their answer should have a clear example and if the answer is place specific as well (7 marks). Highlight place specific detail.

Where statements are assigned levels by the examiner this should be indicated by the use of L1 and L2 next to the statements. Ticks should **not** be used on answers that are marked using levels of response marking. L1 annotation should be removed once a L2 is awarded for an answer. L3 annotation is not used. There is no need for a summary level at the end of a response.

Summary:

Level 1 (1 to 3 marks):

- 1 simple statement (1 mark)
- 2 simple statements (2 marks)
- 3 simple statements (3 marks)

Level 2 (4 to 6 marks):

- 1 developed statement (4 marks)
- 2 developed statements (5 marks)
- 3 or more developed statements with e.g. (6 marks)

Level 3 (7 marks)

3 or more developed statements + named example with at least one piece of place specific detail.

Note. The following guidelines apply when case studies are required in part (c) questions:

- 1 Level 2 statements must be developed/elaborated **or** related relevant ideas need to be linked.
- 2 The use of statistics is not an acceptable form of development, thus a simple statement with statistics is a Level 1 statement. The use of statistics alone can be credited as an alternative to a L1 written statement.
- 3 Place specific information is required as part of the criteria to achieve a Level 3 answer. This could relate to the location of the case study chosen or aspects of the study which make it authentic rather than simply generic (e.g. named places within the area, other specific factual detail, relevant statistics etc.).

Please note that:

- if the case study requires a country name the name of the continent in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. 'Nigeria, located in Africa...' is not sufficient but 'Nigeria, located in West Africa' is sufficient.)
- if the case study requires the name of an area/town or city the name of the country in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. 'Mumbai, located in India...' is not sufficient but 'Mumbai, located in Western India' is sufficient.)

Question	Answer	Marks
1(a)(i)	157–159 (000s) 1 mark	1
1(a)(ii)	(Overall increase) is $264/5$ ($100 + 164/5$) <u>and</u> (decrease is) $161/2$; $(264/5 - 161/2) = 102-104$ (thousand); NB No need for units as it is given in the answer box 2 @ 1 mark	2
1(a)(iii)	Ideas such as: Unemployment/closure of industries/better jobs/higher paid jobs; Retirement; More traffic/traffic congestion/lack of parking/high cost of transport; Lack of/high cost of housing/land/rent/need for larger or smaller houses; Lack of/pressure on healthcare/better healthcare; Lack of/pressure on education/better schools; Noise pollution/less peaceful; Air pollution; Access to countryside <u>for</u> leisure/or example/scenic beauty; High crime rates/specified crime; Remote/hybrid working; Join family/friends; etc. 3 @ 1 mark Note: Can be expressed as push factors for moving from large cities or pull factors of the areas they move to. ^ High cost of living Good quality of life Pressure on resources People become more affluent Do not accept: Too many people live there/overcrowded Diseases Lack of/high price of food /water/electricity/healthcare/schools	3

Question	Answer	Marks
1(a)(iv)	Ideas such as: NB Could be people moving from, as well as to, cities. <i>2 × 1 mark for specified changes in the population structure such as in</i> Less/more economically active adults/c.16–65; Less/more over 65s/old dependents/ageing population; Less/more young dependents/children; Specified change in gender balance ^ More dependents Economically active move out <i>2 × 1 mark for reasons, e.g.</i> To retire; seek peace and quiet; moving for work; larger houses; healthcare; education; entertainment etc. 2 marks for simple reference to the change and 2 marks for explanation. Note: No credit for specified change or reason without reference to age/gender. 2 @ 2 marks	4
1(b)(i)	Texas Arizona Wisconsin Montana All 4 correct = 3 marks 2 or 3 correct = 2 marks 1 correct = 1 mark 0 correct = 0 3 @ marks	3

Question	Answer	Marks
1(b)(ii)	Pull factors such as: Work availability/more jobs/better jobs; jobs are higher paid/can earn money to feed their families/can get a regular income/can send remittances home; To obtain education; greater choice of schools/higher education availability/to get qualifications/higher literacy; To obtain health care; better equipped hospitals/specialist health care provision/availability of medicines/vaccinations/longer life expectancy; Better water supply/sanitation; piped water supply available etc.; Better food supply; food available in shops; To join family/friends (who have already migrated); To obtain freedom of speech; Better electricity/wifi; Low crime rates: so greater safety/security (dev only); etc. = ^ Better standard of living/quality of life Safety/security (as dev only) Better housing Economic/social/cultural reasons Do not accept: cheaper cost of living Better public transport Entertainment 5 @ 1 mark or development	5

Question	Answer	Marks
1(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain why large amounts of migration to a country may cause problems for the country. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which explain why large amounts of migration to a country may cause problems for the country. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which explain why large amounts of migration to a country may cause problems for the country, including some place specific reference. <u>Content Guide:</u> Problems such as: Pressure on/increased demand for/cost of food; Pressure on/increased demand for/cost of water supplies; Lack of housing/temporary accommodation/overcrowded housing/homelessness/refugee camps/squatter settlements/shanty towns; Remittances sent to country of origin; Pressure/increased demand on health care Increase in specified disease e.g. diphtheria, ebola, covid, etc.; Pressure on/increased demand for education; Unemployment/they may take jobs of local people; <u>Problems caused by many people who don't speak the local language e.g.</u> need for/cost of translation etc.; Conflicts with/resentment of local population/racial tension/cultural clashes; Increased/high crime rate; Cost/time/difficulty of processing immigrants; Need for patrols/rescue boats; Need for financial support; Political differences on how to deal with the issue; More traffic; More air/noise/water/land pollution (allow 1 max) etc. <u>Place specific reference is likely to consist of:</u> Named places within the country Statistics etc. Do not accept: Global warming	7

Question	Answer	Marks
2(a)(i)	44–46(%) 1 mark	1
2(a)(ii)	Inner city; Rural-urban fringe 2 @ 1 mark	2
2(a)(iii)	Residential Open space Shops Offices All 4 correct = 3 marks 2 or 3 correct = 2 marks 1 correct = 1 mark 0 correct = 0 3 @ 1 mark	3
2(a)(iv)	Fig. 2.2 Central Business District/CBD; Commercial area/shops/offices/high rise/many people/public building etc. (reasoning); Do not accept: wide road zebra crossing lots of cars historic buildings Fig. 2.3 Inner city/inner suburbs; High density or multistorey/tall <u>residential</u> buildings/older <u>residential</u> buildings (apartments/homes) /apartments above shops/narrow streets etc. (reasoning); ^ Residential Do not accept: Cars Shops 2 marks for correct urban land use zone + 2 marks for reasoning Note: No credit for reasoning if land use zone is incorrect. 2 @ 2 marks	4

Question	Answer	Marks
2(b)(i)	Ideas such as: Housing/residential/apartments; Industry/warehouses/factories/industrial; Offices; (oil) Storage tanks; Mosque/place of worship; Open space/fields/farmland/trees/bushes; Roads; TV mast; etc. Do not accept: Farming Commercial (as means shops/offices/hotels/banks which can't be seen) 3 @ 1 mark	3
2(b)(ii)	Ideas such as: Deforestation/loss of vegetation/green space; Loss of habitats; Atmospheric pollution; Light pollution; Water pollution; Noise pollution; Wildlife <u>harmed by</u> litter/land pollution; Ecosystems destroyed; Food chains disrupted; Flooding; Killing of wildlife/species loss; Reduced biodiversity; Wildlife migrate; etc. Do not accept: Global warming Impact on people Visual impact Land degradation ^ It is destroyed Litter /land pollution Note: Credit description of the effects and not the causes of the effects 5 @ 1 mark or development	5

Question	Answer	Marks
2(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the causes and/or effects of housing shortages. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which describe the causes and/or effects of housing shortages. E.g. Large population increase as a result of in-migration Large amounts of in-migration result in squatter settlements Large amounts of in-migration due to looking for work Only allow 1 × L2 for any pull factors for migration Lack of clean water supply causes waterborne diseases (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate which describe the causes <u>and</u> effects of housing shortages with some place specific reference. Note: If there are 3 × L2, for example for causes, to be comprehensive effects can be at L1. <u>Content Guide:</u> <i>Causes</i> such as: Large population/increasing population In migration Natural population increase Lack of finance for local authority housing development Demolition/derelection of older housing Pressure on space Much land used for commercial/industrial use <i>Effects</i> such as: Homelessness People living on streets Growth of squatter settlements/shanty towns People living in unhygienic conditions Spread of disease Urban sprawl etc. Note: Can be MEDC or LEDC.	7

Question	Answer	Marks
3(a)(i)	Stack 1 mark	1
3(a)(ii)	Ideas such as: In the sea/separate from cliff/other rock; Tall; Steep/vertical (sides); Wider at bottom/thinner at top; Rock/rocky; Sloping top; Cracks/joints. Do not accept: Wide/narrow Big/small Will fall down/become a stump Jagged Colour Cliff Headland 2 @ 1 mark	2
3(a)(iii)	Ideas such as: <u>Erosion</u> of headland/cliff/line of weakness/cracks; Hydraulic action/abrasion/corrasion/corrosion/solution ; Cave formed/eroded; Arch formed/retreat of back to back caves; Roof of arch collapsed etc. ^ Rock eroded Do not accept: Attrition Transportation 3 @ 1 mark	3
3(a)(iv)	Ideas such as: Differential erosion takes place; Different rock types outcrop along the coast/alternating hard and soft rocks/discordant coast; Hard rocks remain/resist erosion; Hard rocks form headlands; Soft rocks are eroded (rapidly); Bays form where rock is soft etc. Do not accept: Hydraulic action/abrasion or explanation of 4 @ 1 mark	4

Question	Answer	Marks
3(b)(i)	Ideas such as: Attached to land; N-S orientation/extends to the north/faces north; Long <u>and</u> thin; 8–10 km long; 1–2 km width; Becomes narrower at the end/tip; Curved/hook <u>at end</u> etc. Do not accept: Made of sand/shingle; 3 @ 1 mark	3
3(b)(ii)	Ideas such as: Formed by longshore drift; Movement of beach materials to north/from south; Prevailing winds blow at angle to land/from SW/to NE; Wave approach/swash at an angle/from SW/same angle as wind; Backwash at right angles//perpendicular/straight back down beach; Beach materials moved <u>with</u> waves/swash and backwash; Zigzag movement; Materials move along beach/in northerly direction; Materials deposited <u>at change in direction of</u> coast/river mouth/bay/lagoon; End curved <u>by winds approaching from different direction</u> etc. Note: Credit correct labelling of the processes listed on a diagram but do not double credit. ^ Deposition Do not accept: Salt marsh formation Lagoon 5 @ 1 mark or development	5

Question	Answer	Marks
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe and/or explain the strategies used to manage coastal erosion. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which describe <u>and</u> explain the strategies used to manage coastal erosion. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe and explain the strategies used to manage coastal erosion, including place specific information. <u>Content Guide:</u> Answers are likely to refer to: Sea wall/Revetment/Gabion/Riprap/Rock armour/Offshore barrier Resists wave attack/reduces wave energy/absorbs wave energy/reduce strength of waves (exp); Strengthens cliff/stops waves from directly hitting cliff (exp); Reflects/refracts wave energy (exp)/Breaks waves. Groynes; Retain/increases beach material/builds up beach/widens beach/prevents longshore drift/reduce wave energy (exp). Beach replenishment; Off shore barrier; Resists wave attack/reduces wave energy/absorbs wave energy (exp). Plant vegetation on sand dunes/cliff face; Insert drainage pipes in cliffs; Increase cliff stability/stops slumping (exp). Zoning; Measured retreat; So key areas are protected at the expense of low value land (exp). <u>Place specific reference is likely to consist of:</u> Locational details, Names of places in the named area etc. ^ Hard/soft engineering Do not accept: Stops/slows erosion Note: Do not double credit explanations.	7

Question	Answer	Marks
4(a)(i)	On Fig. 4.1 – Arrows should point away from plate boundary. Note: Allow arrow location anywhere on each of the plates. 1 mark	1
4(a)(ii)	Ideas such as: Plates move away from each other/diverge; Gap/crack/fissure (opens up); Magma <u>ris</u> es (to surface) etc. ^ Plates are divergent (repeat of word in question) Do not accept: Convection currents Magma solidifies/land is formed 2 @ 1 mark	2
4(a)(iii)	East coast of Asia; East of Africa; West coast of South America. 3 @ 1 mark	3
4(a)(iv)	Ideas such as: Plates move towards each other/converge; Subduction occurs/one plate sinks/one plate passes over the top of the other; Heavier/denser/oceanic plate (subducts); Crust melts/magma created; Build up of magma/pressure created; Magma <u>pushed/forced</u> upwards/ <u>pushed/forced</u> through cracks; etc. ^ Convergent (repeat of word in question) Do not accept: Convection currents; Collide Plate boundaries move Magma solidifies/land is formed/reaches surface Friction 4 @ 1 mark	4

Question	Answer	Marks
4(b)(i)	Ideas such as: (Near) Atlantic coast/South/South West <u>of</u> Iceland/coast; On the Reykjanes peninsula; SW of Fagradalsfjall/volcano; SW of Reykjavik/capital city; SSE of Keflavik; 9/12 <u>km</u> from Fagradalsfjal (volcano); 39/43 <u>km</u> from Reykjavik/capital city; 18/22 <u>km</u> from Keflavik. ^ Coast South/South West 3 @ 1 mark	3
4(b)(ii)	Ideas such as: Loss of life/injury; Toxic fumes/ash <u>cause</u> health problems (or e.g.); Need for evacuation; Damage to homes/houses; Cost of repairs; Loss of/damage to possessions (or e.g.); Roads/railways blocked/destroyed; Reservoir/drinking water polluted/pipes broken/dam broken/lack of water supply; Farmland covered by lava/crops destroyed/lack of food/famine; Livestock/<u>farm</u> animals killed; Golf course damaged; Damage to power station/loss of electricity supply; Damage to tourist industry/loss of revenue from tourist industry; Business stops/disrupted/loss of jobs; Aircraft/cannot land/take off/runway destroyed.; etc. ^ Infrastructure destroyed Buildings destroyed Lava flows Leisure/recreational facilities destroyed Smog (unless impact on people is clear) 5 @ 1 mark or development	5

Question	Answer	Marks
4(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain what has been done to reduce the impacts of volcanic eruptions. <u>Level 2</u> (4–6 marks) Uses named example. More developed explanation or linked statements which explain what has been done to reduce the impacts of volcanic eruptions. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which explain what has been done to reduce the impacts of volcanic eruptions, including place specific information. <u>Content Guide:</u> Answers are likely to refer to: Evacuation monitoring Prediction/warning population Spraying water on lava Lava diversion channels Build walls to protect from lava/mud flows Wearing of masks/hats/goggles etc. Land use zoning/build away from volcano Reinforced <u>roofs</u> on buildings Building with non-combustible materials Building emergency shelters Educate people about how to protect themselves during an eruption Plant trees, so leaves catch ash etc. ^ Stronger houses <u>Place specific reference is likely to consist of:</u> Locational details, Named places within the area Do not accept: Low buildings Note: Do not credit explanations such as to stop people being killed or to stop (generic) damage to buildings. Note: Do not credit reference to reducing the impacts of earthquakes.	7

Question	Answer	Marks
5(a)(i)	Plot New Zealand on Fig 5.1 Note: Must be on 20% line for industry and allow slight tolerance for agriculture/services 1 mark	1
5(a)(ii)	Industry = 7/9% Services = 37/39% 2 @ 1 mark	2
5(a)(iii)	Ideas such as: <u>EITHER:</u> New Zealand has greater percentage of industry; Kenya has greater percentage of agriculture; New Zealand has greater percentage of services; <u>OR</u> Kenya has smallest in industry <u>and</u> New Zealand has smallest in agriculture; Kenya has most in agriculture <u>and</u> New Zealand has most in services; Kenya has the second highest amount in services <u>and</u> New Zealand has the second highest amount in industry. Note: Credit from either the first three ideas <u>or</u> the second three ideas 3 @ 1 mark	3
5(a)(iv)	Ideas such as: Growth/development/more people now working in industry/services/factories/offices built or example e.g. teaching; TNCs build factories/industry/invest in LEDCs; Less government investment in agriculture; Loss of agricultural land <u>to</u> urban development/industry/housing/offices/urban sprawl; Mechanisation of farms; Migration of people to urban areas/urbanisation/rural depopulation; Education/qualification/skills development (encourage people to work in industry/services); Higher wages in industry/services/lower wages in agriculture; Less physical work in industry/services/agricultural work is more physical; Imports of food; Decline of subsistence economy/people buy food rather than grow their own; Drought/flooding/soil erosion/land degradation (leads to abandonment of farms/land can't be used for farming); etc. ^ Primary not profitable Country is developing 4 @ 1 mark	4

Question	Answer	Marks
5(b)(i)	Ideas such as: Components/parts or example are put together/assembled/put on cars; Start with chassis/body/shell; Painting; Engine/seats/wheels/doors/windows etc. added; Use of robots/machines/automated/no people; Along a conveyor belt/belt that moves forward; Do not accept: Test drive/checked for faults Raw materials 3 @ 1 mark	3
5(b)(ii)	Ideas such as: <i>Advantages:</i> Employment created; Better pay/regular income; Money (income) spent in/benefits local businesses; Education/skills development; Development of roads; Improvement of airports/ports; Investment into electricity/water supply. <i>Disadvantages:</i> Exploitation/long hours; Low pay rates/locals are not employed as management; Poor/unsafe/harsh working conditions; Loss of farmland; Pollution of air causes breathing difficulties/asthma; Water pollution causes waterborne diseases/smell etc.; Noise pollution; Visual/light pollution; Increased traffic; Competition with/closure of local businesses; ^ Multiplier effect; Pollution of water/air; Profits don't stay in the country Deforestation ^ (unless considers impact on people e.g. hunting grounds) Do not accept: Benefits for country rather than for people Loss of jobs if TNC relocates Cheaper products Note: 2 marks reserved for advantages and disadvantages. 5 @ 1 mark or development	5

Question	Answer	Marks
5(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe and/or explain the location of a factory or industrial zone. <u>Level 2</u> (4–6 marks) Uses named example More developed or linked statements which describe and explain the location of a factory or industrial zone. (Note: Max 5 if no named or inappropriate example – name of factory or industrial zone/location needed – e.g. car factory ^ but e.g. 'Toyota' or 'Burnaston' is OK) <u>Level 3</u> (7 marks) Comprehensive and accurate statements which describe and explain the location of a factory or industrial zone, including some place references. NB Must explain the location, but description can be at L1. <u>Content Guide:</u> Answers are likely to refer to: Raw materials Transport Market Labour Government policy Ports Large area of land Close to universities for links with R&D <u>Place specific reference is likely to consist of:</u> Locational details, Specific details of location/named settlements/road numbers etc.	7

Question	Answer	Marks
6(a)(i)	Morocco 1 mark	1
6(a)(ii)	On map: Madagascar = 60–69 shading Mali = 50–59 shading 2 @ 1 mark	2
6(a)(iii)	Ideas such as: Most/many countries/overall/general increase; e.g. most of the countries are <u>50–59</u> in 2000 and most are <u>60–69</u> in 2020; e.g. Morocco (increased/changed) from <u>60–69</u> to <u>70+</u> /Niger <u>40–49</u> to <u>50–59</u> / Angola/(increased/changed) from less than <u>50</u> to <u>60–69</u> (years)//Madagascar (increased/changed) from <u>50–59</u> to <u>60–69</u> ; More countries with 70 and over/60–69 (years); Less/no countries less than 50/less countries with 50–59; Some/a few stayed within the same band/no change/did not go up; e.g. Mali/Somalia stayed <u>within 50–59</u> band etc.; Note: Credit other countries which are not named on the map but do not credit wider regions e.g. North Africa. Note: No need for units ^ Increase Do not accept: No country has decreased 3 @ 1 mark	3

Question	Answer	Marks
6(a)(iv)	Ideas such as life expectancy is an indication of: Quality/availability/affordability of health care/ hospitals/doctors/clinics/ratio of doctors to patients; Quality/availability/affordability of medication/treatment/surgery/vaccines etc.; Availability of clean water; Availability of good sanitation/toilets/hygiene; Quality/availability of food/lack of famine; Knowledge/education <u>about</u> nutrition/diet/exercise/how to stay healthy; Social care/social welfare/welfare state or example of e.g. child benefit; Pensions/early retirement; Quality of care for the elderly or e.g. residential homes etc.; Change from manual/more physical/dangerous jobs; ^ Shows quality of life/standard of living Lower infant mortality Do not accept: War/conflict Is easily measured Crime 4 @ 1 mark	4
6(b)(i)	Ideas such as: (Those with some basic education) increases/those with no formal education decreases; Increase is not consistent/fluctuates; Steeper increase between 1980 and 1999/2000; Slow increase/gradual increase/levels off after 2000; MAX 1 mark reserve for use of statistics e.g. overall change or change in trend. Basic education (1960) 54–56% (but 2020) 86–88%/by 30–34% OR No formal education 44–46% to 12–14% by 30–34%. 3 @ 1 mark	3

Question	Answer	Marks
6(b)(ii)	Candidates can choose any of the three plans. Marks awarded for advantages of chosen plan (2 marks reserved) and disadvantages of those plans rejected: (1 mark reserved for each plan rejected) <i>E.g. make school attendance free for children of all ages. (Plan 1):</i> Advantages More children will be able to go to school/families who <u>can't afford</u> school can now attend; Children will stay at school until they are older/go on to further education; Older children will obtain qualifications/develop skills/so they are employable; ^ It is free to go to school Disadvantages Custom for children to work so even if free they may not attend school; Parents can't afford to send children/may not want to lose the income/labour obtained from children; In many areas there are not enough school places for all children up to 16; etc. <i>E.g. build new schools in every large village. (Plan 2):</i> Advantages More children will be able to go to school; there will be more school places available; Children will not be put off by having to travel/walk long distances to school; Disadvantages Still no schools for small villages/rural areas; Custom for children to work so even if nearby they may not attend school; Parents may not want to lose the income/labour obtained from children; Many parents will not be able to afford fees/cost of books/uniforms; Cannot afford to travel from small villages etc. <i>E.g. invest in online learning programmes for children of all ages. (Plan 3):</i> Advantages More children will be able to access education/access for all ages; As parents have low income/work in farming; It does not depend on there being schools in all areas; Children will be able to learn at any time and still help with farming/work; Can work from home/no need to walk to schools; etc. ^ Cannot afford education Disadvantages Many parents will not be able to afford laptops/PCs; Many homes do not have electricity; Internet access/wifi is unlikely to be good in many rural areas; Lack of IT skills/computer knowledge etc. 5 @ 1 mark or development Note: Do not credit reference to cost of implementing any plan.	5

Question	Answer	Marks
6(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the impacts of economic development on the global natural environment. <u>Level 2</u> (4–6 marks) More developed or linked statements which describe the impacts of economic development on the global natural environment. Note: Max 5 marks if there are no place reference(s) Note: Max 6 marks if there is only one place reference. (which can be at a small local scale, country scale or region e.g. Sahel/ Amazonia). <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements, which describe the impacts of economic development on the global natural environment, including some references to at least 2 named places <u>Content Guide:</u> There is likely to be a wide range of answers. Candidates are likely to refer <u>to the impacts of</u> economic development such as generation of electricity, mining, resource exploitation, agriculture etc. Note: Do not credit causes (just impacts). Note: Credit positive impacts on the natural environment as well as negatives. Global solutions may include: Investment in alternative energies Creation of biosphere reserves etc. Global problems over which there are concerns may include: Acid rain; Global warming Climate change Ozone depletion etc. Specific impacts may include: Deforestation; Habitat destruction; Loss of species/animals die Impacts on food chains/ecosystems Reduction of biodiversity Drought Flooding Soil erosion Frequency/intensity of tropical storms etc. e.g. global warming leading to rising sea levels L2 drought leading to loss of habitat L2.	7