

Cambridge IGCSE™ (9–1)

IGCSE GEOGRAPHY**0976/12**

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 **27** 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 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 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 (;) and bullets 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. 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 ^ 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.

Thus, 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 end 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)	64(%) 1 mark	1
1(a)(ii)	On Fig. 1.1: Dividing line at 30 with correct order and shading = 2 marks Dividing line at 30 with wrong/incomplete shading = 1 mark Dividing line 25 with reversed shading = 1 mark 2 @ 1 mark	2
1(a)(iii)	Ideas such as: Decrease from Europe /Europe was largest but now smallest/most from Europe in 1960s but 2020 more varied/even; Increase from Asia-Pacific/Asia/Asia-Pacific was lowest but is now highest; OR Largest was Europe (in 1960) but in 2020 Asia-Pacific (alternative to 1 st 2 lines) Increase from Africa/Middle East (then decreased/remained same); Increase from N and S America/America(s) (then decreased) Do not accept: Any part of the world (e.g. N & S America) fluctuates 3 @ 1 mark	3

Question	Answer	Marks
1(a)(iv)	Ideas such as: Remittances/money sent home/back to families/country; Some migrants may return with skills/knowledge; Less pressure on /greater access to employment/reduced unemployment/more jobs; Less pressure/greater access to schools/education; Less pressure/greater access to hospitals/healthcare; Less traffic/pressure on public transport; Less pressure/greater access to food/less hunger/more food; Less pressure on water/sanitation/hygiene; Less pressure on electricity; Less pressure on housing/more housing; Less specified pollution (noise/air/water etc.); Less deforestation/habitat destruction etc. ^ more money into economy <u>Better</u> jobs/houses/food Less pressure on resources/underpopulation Better quality of life/standard of living Less pressure on/demand for services Less environmental destruction Less crime Less poverty Less pollution Do not accept: More land for industry/agriculture Less/lower taxes Higher wages Cheaper housing/food etc. Inflation 4 @ 1 mark	4
1(b)(i)	X = <u>South/Central/Latin</u> America/Venezuela/Mexico/Brazil etc. to <u>North</u> America/ USA Y = (sub-Saharan/north) Africa/Libya/Morocco/Nigeria/Somalia/Kenya/Tanzania etc. to Europe/Italy/Spain/France etc. Z = Middle East/South Asia/East Asia/Asia/Afghanistan/Iran/Syria etc. to (SE) Europe/Turkey/Greece/Balkans etc. Accept regions/continents or country names. Examples above are not exhaustive – give benefit of doubt unless clearly incorrect. 3 @ 1 mark	3

Question	Answer	Marks
1(b)(ii)	Ideas such as: War/persecution/violence/corruption/crime; people move to find safety/as their farmland/homes have been destroyed/refugees (dev); Work availability/more jobs/better jobs; jobs are higher paid/can earn money to feed their families/can get a regular income/to escape poverty/large market for informal sector etc. (dev); To obtain education; greater choice of schools/higher education availability/to get qualifications/higher literacy (dev); etc. To obtain health care; better equipped hospitals/specialist health care provision/availability of medicines/vaccinations/longer life expectancy (dev) etc.; Better water supply/sanitation; to escape drought/less threat of water borne disease/piped water supply available etc. (dev); Better food supply; due to failure of/low yields from crops/famine (dev); To escape natural/environmental disasters/or example e.g. drought/land degradation; To join family members who have already migrated; To obtain freedom of speech; etc. Accept points expressed as pulls or pushes, but do not double credit. ^ Forced migration Better standard of living/quality of life Safer/more security (accept as DEV only) Better housing Economic/social/cultural reasons Do not accept: cheaper cost of living 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 immigration benefit the country. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which explain why large amounts of immigration benefit 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 immigration benefit the country, including some place specific reference. <u>Content Guide</u> Answers are likely to refer to: Provision of workforce Low wages can be paid/dirty jobs/jobs others do not want to do Skilled workers attracted; allow examples such as teachers/doctors as development / fill critical workforce needs for ageing population Increase birth rate in an underpopulated area/ageing population/reduces percentage dependent population Increases production/economic development/fully exploit country's resources/higher GDP/GNP Introduce different cultures/increase cultural mix Some migrants set up businesses or example e.g. restaurants, food stores; which creates employment / drives innovation More taxes/boost to economy through taxation Multiplier effect/more customers/increased business Brings in new ideas/innovation <u>Place specific reference is likely to consist of:</u> Named places within the country Statistics etc.	7

Question	Answer	Marks
2(a)(i)	13(%) 1 mark	1
2(a)(ii)	On Fig. 2.1: Dividing line at 47 with correct order and shading = 2 marks Dividing line at 47 with wrong/incomplete shading = 1 mark Dividing line 45 with reversed shading = 1 mark 2 @ 1 mark	2
2(a)(iii)	Ideas such as: More cycle in London; More travel by public transport in London; More travel by car in London; More walk in New York; Some ' other ' in New York <u>but</u> none in London/more 'other' in New York/more varied in New York; Largest amount in New York is walking but in London largest amount is car Do not accept: Smallest amount in ... 3 @ 1 mark	3
2(a)(iv)	Ideas such as: Delays/cause people to be late for work/school/to destination/time wasted/slows public transport/missed appointments; Results in loss of revenue for businesses/goods delivery delayed; Cause road rage/frustration/stress/anxiety; Uses more fuel; Increased accidents; Delays emergency services; Causes (increased) atmospheric pollution/carbon dioxide or other named gas/asthma/lung disease; Increased noise levels; (Increased cost of) road upkeep/potholes etc. ^ Damages environment Casualties occur Do not accept: Global warming Visual pollution 4 @ 1 mark	4

Question	Answer	Marks
2(b)(i)	Ideas such as: <u>Reduced</u> from midnight to 0400/at night; <u>Increased</u> from 05.00 to any stated time up to midday 12.00/morning; OR <u>Lowest</u> at 03.00/04.00 <u>highest at</u> 12.00 (alternative to 1st 2 lines) Decrease from 12.00 (midday) or later in afternoon to any time later in day e.g. 21.00 or early following morning/afternoon/evening MAX 1 reserved for <u>two or more</u> statistics which show variation such as: Midday 56 <u>000</u>/57 <u>000</u> but 20 <u>000</u> at 21.00 (or any other pair of times) Reduced by 36 <u>000</u>/37 <u>000</u> between midday and 21.00 etc. 3 @ 1 mark	3
2(b)(ii)	Ideas such as: Public transport can carry large numbers of people; reduces number of cars on the road (dev); Less delays; so shorter commute time (dev); Metro line/underground railway is underground/elevated/does not occupy road space/it is on its own track; so does not block roads (dev); Fewer parked cars make parts of urban areas more accessible/ roads will not be blocked by parked cars; Reduced emissions from cars/use of electric vehicles e.g. buses; cleaner air/less air pollution; Less noise pollution; Bus lanes/separates transport routes from cars/lorries; so allows them to go faster (dev); etc. Do not accept: Less global warming 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 a new land use <u>and/or</u> explain why this has caused problems. e.g. new shopping mall / busier roads/traffic congestion / air pollution = L1 (MAX L1 if change in land use not identified but implied) <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which describe a change (before and after) in land use and/or explain why this has caused problems. e.g. terraced housing replaced by shopping mall e.g. building a new factory increased traffic congestion e.g. more traffic congestion so local people are late for work e.g. more air pollution so people have breathing difficulties/asthma (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate which describes a change in land use <u>and</u> explains why this has caused problems with some place specific reference. <u>NB</u> Must refer to the change <u>and</u> the problems, but one of these can be at L1. NB: Responses should focus on one land use change, so mark highest scoring idea only if more than one is stated. <u>Content Guide:</u> Answers are likely to focus on a change in land use such as: New housing development Building of a new industry Road building Building of a new shop/supermarket Closing industry Urban fringe development (e.g. farmland/woodland to housing) Shanty towns Problems could include: Cost Compulsory purchasing of land displacing current properties/businesses /relocation of local population Increased traffic leading to congestion/disruption and delays Noise and air pollution impacting residents Impact on property prices Loss of public open space Loss of vegetation/deforestation Accept any changes in urban land use and any appropriate problems (for people/natural environment) as a result of the stated change in land use.	7

Question	Answer	Marks
3(a)(i)	7.0 to 7.9 ^ Any single value e.g. 7.0, 7.5, 7.9 1 mark	1
3(a)(ii)	Deeper to west/NW/shallower to East/SE; (Mainly) over 50 (km)/over 301 (km) to west but under 50 (km) to east/ more over 50 (km) to west/more under 50 (km) to east etc. 2 @ 1 mark	2
3(a)(iii)	Ideas such as: Widespread/all over New Zealand; Uneven/clustered; Linear; Mainly/more on land/some on land and some in sea/on(near) coasts; More/large amount on North Island/north (of NZ)/NE (of NZ)/between 30–40S and/or 170–180E; Cluster in SW/many in SW of South Island; On/close to plate boundary (mostly within 200 km); Specific anomalies e.g. earthquake away from the plate boundary at 178°E, 42°S; etc. ^ Some in ocean There are anomalies Do not accept: There are none in ... Reference to depth or magnitude dispersed 3 @ 1 mark	3

Question	Answer	Marks
3(a)(iv)	Ideas such as: Poverty/cannot afford to move/expense of relocation; Proximity to friends/family; Lived there all their lives/emotional attachment; Close to work/own business (or e.g. farm) in area; Close to schools/education/healthcare; Unaware of /underestimate danger/there have been no earthquakes for many years/they do not happen often/previous earthquakes have been of low intensity; Prepared to take risk/trust monitoring of fault lines; Earthquake proofing of buildings and/or specific methods (Max 2); Educated about/know what to do/know how to act/posters/they have earthquake drills; Rescue services available/evacuation procedures/large open spaces; etc. ^ tourism They are prepared Because their homes are there Part of everyday life/they are used to them First aid kit Do not accept: Warning/evacuation before earthquake Good quality of life Fertile soil/food supply Water supplies Scenic beauty Religion 4 @ 1 mark	4
3(b)(i)	Ideas such as: Stronger magnitude = more deaths/smaller magnitude = fewer deaths; Positive correlation/relationship; Weak (relationship); <u>Many</u> anomalies/exceptions; At each magnitude there is a wide range in numbers of deaths; etc. ^ there are anomalies Do not accept: No relationship Proportional/directly proportional 3 @ 1 mark	3

Question	Answer	Marks
3(b)(ii)	Ideas such as: Whether earthquake occurs on land or sea; Closeness to epicentre; Depth of focus e.g. Shallower causes more deaths; Time of day e.g. more deaths if people are asleep at night (dev); Population size/density/building density; Urban or rural area; urban areas/densely populated areas are likely to have more deaths (dev); Presence of high rise buildings; Building materials used; Relief; if land is mountainous more likely to be killed by landslips; Whether earthquake causes a tsunami; Aftershocks; Underlying rocks/presence of soft clays/deposits; Wealth/LEDC or MEDC; Earthquake proof buildings; e.g. deep foundations, pyramidal structure, shatterproof glass (dev); Education about protection from/actions during earthquake; Quality of rescue services; Quality of health care; Governance/corruption could determine how much aid reaches earthquake survivors; Remoteness of affected area/quality of road networks for search/rescue access and receiving aid; Proximity to nuclear power stations; etc. ^ Earthquake proof <u>infrastructure</u> Lack of preparedness/precautions/planning Do not accept: Location/proximity to plate boundary Warning systems Magnitude 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 explain why an earthquake occurred. <u>Level 2</u>(4–6 marks) Uses named example. More developed or linked statements which explain why an earthquake occurred. (Note: Max 5 if no named or inappropriate example) Name of country = Max L2(5) unless very small <u>Level 3</u>(7 marks) Uses named example. Comprehensive and accurate statements which explain why an earthquake occurred, including place specific information. <u>Content Guide:</u> Answers are likely to refer to: Convection currents Location on/near destructive/transform plate boundary/collision zone Plate movement towards/alongside each other/together Friction Pressure/tension build up/plates get stuck Pressure/tension release Jolting/plates slip Shock waves cause tremors that shook and fractured the earth's surface etc. ^ On a plate boundary/fault line Plates move Do not accept: Plates collide/rub together Vibrations/seismic waves Plate <u>boundaries</u> move Impacts Depth of focus <u>Place specific reference is likely to consist of:</u> Locational details/dates/times, Names of plates etc.	7

Question	Answer	Marks
4(a)(i)	August 1 mark	1
4(a)(ii)	Higher in hot desert/lower in tropical rainforest/rainforest similar temperatures all year but desert temperatures vary; Range is 20 °C in hot desert but 2 °C in tropical rainforest/18 °C higher in hot desert/from 13–33 °C in hot desert but 25–27 °C in tropical rainforest 2 @ 1 mark	2
4(a)(iii)	Ideas such as: Precipitation throughout the year; Uneven/fluctuating; Decreases from <u>March to July</u> ; Increases from <u>July to December/January</u> ; Lower/lowest from <u>June/July to August/Sept/Oct</u> ; Higher/highest from <u>October/November to May/June</u> ; Highest in <u>March</u> (and April) and lowest in <u>July</u> (and August); March with 320/325 mm but in July with 155/160 mm; Over 200 <u>mm</u> Oct to June/Nov-May always above 250 mm but under 200 mm July to Sept; NB MAX 1 reserved for comparative statistics Do not accept: middle of the year winter/summer etc. wet season/dry season 3 @ 1 mark	3

Question	Answer	Marks
4(a)(iv)	Ideas such as: Overhead sun/<u>direct or overhead</u> sunshine; Water/earth's surface is heated; Evaporation; Transpiration; OR allow 'evapotranspiration' = 1 mark Air/<u>water vapour</u> rises/convection occurs/convection currents/ convectional rainfall; <u>Cooling</u>; Condensation occurs/clouds form/build up/droplets form; Saturation/clouds cannot hold any more water/raindrops coalesce/get too heavy; etc. ^ Water/vapour goes into atmosphere Sunny It is hot/temperatures are high Low temperature Do not accept: No seasons/all year round Rain falls in the middle of the day/at mid-day Heavy rain falls Humidity is high Low pressure Winds blow towards equator Hadley Cell NB Accept names or description of processes 4 @ 1 mark	4
4(b)(i)	Ideas such as: Plant eaters/insects/lizards/rodents eat primary producers/cacti/plants etc.; Carnivores/insectivores/tarantulas/scorpions/snakes eat plant eaters/ rodents/insects/lizards; Larger predators/hawk/foxes eat carnivores/insectivores/lizards/snakes/rodents; Larger predators/hawk/foxes eat plant eaters/lizards/rodents; Dead creatures or e.g./faeces provide nutrients for primary producers etc. NB Accept any three different examples from Fig.4.3 whatever trophic level Needs description – do not accept arrows/dashes 3 @ 1 mark	3

Question	Answer	Marks
4(b)(ii)	Ideas such as: Reduces transpiration/evapotranspiration/water loss; (by having): Spines/thorns; Thick/leathery/waxy outer part/cuticle; Few/small/sunken stomata/stomata only open at night/low level; Reaches water deep in ground/underground water; long/deep roots; Gets water from a wider area; wide spreading roots; Reduces impacts of predators; spines/thorns; Stores water/food/energy; wide/fleshy stems; Conserves water when there is no rain; remain dormant for long period of time/germinate/complete life cycle rapidly during wetter periods; Does not compete for water/nutrients; widely spread /low density/scattered plants; Avoids winds; low level; Reflect the sunlight/it absorbs less sunlight; light colour etc. ^ Survive months without rain They use only small amounts of water Have water inside them Get water through roots Shallow roots Do not accept: Reduces evaporation 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 why a tropical rainforest ecosystem is under threat from deforestation. <u>Level 2</u> (4–6 marks) Uses named example. More developed explanation or linked statements which explain why a tropical rainforest ecosystem is under threat from deforestation. (Note: Max 5 if no named or inappropriate example) L2 can be awarded in any of 3 ways: e.g. What is threatening e.g. logging and why the area is being logged, such as for hardwood used in furniture L2 e.g. What is threatening e.g. logging and impact on environment e.g. loss of habitat e.g. Developed statement on impact e.g. Loss of habitat and so loss/migration of species L2 <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which explain why a tropical rainforest ecosystem is under threat from deforestation, including place specific information. <u>Content Guide:</u> Answers are likely to refer to threats such as: Logging Mining Road building Commercial agriculture/ranching HEP Lack of government legislation These threaten the ecosystem by: Loss of trees and plants / damage to habitats Endangering species/possible extinction Impact on food chains Water pollution Noise/disturbance Changes to microclimate e.g. reduced shade/humidity Leaching of soils and loss of soil fertility/ structure Increased surface runoff of rainwater; soil erosion/localised flooding (dev) Smoke from tree burning leading to air pollution (do not allow CO₂) etc. Do not accept: Global warming <u>Place specific reference is likely to consist of:</u> Locational details, Named places within tropical rainforest	7

Question	Answer	Marks
5(a)(i)	The value of production from the manufacturing industry fluctuates. 1 mark	1
5(a)(ii)	2006 1 (trillion) 2 @ 1 mark	2
5(a)(iii)	Ideas such as: Both/China & USA increased; Both have periods of flatline/slight decrease; China increased more quickly/USA increased more slowly; USA produced more than China up to 2009 but China produced more than USA after 2009 / China overtook USA around 2009/10; China 0.6/0.7 trillion/600–700 billion to 3.85/3.9 trillion compared with USA 1.6 trillion to 2.2/2.3 trillion/ China increased by 3.15–3.3/USA by 0.6–0.7 (Accept as billions if correct) etc. NB MAX 1 reserved for comparative statistics (4 figures needed unless difference calculated) ^ They produced the same in 2009 Do not accept: Comparison of wrong countries 3 @ 1 mark	3

Question	Answer	Marks
5(a)(iv)	Ideas such as: Consists of <u>inputs, processes and outputs</u> (Reserve); (Inputs are): Raw materials/labour(workers)/land/energy/electricity/water/transport/ machinery/components/capital/packaging (MAX 2) (Processes are): Activities that convert the raw material/components into something useful/the stages involved in making a product e.g. refining/assembly (MAX 2) (Outputs are): Products or goods/waste materials/fumes/profit (MAX 2) etc. NB Can use ideas above OR a specific example Do not accept: Manufacturing (in stem) Mining/farming/selling/advertising Transport to/from factory 4 @ 1 mark	4
5(b)(i)	Ideas such as: 5.2 is lower/5.3 is taller/5.2 is 1/2 storeys but 5.3 is 4/5 storeys; 5.2 is more modern/5.3 is older; 5.2 has fewer windows/5.3 has more windows; 5.2 is concrete/prefabricated but 5.3 is brick built etc.; 5.2 is fenced off from road/5.3 opens directly onto the road/has no fences; 5.2 has (storage) silos/tanks/external pipework but 5.3 does not; 5.2 has an exterior staircase 5.3 does not etc. NB Answer must be comparative Accept 'pizza factory' or similar as Fig 5.2 Do not accept: Colour Larger/smaller More built up 5.2 is not next to the road but 5.3 is Vegetation Airconditioning Signs 3 @ 1 mark	3

Question	Answer	Marks
5(b)(ii)	Ideas such as: (Early development/growth): Increase in number/larger scale/variety of manufacturing industries; Larger market/demand for products; Machines are introduced /mechanisation occurs; Increase in jobs/labour intensive; Increased skills development/more educated workforce etc. (Later on): Reduction of employment in manufacturing industry/capital intensive; Due to Increasing mechanisation/automation /robots; Increases output/exports products in large quantities/mass production/value of production increases etc. (MEDCs): Reduce dependence on manufacturing/move towards tertiary/quaternary sector; As raw materials are exhausted; Labour is expensive; They depend on imports of manufactured goods; MEDCS/TNCs set up factories in LEDC etc. NB Question refers to changes. 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/or 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 accept ‘Toyota’ or ‘Burnaston’) <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 describe <u>and</u> explain the location, but any one of these 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)	2 1 mark	1
6(a)(ii)	Farmers plant rice = June Wheat is harvested from irrigated land = March/April 2 @ 1 mark	2
6(a)(iii)	Ideas such as: Because of drought/when not enough rain/conditions are dry; To have wheat available in dry season/at different times of year/all year/harvest twice a year/to extend the growing season; To increase yields/get more wheat/healthier crop/so wheat doesn't die/grow <u>quicker</u> ; To enable them to use land which otherwise could not be cultivated etc. ^ To water their wheat To earn more money Makes wheat grow/grow better Do not accept: To control water flow 3 @ 1 mark	3
6(a)(iv)	Ideas such as: Low output/they can <u>only</u> produce enough food for their families/will not produce enough to sell; Small plots of land/insufficient land/can't afford land for commercial farming; Soils are infertile; Irrigation is not practiced/lack of water supplies(precipitation); Lack of market for agricultural produce; Poor transportation to market/area is isolated; Lack of technology/machinery; Lack of/cannot afford/access loans for fertiliser/pesticide/HYVs etc.; Traditional way of life/family farms passed down etc. ^ They produce food for their families Do not accept: They can't afford to buy food 4 @ 1 mark	4

Question	Answer	Marks
6(b)(i)	Ideas such as: Rice (paddy)/crops 6.2 Bananas/trees/bushes 6.3; Mud banks/bunds 6.2 concrete walls 6.3; 6.2 is smaller/has smaller fields/6.3 is larger/larger fields/larger scale; 6.2 has flooded field (paddy field)/irrigation but 6.3 does not; 6.2 subsistence/growing smaller quantities than 6.3/6.3 commercial; 6.2 is on flat land, 6.3 on sloping land / has terraces; Manual work is happening in 6.2/6.3 is not/6.3 uses machines etc. NB Points need to be comparative Do not accept: Intensive/extensive One is ... the other is ... 3 @ 1 mark	3
6(b)(ii)	Ideas such as: Consists of <u>inputs, processes and outputs</u> (Reserve); (Inputs are): soil/labour/land/fertilizer/pesticide/machinery/seeds/capital/rainfall/sunshine (MAX 2) (Processes are): Activities that are required on the farm to produce the output/the stages of producing crops/food on a farm e.g. ploughing, planting, watering, weeding, harvesting etc. (MAX 2) (Outputs are): Crops or e.g./waste materials/profit (MAX 2) etc. Note: Can use ideas above OR a specific example 5 @ 1 mark or development	5

Question	Answer	Marks
6(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe and/or explain agricultural <u>land use</u>. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which describe and/or explain agricultural land use. (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 agricultural land use, including some place specific reference. NB Must describe <u>and</u> explain the land use, but any one of these can be at L1 <u>Content Guide:</u> Description should relate to crops grown/animals kept (ie land use) Explanations are likely to refer to factors such as: Temperature Rainfall Sunshine hours Growing season Soil Relief Markets/availability of transport Field/plot size – ability to use machinery Costs/prices etc. <u>Place specific reference is likely to consist of:</u> Locational details Farm size Statistics etc.	7