GradeMax

CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/12**

Paper 1 **February/March 2024**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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

The marking 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 CANDIDATES DO NOT NEED TO USE THE SAME WORDING TO EARN MARKS.

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.

During coordination the mark scheme is modified to add points agreed after discussion or to delete any points not allowed. All examiners should ensure that their modified scheme is fully up-to-date before marking begins.

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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. The number of ticks should always be equal to the total number of marks awarded. Only one development mark for each mark scheme point please.
Where a candidate makes a point which is not quite sufficient for credit an upturned 'V' insert 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 'I/R' should be used to indicate those which are irrelevant.

Levels of response marking is used for section (c) of each question.
Thus it is the quality of the response that determines which level an answer is 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 end of L2 – in addition his/her 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 eg (6 marks)

Level 3 (7 marks)
3 or more developed statements + named example with at least one piece of place specific detail.

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Marking annotations

Examiners must use the following annotations:

Annotation	Meaning
	Correct point
	Incorrect
L2	Level 2
L1	Level 1
Highlight	Creditworthy part of an extended response or place specific detail
^	Omission or further development/detail needed to gain credit
J	The point has 'just' been allowed / benefit of the doubt given
	Unclear or validity is doubted
DEV	Developed point
LNK	Linking 2 or more ideas together to gain a mark
EG	Appropriate example or case study given
IR/IRRL	Irrelevant
NAQ	Material that does not answer the question
REP	Idea has been repeated
{ }	Brackets used to show where a point has or has not been awarded within a longer answer
	Highlighting a significant part of an extended response – can be used with another annotation e.g. IRRL or DEV
SEEN	1. Response has been seen but no credit given 2. Additional page has been checked

Question	Answer	Marks
1(a)(i)	Number of people in an area is small in comparison to its size; Smaller number/amount of /fewer people living in a certain area/given area/per unit of area/square kilometre/square mile; An area with a low/less population density; An area where homes are far apart. = 0 More resources than people People spread across the area Population density is not high. 1 mark	**1**
1(a)(ii)	Ideas such as: Wood/trees/vegetation; Water/water body/river; Stone/rock. =0 Roads Bridge Electricity. 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: Steep slopes/relief/high land/mountainous/rugged/hilly/uneven /limited amount of flat land; Difficult access/poor roads/isolation/remote/poor communications/ poor transport/far away from cities; Lack of farmland/producing food is difficult/poor soils/bare rock; Lack of employment; Forested/dense vegetation etc. ^ Lots of plants/vegetation No trade Lack of resources/services/facilities. =0 Secluded Not flat Landslides References to climate Lack of shops etc. Poor internet. 3 @ 1 mark	**3**

Question	Answer	Marks
1(a)(iv)	Reasons such as: Water available/Next to an exotic river/river flowing through an arid area; At an oasis in a desert; Power source/Mining/oil drilling settlement in a desert/polar area; Dry point settlement in a marshy area; Valley floors in mountainous areas; Areas close to roads/railways in otherwise isolated areas etc. One mark for each reason and one mark for explanation. E.g. Next to a river flowing through a desert (1) so people can grow food there. (2) Note: Credit correct explanation for 1 mark if reason is not credited. Next to a river so people can grow food there (1) next to a river **so** people have a supply of water. (1) 4 @ 1 mark	**4**
1(b)(i)	Ideas such as; Uneven/clustered/not uniform; High population density/many/most people live on the coast OR low population density/less/few live inland/centre/middle; particularly in the east/south east/south west OR few on north/west coast; many live in Victoria/New South Wales/Queensland/Tasmania OR few live in Northern Territories/Western Australia/South Australia etc. = 0 Reference to cities Use of 'border'/'edge' instead of coast. 3 @ 1 mark	**3**

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Question	Answer	Marks
1(b)(ii)	Ideas such as: Most people live where there is most rain/people do not live where it is arid; As water is a basic need/required for domestic use; Agriculture/Cultivation/irrigation is available/more productive/successful in areas with more rain/crops won't grow where it is too dry; More people live where minerals/coal/mines/quarries; For energy sources; As this provides employment; And attracts other industries/manufacturing/multiplier effect; Roads/railways will be built (for extraction of minerals); So the area becomes less isolated/easier to get to; Tourist industry on coast etc. ^ Fertile soils. Note: Allow reference to reasons for high or low density. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the problems caused by underpopulation. Level 2 (4–6 marks) Uses named example. Developed statements which describe the problems caused by underpopulation. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements describe the problems caused by underpopulation, including some place specific reference. Content Guide: Candidates are likely to refer to problems such as: Difficulty of exploiting/under use of resources underemployment lack of labour lack of skills expense of attracting immigrants racial/social problems lack of market for businesses expense to government of providing social services to few people low tax base closure of businesses/services difficulty of attracting investment lack of military etc. Place specific reference is likely to consist of: Named places within the country Specific details of consequences Statistics etc. = 0 Lack of schools/hospitals/shops Shops/hospitals etc. close due to lack of workers. Idea of economic growth/strength of economy is only acceptable as DEV.	**7**

Question	Answer	Marks
2(a)(i)	52% 1 mark	**1**
2(a)(ii)	Africa North America 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: Lack of employment/only farming work available; Drought/lack of water; lack of sanitation/unhygienic; Poor health care/few doctors/hospitals/clinics; Limited educational opportunities/few schools/universities; Lack of food/reliance on subsistence farming; Lack of electricity/reliance on burning wood; No entertainment/cinemas/shopping malls; Lack of roads/poor transport/communications etc. ^ lack of services/facilities/resources Lack of high order/good services They are underdeveloped. =0 Low paid jobs Poor/no infrastructure Crime or e.g. 3 @ 1 mark	**3**

Question	Answer	Marks
2(a)(iv)	Ideas such as: Underpopulation/resources not used loss of working population/loss of young population/jobs not filled/loss of economically active; shortage of skills or example/lack of innovation/brain drain; decline in economy/production is lower/GNP reduced/economic growth reduced/slows development/area remains underdeveloped; hard to produce enough food/loss of farmers/women and children forced to farm; families split up; loss of traditional culture; less taxes paid/taxes increases/less government money e.g. for pensions; ageing population/increased dependency ratio; gender imbalance; closure of businesses/services or eg schools/clinics/businesses make less profit/less demand/less demand for business/service to survive/less customers/less services provided; rural areas remain unattractive for investors. ^ population declines. =0 Abandoned houses Land values decrease. 4 @ 1 mark	**4**
2(b)(i)	Ideas such as: On stilts/built above water/mud; Low level/one storey; Few/small windows; Made from corrugated iron/wood; Both have open areas/verandas; Close together/crowded; Small. ^ Above the <u>ground</u> <u>On</u> water. =0 scrap materials high pop density. Note: Value judgements = 0 3 @ 1 mark	**3**

Question	Answer	Marks
2(b)(ii)	Ideas such as: Flimsy materials/homes easily destroyed in storms; Lack of security; Lack of sanitation/waste/litter disposed close to homes/lack of hygiene/unhygienic; Lack of privacy/lack of space in homes; spread of disease/water borne disease/unclean water supplies; e.g. covid/cholera (dev) little natural light; Stagnant water/attract mosquitoes; E.g. malaria (dev) Lack of open space/places for children to play; Access to homes/transport difficult etc. =0 No electricity/no internet/no wifi No water supply No services/facilities high pop density. = ^ Poor quality housing Disease Few windows Smells Crowded homes. 5 @ 1 mark or development	**5**

Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the strategies used to improve living conditions of people in squatter settlements. Level 2 (4–6 marks) Uses named example. More developed statements which describe the strategies used to improve living conditions of people in squatter settlements. DEV is on what they have done i.e. description not how it improves living conditions (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the strategies used to improve living conditions of people in squatter settlements, with some place specific reference. Content Guide: Answers are likely to refer to ideas such as: Self help schemes, Site and services schemes, Building of low cost local authority housing, Infrastructural improvements – electricity, water, sewage disposal Build schools/clinics/police stations Build roads/add street lights etc. Focus is on living conditions so reference to work = 0 Place specific reference is likely to consist of: Locational details, Specific details of the schemes, Named parts of urban areas etc.	**7**

Question	Answer	Marks
3(a)(i)	A river which joins the Sacramento River/a bigger river/the main river/a river from which water flows into the Sacramento River /main river/bigger river. 1 mark	**1**
3(a)(ii)	Distance = 55–65 (km) Direction = South/S = 0 bearing 2 @ 1 mark	**2**
3(a)(iii)	On map 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: Width increases; Depth increases; Cross sectional area; wetted perimeter increases; Volume/discharge increases; Velocity increases; Gradient decreases/it becomes less steep; Load increases; Size of particles making up load decreases; Becomes more meandering; Near X rapids/waterfalls but near Y oxbow lakes; Less erosion/more deposition etc. Note: Needs comparison ^ bed gets smoother. =0 Reference to valley More lateral erosion More energy. 4 @ 1 mark	**4**

Question	Answer	Marks
3(b)(i)	Ideas such as: Loss of/Damage to houses/need to evacuate/homelessness; loss of/Damage to businesses (or examples)/loss of income; loss of/Damage to historical buildings/reduction of tourists; loss of/Damage to public buildings or e.g. school/hospital etc.; Flooding of roads/disruption of communications/cars washed away; Damage to bridges; ships/port/jetties damaged/cannot be used; Waterborne disease or e.g.; deaths/drowning/injury etc. ^ Buildings Infrastructure. =0 Damage to crops/vegetation/trees Increased soil fertility. 3 @ 1 mark	**3**
3(b)(ii)	Ideas such as: Large areas of flat land/flood plain alongside river Excessive/increased/Heavy rainfall/storms; Rain for a long period of time; Impact of saturated soil/rock; Snow/ice/glaciers melting; Urbanisation/settlement/Impermeable/concrete surfaces (1) So little infiltration (dev) Deforestation/Vegetation remove (1) So no interception (dev); Soil washed into river (1) So reduces carrying capacity of river (dev); Artificial drainage returns waste water to river quickly; Flow restricted by urban development; Insufficient investment in flood management/no levees/no dam; dam bursting etc. ^ Monsoon No barriers. =0 global warming (but accept as DEV only) Building a dam Blockages caused by river pollution/trees. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain how an oxbow lake is formed. <u>Level 2</u> (4–6 marks) More developed or linked statements which explain how an oxbow lake is formed. <u>Level 3</u> (7 marks) Comprehensive and accurate answer including a labelled diagram, which explain how an oxbow lake is formed. <u>Content Guide:</u> Erosion/hydraulic action/abrasion on outer bends of meander Deposition on inner bends Neck narrows Neck eroded/cut through New straighter course of river/meander separated from river Sealed by deposition Colonization by vegetation etc. Note: 1 Only credit hydraulic action/abrasion if the terms are used as part of a valid explanation. 2 Only credit ideas on diagram if labelled.	**7**

Question	Answer	Marks
4(a)(i)	On map Note: Arrows should show the African and South American plates diverging from the plate boundary labelled ‘X’. 1 mark	**1**
4(a)(ii)	Ideas such as: Plates pull apart/separate from each other; Magma escapes through gap/space/crack. =0 Diverge Forms new crust. 2 @ 1 mark	**2**

Question	Answer	Marks
4(a)(iii)	Ideas such as: Plates move towards each other; Subduction occurs/one plate/heavier/denser plate sinks/one plate passes over the top of the other; Crust melts/magma created/build up of magma; Pressure created/magma pushed upwards/pushed through cracks etc. ^ Friction Magma rises. =0 Plates collide Plate boundaries move towards each other Convection currents. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Plates move in different/opposite directions (speeds)/alongside each other/slide past each other; Friction occurs/plates stick; Pressure builds up/tension; Pressure is overcome/plate jolts/energy released/plates jerk apart; Seismic/shock waves released/vibrations spread to surface etc. =0 Plate boundaries move in different/opposite directions (speeds)/alongside each other/slide past each other. 4 @ 1 mark	**4**
4(b)(i)	Ideas such as: west (of volcano); Between volcano and (Atlantic) Ocean/goes to the coast/goes to the ocean/Atlantic; For distance of 5–7 km; 2/3 km width; Covers (settlements) of Todoque/Los Campitos/La Laguna (any 2) etc. ^ In the Atlantic/ocean. = 0 Lowland. 3 @ 1 mark	**3**

Question	Answer	Marks
4(b)(ii)	Ideas such as: Loss of life/injury; Ash clouds/Toxic fumes cause health problems/disease (or e.g.); Damage to homes/houses/property/homelessness; Loss of/damage to possessions (or e.g.); Roads/railways blocked/destroyed/communications destroyed/ disrupted; Damage to public buildings or e.g.; Drinking water polluted/pipes broken; Loss of electrical power/power lines destroyed; Arable land/crops destroyed; Livestock/Farm animals killed/pasture/grazing land destroyed; OR farmland destroyed; Damages to workplaces (or example e.g. tourism, forestry) Air travel disrupted by widespread ash clouds; Cost of repairs etc. ^ Farming destroyed/Farmland/land covered by lava Infrastructure Buildings Ash clouds Economic loss. =0 Global warming. 5 @ 1 mark or development	**5**

Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why people live close to a volcano. Level 2 (4–6 marks) Uses named example. More developed statements which explain why people live close to a volcano. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain why people live close to a volcano, including some place specific reference. Content Guide: Answers are likely to refer to: Near to work Employment in tourist industry, Scenic beauty, Mining/quarrying, Geothermal power; Pressure on living space; Cannot afford to move; Friends/family live there; They have lived there all their lives/sentimental attraction; Confidence in precautions; Prepared to take risk/don't erupt often Research scientists study volcano etc. Place specific reference is likely to consist of: Locational details, named places close to the volcano, etc.	**7**

Question	Answer	Marks
5(a)(i)	Bangladesh 1 mark	**1**
5(a)(ii)	94.9% of women/girls (in Panama) (1) can read and write. (2) 2 @ 1 mark	**2**

Question	Answer	Marks
5(a)(iii)	*Use of energy per person* Libya … Slovakia … Thailand … Guatemala *Number of doctors* Slovakia … Libya … Guatemala … Thailand *Female literacy* Slovakia … Thailand … Libya … Guatemala 3 @ 1 mark	**3**
5(a)(iv)	*Economic development:* GNP/use of energy per person. *Social development :* Female literacy/number of doctors etc. 2 × 1 mark for identification of correct indicators with 2 × additional marks for reasoning. E.g. 1 GNP is a good indicator of economic development (1) as it measures the amount of the country's/persons production/wealth/ output generated. = ^ Jobs Income/wages Domestic/transport references. E.g. 2 Female literacy is a good indicator of social development (1) as it is an indication of equality/measures educational access/how long they go to school for in the country. =0 Higher the GNP/female literacy etc. the higher the economic development Note: No marks for reasoning if indicators are incorrect. 4 @ 1 mark	**4**
5(b)(i)	Primary employment = Fig. 5.2 Secondary employment = Fig. 5.3 Tertiary employment = Fig. 5.1. 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	Description such as: As development increases primary employment decreases/LEDC high primary; As development increases tertiary/quaternary employment increases/MEDC high tertiary/quaternary; As development increases secondary employment increases then decreases. Explanation such as: Mechanisation automation (reduces primary/secondary); Skills/education (reduces primary/increases tertiary or quaternary); Exhaustion of minerals/raw materials (reduces primary); Imports of primary/secondary products; Increasing wealth/demand for services (increases tertiary) etc. Note: Max 3 on each of description/explanation. =0 can't afford. 5 @ 1 mark or development	**5**
5(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the advantages and/or disadvantages of a TNC for LEDCs. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe the advantages and/or disadvantages of a TNC for LEDCs. (**Note:** Max 5 if no named or inappropriate example.) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements, which describe the advantages and disadvantages of a TNC for LEDCs, including some place specific reference. <u>Content Guide:</u> Answers could refer to: Employment Wealth creation Transport development Infrastructural development or e.g.s Exploitation Specified types of pollution/impacts on natural environments. <u>Place specific reference is likely to consist of:</u> Locational details including country name etc.	**7**

Question	Answer	Marks
6(a)(i)	Botswana 1 mark	**1**
6(a)(ii)	Ideas such as: Uneven/clustered; around/on/near Tropic of Cancer; One on Tropic of Capricorn/southern Africa North/NE Africa; South/SW Asia; Middle East. =0 Tropical areas Asia and Africa Country names. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Drought/aridity/lack of rainfall/high evaporation; Distance from/lack of water sources/rivers/lakes; Distance from/lack of/cannot afford/lack of technology for reservoirs/wells; Distance from/lack of/cannot afford/lack of technology for pipelines/tankers/taps/poor water distribution network; Many water sources/rivers/lakes are polluted (or e.g.)distance from/lack of/cannot afford/lack of technology for water treatment plants; Water wasted/lost through inefficient irrigation; Leakage from wells/pipes; Bottled water/imported water is expensive/people cannot afford bottled water etc. ^ People cannot afford water/it Corruption Lack of transport Lack of government investment Irrigation Water wasted. 3 @ 1 mark	**3**

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Question	Answer	Marks
6(a)(iv)	Ideas such as: Crops will not grow/low yields/there is no water for irrigation; Farm animals/livestock may die; People have no source of food/food shortage/famine/deficiency diseases/starvation or e.g.; Water is a basic need/keeps people hydrated/lack of drinking water/dehydration; Water is needed for sanitation/hygiene/washing/washing clothes/lack of sanitation/poor hygiene; Water is needed for cooking; People forced to drink contaminated water/cholera/typhoid; People have to travel further/spend longer to get water; People fight over food/water; People have to migrate away; Deaths/High death rate/deaths of infants/high IMR etc. ^ Sickness/illness/disease. =0 HEP not generated. 4 @ 1 mark	**4**
6(b)(i)	Ideas such as in Africa: A smaller percentage/amount/more have taps in their homes; A larger percentage/amount/more use public taps; A smaller percentage/amount/less use water from boreholes or wells. A larger percentage/amount/more do not have a nearby water supply. Note: Needs comparison. Accept the reverse ideas for Asia. 3 @ 1 mark	**3**

Question	Answer	Marks
6(b)(ii)	Candidates can choose any of the strategies (no mark). Marks to be awarded for advantages of chosen strategy and disadvantages of one of those rejected. E.g. Desalination plants – advantages: There will be a constant supply of water produced/the water will never run out; Clean water will be available; Water will be available in more/drier parts of the country; Reduces reliance on imports/provides water from within the country's boundaries. Disadvantages: A – A new reservoir close to the city will not supply all the country/rural areas/will result in loss of farmland. B – Water treatment plants in rural areas may improve the quality of water but not increase its supply/lacking in technology. C – only practical near the sea; lacking in technology. D – Building of pipelines across the country will cause environmental destruction; lacking in technology. E – the country will have no water if links with the trading partner are severed; plastic waste, not permanent solution, practical problems of transporting water etc. ^provides drinking water = 0 'cost' idea 'workers'. MAX 3 on each of advantages/disadvantages 5 @ 1 mark or development	**5**

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Question	Answer	Marks
6(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe strategies used to supply energy. Level 2 (4–6 marks) Uses named example. DEV must be description not advantages/explanation. More developed statements which describe strategies used to supply energy. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe strategies used to supply energy, including some place specific reference. Content Guide: Methods are likely to include: Coal Oil Gas OR Fossil fuels Firewood/charcoal Electricity – HEP, Nuclear power, Geothermal power Use of varied energy mix/renewable and non-renewable Electricity grid etc. Place specific reference is likely to consist of: Locational details; Names of places/species within chosen country. Note: By itself renewable/non-renewable is ^.	**7**

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