



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE in
Geography B (5GB2F/01)
Unit 2: People and the Planet

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Summer 2017

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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.

Topic 1: Population Dynamics

Question Number	Answer	Mark
1(a) (i)	B 30–34	1

Question Number	Answer	Mark
1(a) (ii)	D There are more men than women.	1

Question Number	Answer	Mark
1(a) (iii)	<p>One mark for a basic reason (1) with the second mark for extension through description or explanation (1).</p> <ul style="list-style-type: none">• Large number of male immigrants (1) details of a pull factor (e.g. 'for work opportunities') (1).• Large number of female emigrants (1) details of a push factor (e.g. to find work overseas') (1).• Poor medical/healthcare (1) so deaths are high (1)• Greater availability of contraception(1) has meant that birth rates have been falling/low birth (1)• Birth rate is decreasing (1) with a reason for this (1) <p>Accept other suggestions on merit.</p>	2 (1+1)

Question Number	Answer	Mark
1(b)	<p>Award one mark for a basic point (1) and a second mark for extension through detailed description using exemplification or further detail (1).</p> <p>Depends on named country but basic points are likely to include:</p> <ul style="list-style-type: none"> • Cash bonus for only having one child(1) • Free education (1) • Preferential housing arrangements (1) • Extended maternity/paternity leave (1) detail/extension of same (1) • Free medical care (1) • Advertising/posters/slogans encouraging smaller families (1) • Better child care (1) • Named government/national policy (e.g. 'China's one/two-child policy') (1) <p>Max 3 for a list or a generic answer.</p>	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>(1+1+1+1)</p>

Question Number	Answer	Mark
1(c)	<p>Award one mark for a reason/change that has reduced the death rate (1) and a second mark for further development about why this change has reduced the death rate (1)</p> <ul style="list-style-type: none"> • Improvements in medical/healthcare (1) as there are a larger number of doctors/resources available in hospitals (1) • Improvements in transport systems (1) which means that doctors/medicines can be transported to patients more effectively (1) • Improvements in sanitation/water supply (1) which reduces the number of people catching diseases in the first place (1) • Improved welfare services (1) which means that the elderly are cared for more effectively (1) • Improved food supply/diet (1) reducing the number of people dying from starvation/malnutrition (1) 	<p>4</p> <p>(1+1)+ (1+1)</p> <p>or</p> <p>(1+1+1) + 1</p>

	<ul style="list-style-type: none">• Arrival of young migrant population (1) which reduced the average age of the population (1)• Reduction in war/famine (1) which means that fewer people are being killed/dying of starvation (1) <p>Max 2 for list</p>	
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Topic 2: Consuming Resources

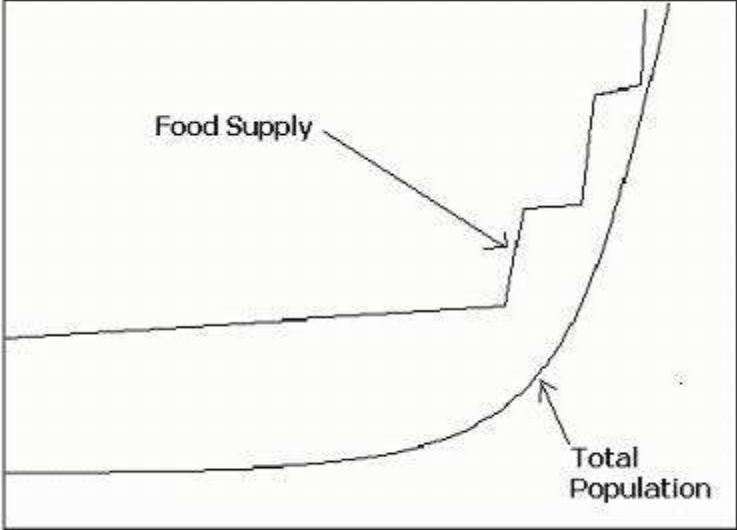
Question Number	Answer	Mark
2(a) (i)	B France	1

Question Number	Answer	Mark
2(a) (ii)	C Germany	1

Question Number	Answer	Mark
2(b) (i)	<p>Definition of renewable energy as infinite/will not run out (1) with a development e.g. it is a clean resource/does involve burning of fossil fuels/sustainable (1) OR an example (1).</p> <p>Renewable energy is an energy source that is infinite/won't run out (1) because it is self-renewing (1) / e.g. solar/wind (1).</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
2(b) (ii)	<p>One mark for a basic reason (1) with the second mark for extension through explanation (1).</p> <p>Any two from:</p> <ul style="list-style-type: none"> • No non-renewables available (1) expensive to import and can't afford it (1) therefore have to invest in developing renewable because it is the cheaper option (1) • Some countries have alot of sunlight/wind – or similar (1) which encourages the development of solar power/wind turbines (1) • Government policies or global agreements dictate a certain requirement (1) so country has to diversify its power supply (1) • Increased awareness (1) • Improved technology (1) 	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1+1)+1</p>

	<ul style="list-style-type: none"> • Greater wealth in some countries/some countries are more developed (1) means that more people can afford to have their own solar panels – or similar (1) • High demand for energy (1) 	
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Question Number	Answer	Mark
2 (c)	<p>Award one mark for a basic point (1), plus a second mark for further description or exemplification (1). Credit information on the diagram if it does not appear in the text.</p>  <ul style="list-style-type: none"> • Optimistic outlook – population growth will not necessarily lead to famine/war (1) as food resources will be able to keep up with population growth (1). • Idea that population growth spurs a response from people to find new ways of keeping up with demand (1) for example through new farming technology (1) such as chemical fertilisers/GM crops (1). • Idea that population growth is necessary for scientific/technical progress (1) and just development existing industry rather than develop new industry (1) for example just developing agriculture rather than moving towards manufacturing (1) 	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1+1+1)</p> <p>or</p> <p>(1+1) + 1+1</p>

Topic 3: Globalisation

Question Number	Answer	Mark
3(a) (i)	C 23%	1

Question Number	Answer	Mark
3(a) (ii)	C the largest tertiary and quaternary sector	1

Question Number	Answer	Mark
3(b) (i)	<p>The process by which the world is becoming increasingly interconnected (1) as a result of increased trade/cultural exchange (1) – or similar.</p> <p>Spread of ideas around the world (1) as a result of technological advancements/the internet (1) – or similar.</p>	2 (1+1)

Question Number	Answer	Mark
3(b) (ii)	<p>One mark for a basic impact on a developed country(s) (1) with the second mark for extension through description or explanation (1).</p> <ul style="list-style-type: none"> • Consumers also have a greater choice of products to buy (1) and increased competition drives down prices (1). • People can experience food/culture/ideas/ that were previously unavailable (1) example of same (1). • Growth in unemployment (1) due to increased competition from overseas/ outsourcing (1) as labour costs in developing countries are often lower (1). • Improved transport links/communications (1) for example 	4 (1+1)+(1+1) or (1+1+1)+1

	<p>the development of high speed broadband (1) enables businesses to trade with other countries (1)</p> <ul style="list-style-type: none"> • More/new jobs are created (1) as demand for hi-tech goods increases (1) • Increased trade (1) as communication links between countries become more developed (1) <p>Max 2 for a list.</p>	
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Question Number	Answer	Mark
3(c)	<p>Award one mark for a basic point (1), plus a second mark for further description or exemplification (1).</p> <ul style="list-style-type: none"> • Promotes free trade between countries (1) by removing (trade) barriers that exist between countries (1) for example by persuading countries to lower their import tariffs (1) example of same (1). • Works with countries to settle trade disputes (1) example of same (1). • Supports countries in making (transparent) trade agreements with other countries (1) and has the power to impose fines where agreements have been broken (1). • Prosecuting countries (1) who have broken trade rules (1) such as subsidising the production of steel (1) 	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>(1+1+1+1)</p>

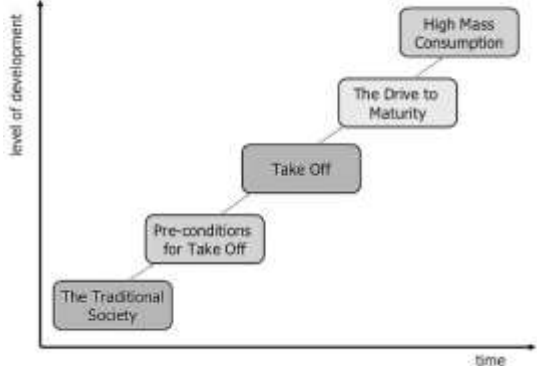
Topic 4: Development Dilemmas

Question Number	Answer	Mark
4(a) (i)	D Europe	1

Question Number	Answer	Mark
4(a) (ii)	C Japan	1

Question Number	Answer	Mark
4(a) (iii)	Any two of the following: <ul style="list-style-type: none"> • Life expectancy (at birth) (1) • Mean years of schooling/literacy rate(1) • Gross National Income (GNI)/Gross Domestic Product (GDP) or GNI/GDP per capita (1) 	2 1+1

Question Number	Answer	Mark
4(b)	One mark for a basic characteristic (1) with the second mark for extension through description or supporting exemplification (1). <ul style="list-style-type: none"> • Small scale (1) targeting the needs of local community(s) (1). • Run by locals people/local people involved in the decision making process (1) rather than national governments (1). • Charities/NGOs often carry out and fund the project (1) and train local people to maintain the equipment (1). • Cheap to set up/run (1) • Technology that can easily be maintained (1) for example hand pumps (1) • Use of local (building) materials (1) example of same (1) • Better for the environment (1) as local materials are used (1) <p>Max 2 for a list.</p>	4 (1+1)+(1+1) or (1+1+1)+1

Question Number	Answer	Mark
<p>4 (c)</p>	<p>Award one mark for a basic point (1), plus a second mark for further description (1). Credit information on the diagram if it does not appear in the text.</p>  <ul style="list-style-type: none"> • Idea that modernisation is needed (1) to allow capitalism/industrialisation to develop (1) which will facilitate/ raise a country's level of development (1) • Model asserted that all countries exist on a linear spectrum (1) and that there are 5 stages to model (1) one stage named (1) plus details of what happens during this stage (1) • Before a country can industrialise, certain factors need to be present/available (1) such as transport infrastructure/skilled work force (1) • Growth slows down in stages 4/5 (1) • Appreciation that the model is one-way (1) and not all countries pass through all of the stages (1) • Reformed/modernised legal/banking system is needed (1) to stabilise the currency (1) and attract (foreign) investment (1) • Manufacturing is central to economic development (1) and the take-off is about the growth of this, rather than the modernisation of existing industry (1) <p>Max 2 for naming stages of the model Max 3 for description, without explanation about why a country moves through these stages (i.e. modernisation)</p>	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>(1+1+1+1)</p> <p>or</p> <p>1+1+1+1</p>

Topic 5: The Changing Economy of the UK

Question Number	Answer	Mark
5(a) (i)	D Decline in the industrial activity of an area.	1

Question Number	Answer	Mark
5(a) (ii)	<p>Award one mark for the identification of one impact of deindustrialisation shown on Figure 5 (1) and an extension mark for further detailed description or explanation (1).</p> <p>e.g.</p> <ul style="list-style-type: none">• The land/buildings have become derelict (1) and look unattractive (1).• Buildings have to be demolished (1) which is expensive (1).• The area has become less desirable (1) which might deter potential investors in the future/house prices fall (1).• More land becomes available for new housing developments/recreation (1) which will help to regenerate this area (1).• The factory is knocked down (1) so the area becomes unattractive/unsafe (1).• Unemployment (1) so people leave the area (1)	2 (1+1)

Question Number	Answer	Mark
5(b) (i)	A steadily decreased	1

Question Number	Answer	Mark
5(b) (ii)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1). e.g.</p> <ul style="list-style-type: none"> • Growth of TNCs (1) who are continuously researching and developing new products (1). • Increasing numbers of highly qualified/skilled workers (1) due to improved levels of education (1). • Demand for hi-tech products using the latest technology has grown (1) as levels of disposable incomes grow (1). • Increased globalisation/sharing of ideas across the world (1) means that technology is developing faster than ever before (1). • Government incentives/investment/funding (1) such as offering companies grants/tax breaks (1). • Attraction of higher wages in the quaternary sector (1) so more people are choosing a career in this sector compared to primary/secondary sectors (1) <p>No marks for naming examples of quaternary sector activities.</p>	<p>2 (1+1)</p>

Question Number	Indicative content	
*5 (c) QWC i-ii-iii	<ul style="list-style-type: none"> • The green sector is a growing area of the economy where people are carrying out activities that improve air and water quality and recycle/reduce waste production. • Employment in this sector could involve the manufacturing of goods from renewable materials (e.g. the design and manufacture of wind turbines and wood pellet boilers) or recyclable goods. • Growth of eco-tourism, for example the New Forest's 'Green Forest' website features the tourism businesses in the New Forest who are explicitly protecting the environment through sustainable practices. • Growth of more environmentally-friendly building design is having an increasing influence on the designs and decisions made by architects and other tertiary and quaternary services. • Growth of 'green' energy approaches such as solar panel and wind turbines. • Reduction in subsidies may mean decline. <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two simple ideas about either types of jobs within the green sector or the importance of this sector e.g. to reduce pollution/conserve resources are identified. Very limited detail. Explanation is either not attempted or unclear. Limited structure and basic use of geographic terminology.
Level 2	3-4	One or two descriptive points. For the top of Level 2, expect some development of the description by either range or depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 6: Changing Settlements in the UK

Question Number	Answer	Mark
6(a) (i)	C Improvement of land use, housing or industry in urban areas.	1

Question Number	Answer	Mark
6(a) (ii)	<p>Award one mark for the identification of one impact of urban regeneration shown on Figure 6 (1) and an extension mark for further detailed description or explanation (1)</p> <p>e.g.</p> <ul style="list-style-type: none">• The appearance of the area has been made more attractive (1) with flower beds/trees planted (1)• Increase in house prices (1) as the area has become more attractive (1)• The environment/area has been improved (1) attracting more visitors (1)• Footpaths/steps with railings have been built (1) which provides good accessibility around the area/to the lake (1)• A lake looks like it has been built (1) which will attract wildlife to the areas (1)	2 1+1

Question Number	Answer	Mark
6 (b) (i)	A increased	1

Question Number	Answer	Mark
6(b) (ii)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1). e.g.</p> <ul style="list-style-type: none"> • Many factories have closed down (1) due to cheaper production overseas (1). • Factories closed down (1) which has led to unemployment (1) • Many people are unemployed (1) due to shifting industrial patterns (1). • Public sector employment is being restructured (1) as a result of reduced government funding in some areas (1). • Rapid population growth (1) placing strain on education/health/welfare/housing services (1). • Large proportion of low income families (1) due to a lack of employment opportunities (1). • Ageing housing stock (1) that lack modern facilities/require modernisation (1). • Many people are moving in to the area (1) who are already on low incomes (1) • Low levels of education/qualifications (1) so many people do poorly paid jobs (1) 	<p>2 (1+1)</p>

Question Number	Indicative content	
*6 (c) QWC i-ii-iii	<p>The exact nature of the answer will depend on the areas chosen, but expect details of:</p> <ul style="list-style-type: none"> • Some areas are well connected and/or with reasonable travelling distance of a larger, urban area; in these areas population density is growing and counter-urbanisation may be occurring which may trigger an upward spiral where existing services expand and new ones open – making the area even more attractive to potential home buyers. • Good primary schools, friendly local post offices and a comprehensive network of public transport all add value to the area (and house prices). • Growth in teleworking means that not just commuters, but home-workers are attracted to such areas. • Despite a decline in traditional industries such as farming, some rural areas have seen jobs replaced by jobs in other industries (teleworking, sales and marketing, tourism) so opportunities remain for people living there – limiting the potential process of depopulation that is evident in many UK rural areas. • Some areas have attractions that bring older people, with disposable income – which could support local services and stimulate further economic growth. <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.
Level 2	3-4	One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, expect some development of the description by either range or depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.

SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 7: The Challenges of an Urban World

Question Number	Answer	Mark
7(a) (i)	D Chennai	1

Question Number	Answer	Mark
7(a) (ii)	D They all produce less than 10 tonnes of CO ₂ equivalent	1

Question Number	Answer	Mark
7(a) (iii)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1) e.g.</p> <ul style="list-style-type: none"> • Incomes are higher in developed world (such as the USA) countries (1) so people consume/afford more goods and energy/ cars (1) • Transport systems/infrastructure is more advanced in developed world countries (1) which burn fossil fuels (1) • Fewer fossil fuels naturally available in developing world countries (1) so a different energy resource is used (1) • Government policy – may focus on the development of renewable resources (1) which do not emit CO₂ (1) • Some countries may have a warmer/colder climate (1) which will decrease/increase the need for energy resources for heating (1) 	<p>2 (1+1)</p>

Question Number	Answer	Mark
7(b)	<p>Award one mark for a basic difference/comparative (1), plus a second mark if the point is developed through explanation or description (1). e.g.</p> <ul style="list-style-type: none"> • Megacities in the developed world tend to have a larger proportion of people employed in the tertiary/quaternary sector (1) because many TNCs have their R+D located in these areas (1) • Megacities in the developing world tend to have a larger proportion of people employed in the secondary sector (1) as many TNCs have outsourced manufacturing to these areas (1) • Megacities in the developing world often have a larger proportion of people employed within the informal economy (1) extended with a reason about why this is the case or an example e.g. shoe-shining in developing world megacities (1) 	<p>2 (1+1)</p>

Question Number	Indicative content	
*7 (c) QWC i-ii-iii	<p>The exact nature of the answer will depend on the areas chosen, but expect details of:</p> <ul style="list-style-type: none"> • The initial causes of pollution – which need to be tackled (i.e. link between the strategy and how it is going to prevent pollution being created in the first place). • Advantages of improving transport systems as these are a major contributor to air pollution in cities: improvement of existing (public) transport services; development of more sustainable transport systems and the introduction of traffic calming/reduction schemes. • Advantages of improving water supplies and quality: construction of water treatment plants, water storage facilities and more sustainable forms of extraction. • Positive impacts of encouraging more sustainable domestic and industrial practices, e.g. the reusing or recycling of waste materials. • Developing more sustainable methods of waste disposal: shifting from the use of landfill and incineration to recycling and reusing; developing the infrastructure that is designed to deal with recyclable materials and the processing of them to create new products. <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.
Level 2	3-4	One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, expect some development of the description by either range or depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.

SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 8: The Challenges of a Rural World

Question Number	Answer	Mark
8(a) (i)	B Nigeria	1

Question Number	Answer	Mark
8(a) (ii)	B It is always less than 5%	1

Question Number	Answer	Mark
8(a) (iii)	<p>Award one mark for a basic reason (1), plus a second mark if the point is developed (1)</p> <p>e.g.</p> <ul style="list-style-type: none">• Greater wealth in developed countries (1) so they can afford to invest in secondary/tertiary (1)• Some developed countries might only have a small percentage of land that is suitable for farming (1) due to infertile soil/ extreme climate (1)• Government policy – may focus on the development of other types of industry rather than farming (1) example of same (1)• In developing countries, many people work in the primary sector (1) due to a lack infrastructure to develop the secondary and tertiary sector (1)	2 (1+1)

Question Number	Answer	Mark
8(b)	<p>Award one mark for the identification of an impact caused by a natural hazard (1), plus a second mark if the point is developed through exemplification (facts/figures about a named area) or explanation (1)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Water shortages (1) which means that farmers have difficulty growing crops (1) • Flooding (1) which can destroy any crops that have been planted (1) • Increased desertification (1) for example, the spread of the Sahara Desert in Africa • More illnesses/death (1) which prevent farmers from doing their jobs (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Indicative content	
*8 (c) QWC i-ii-iii	<p>The exact nature of the answer will depend on the areas chosen, but expect details of:</p> <ul style="list-style-type: none"> • An understanding of what diversification is - where farmers expand their business with activity(s) other than farming. • A number of ways that farmers can diversify to generate more income – there is a long list of possible ways that the farm can diversify, including campsites, paintballing, pony trekking, caravan storage, bed and breakfast, farm shop, a change in the type of farming (e.g. to 'organic' or rearing more exotic livestock) and staging music festivals. • Reasons why farms have diversified e.g. falling crop yields, changes in market demands and reduced income from livestock. • Explanations of why diversification strategies have brought benefits to both the farmer and the surrounding area (e.g. environmental benefits and benefits for the local community). <p>Credit other sensible suggestions.</p>	
Question Number	Indicative content	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographic terminology.
Level 2	3-4	One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, expect some development of the description by either range or depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification could be used to support explanation. For the top of Level 3, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.