

02	1	One mark for working. One mark for answer. Median = 6.9 AO4 – 2 marks	2
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02	2	Credit any reasonable suggestion. Students should make reference to figure 5 through using country name(s) and/or data provided, eg Bulgaria has a life satisfaction score of just 5.5 because it is poorer than the other countries (1) The more economically developed north-west European countries have better social care provision hence their higher scores (1) In Germany people are well off so can buy material goods giving them a higher score (1) AO3 – 1 mark	1
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02	3	Credit one reason only, there is no requirement to use the figure. They should show an awareness of how social measures, especially something as difficult to define as ‘life satisfaction’, can be misleading eg <ul style="list-style-type: none"> • Social measures are not as reliable as ‘hard’ data such as GNI (1) • ‘Life satisfaction’ is a difficult thing to measure and different people’s idea of satisfaction will vary (1) • The scale is only 0-10 so people may just score themselves in the middle (1) No credit for general answers regarding the unreliability of single measures other than social. AO2 = 1 mark	1
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02	4	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2 (Clear)</td> <td>3-4</td> <td>AO2 – Shows clear understanding of the process of development and the concept of the DTM. AO3 – Uses Figure 6 effectively and offers development to clearly evaluate the links between the DTM and levels of development.</td> </tr> <tr> <td>1 (Basic)</td> <td>1-2</td> <td>AO2 – Shows limited understanding of the process of development and the concept of the DTM. AO3 – use Figure 6 OR own knowledge to begin to simply evaluate the links between the DTM and levels of development.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content</td> </tr> </tbody> </table>	Level	Marks	Description	2 (Clear)	3-4	AO2 – Shows clear understanding of the process of development and the concept of the DTM. AO3 – Uses Figure 6 effectively and offers development to clearly evaluate the links between the DTM and levels of development.	1 (Basic)	1-2	AO2 – Shows limited understanding of the process of development and the concept of the DTM. AO3 – use Figure 6 OR own knowledge to begin to simply evaluate the links between the DTM and levels of development.		0	No relevant content	4
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<p>Indicative content</p> <ul style="list-style-type: none"> • Level 2 answers will provide reasoning that connects the processes of economic and social development. • Level 1 answers will provide basic reasons or merely assert the connections between economic and social development. 															

		<ul style="list-style-type: none"> • Answers should make use of Figure 6 which shows a process of industrialisation over time and corresponding urbanisation and income growth. • Students should also make it apparent that they are familiar with the Demographic Transition Model through reference to elements such as its stages, the corresponding population structures and countries that represent these stages. <p>Answers might draw straightforward connections such that the link between the two are clear:</p> <ul style="list-style-type: none"> • Stage 2 countries are at lower levels of economic development, LICs, with corresponding low incomes and a predominantly rural and agrarian society. • Stage 3 would generally be associated with NEEs who utilise the demographic dividend of their population structure in creating rapid industrialisation and income growth. • Stages 4/5 are HICs with well developed economies, a predominantly urban society and declining or static populations. • The explanation may take economic growth as the driver so that development means that populations become more focussed on material wealth so that they no longer wish to have expensive larger families. Also that development allows better health care reducing infant mortality and the imperative to replace children. • The opposite direction may be taken so that as the population growth slows and family size falls surplus income becomes available for investment and growth. • More sophisticated answers might argue that the two are co-dependent and that a causal link cannot easily be established. • Credit should also be given if the link is qualified suggesting that other factors such as the emancipation of women or state priorities might change populations without economic development e.g Cuba. <p>No credit for description of either the Demographic Transition Model or economic development in isolation.</p> <p>AO2 – 2 marks, AO3 – 2 marks</p>	
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02	5	<p>One mark for each correct identification.</p> <p>A dry season; failing crops; low food availability/malnutrition; high mortality rates</p> <p>AO4 – 2 marks</p>	2
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02	6	<p>Students need not make reference to figure 7 though to do so would be a valid approach provided answers move beyond it or adapt it in some way.</p> <p>Students should show an awareness of how microfinance operates for poorer</p>	1
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		<p>countries eg</p> <ul style="list-style-type: none"> • People are given small loans appropriate to their needs (1) • Microloans work by allowing subsistence farmers or those in the informal sector to escape poverty (1) • Loans are not a handout so people feel empowered (1) <p>No credit for repetition of Figure 7 only.</p> <p>AO1 – 1 mark</p>	
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02	7	<p>Credit one reason only.</p> <p>Students should clarify the link between politics or trade and importance on a global scale. The country should be named. Much will depend on the country selected but common themes may be previous colonisation or conflict leading to a reduced importance. Positive responses such as improved profile due to hosting major sporting events should also be credited.</p> <p>One mark for a basic statement or one which does not name a country, eg</p> <ul style="list-style-type: none"> • Many countries do not have a political voice as they are busy dealing with internal conflict (1) • As a previous colony India did not control its own economy (1) <p>Two marks for a developed idea which relates to the named country, eg</p> <ul style="list-style-type: none"> • Civil war and terrorism from Boko Haram in Nigeria (1) mean that it has a poor political reputation and some countries do not wish to deal with it (d) (1) • India has developed its own successful companies such as Tata Steel (1) so that it now owns and controls industries elsewhere in the world (d) (1) <p>Max 1 mark if country named is not LIC/NEE but comment still valid</p> <p>AO1 – 2 marks</p>	2
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02	8	Level	Marks	Description	6
		3 (Detailed)	5-6	<p>AO1 – Demonstrates detailed knowledge of industry in a named LIC/NEE</p> <p>AO2 – Shows thorough understanding of the links between stimulus and economic growth in the context of a named LIC/NEE.</p>	
		2 (Clear)	3-4	<p>AO1 – Demonstrates accurate knowledge of industry in a named LIC/NEE</p> <p>AO2 – Shows clear understanding of the links between stimulus and economic growth in the context of a named LIC/NEE.</p>	
		1 (Basic)	1-2	<p>AO1 – Demonstrates limited knowledge of industry in a LIC/NEE</p> <p>AO2 – Shows limited understanding of the links between stimulus and economic growth in the context of a LIC/NEE.</p>	
			0	No relevant content	

		<p>Indicative content</p> <ul style="list-style-type: none"> • Level 3 responses will provide specific detail of a named city and link the process of industry and economic growth well. • Level 2 responses will either provide specific detail of a named city with implicit links or a named city with generic detail with precise links. • Level 1 responses will give basic link(s) between industrial development and growth or merely assert the connection. • Answers should explain how economic growth and development are fostered by changes in industrial structure. • The fundamental benefit of manufacturing industry is that it allows value to be added to products, leading to greater gains. • Manufacturing industry creates jobs so that the employees pay taxes which the government can then invest in other services such as education which will promote economic development as more educated people are more qualified for better paid work. • Paid employment also means a greater number of people with money to spend and therefore the domestic market grows, creating a consumer society. • Industries themselves will also pay taxes to increase the government's receipts as above. • There is also a multiplier effect as industries stimulate growth in a supply chain of connected industries such as parts for electronic goods or cars. • As industries grow they will attract foreign companies, often TNCs, who will build further industries and infrastructure through Foreign Direct Investment (FDI), thus stimulating further growth. • Max top L1 if no named country or name country not LIC/NEE. <p>AO1 – 3 marks, AO2 – 3 marks</p>	
02	9	<p>One mark for working. One mark for answer.</p> <p>1.95%</p> <p>AO4 – 2 marks</p>	2

02	10	Level	Marks	Description	9
		3 (Detailed)	7-9	AO1 – Demonstrates detailed knowledge of strategy(ies) to resolve differences. AO2 – Shows a thorough understanding of the likely success of scheme(s) to reduce economic/social differences through balanced reference to advantages and disadvantages. AO3 – Demonstrates thorough application of knowledge and understanding in judging the likely success of one or more scheme(s) to redress differences with considered reference to the data provided.	
		2 (Clear)	4-6	AO1 – Demonstrates reasonable knowledge of strategy(ies) to resolve differences. AO2 – Shows clear understanding of the likely success of scheme(s) to reduce economic/social differences with some reference to advantages and disadvantages. AO3 – Demonstrates reasonable application of knowledge and understanding in judging the likely success of one or more scheme(s) to redress differences with sound reference to the data provided.	
		1 (Basic)	1-3	AO1 – Demonstrates limited knowledge of strategy(ies) to resolve differences. AO2 – Shows limited understanding of the likely success of scheme(s) to reduce economic/social differences with limited reference to advantages and disadvantages. AO3 – Demonstrates limited application of knowledge and understanding in judging the likely success of one or more scheme(s) to redress differences with passing reference to the data provided.	
			0	No relevant content	
<p>Indicative content</p> <ul style="list-style-type: none"> • Level 3 responses will provide specific detail of one or more named strategy with well-reasoned connections between (a) strategy(ies) and reduction of differences. • Level 2 responses will either provide specific detail of one or more named strategies with implicit links to reduction of inequality or well-reasoned arguments for (a) generic strategy(ies). • Level 1 responses will give basic link(s) between (a) strategy(ies) and reduction of differences or merely assert a connection. • Students are likely to have studied regional differences in the context of a N/S divide and the data provided is illustrative of that. • The north-south divide refers to the fact that in general many social and economic indicators tend to be more favourable in the southern part of the UK vs the northern part. Wages, house prices, health and educational attainment are all indicators that fit this broad trend. • The line is not straight or strictly latitudinal but follows a SW/NE trajectory 					

	<p>from the Severn to south of the Humber.</p> <p>Expect a range of strategies to be described, though only one is required and full marks may be gained for one scheme only. Common examples might be:</p> <ul style="list-style-type: none"> • The concept of the ‘Northern Powerhouse’. • Infrastructural such as HS2 aiming to connect the north and south. • Targeted investment such as Salford Media City to create ‘growth hubs’. • Investment in areas with multiple difficulties such as Assisted Areas scheme, European Regional Development Funds. • Devolving power such as Mayors in provincial cities. <p>Students may use the figure to aid their response: Data that supports the persistence of a N/S divide despite the efforts so far/the need for some redressing of the balance to reduce the divide:</p> <ul style="list-style-type: none"> • 5 of the top ten growth towns/cities are in the south. • 7 of the ten lowest growth towns/cities are in the north. • The 2 towns with a negative growth (ie fewer businesses in 2013 than 2004) are both in the north. <p>Data that supports the reduction of a N/S divide with efforts so far:</p> <ul style="list-style-type: none"> • 5 of the top ten growth towns/cities are in the north • The town/city with the highest growth rate of all is the furthest north in the UK • Thus the data may be used to either; comment that despite the efforts described the north remains disadvantaged and the economy is not responding to/unlikely to respond to stimulus or more businesses would be being created eg the continued decline of Grimsby; or that the growth rates in areas of previous industrial decline such as Middlesbrough and Warrington are evidence that such schemes work. • Knowledge and understanding may also be used to question the data in that it is percentage and not absolute numbers. It may also be queried that no mention is made of the types of businesses or their economic value. <p>Max top L1 if no named strategy</p> <p>No credit for mere description of the processes leading to the divide/regional differences or of the nature of the problems.</p> <p>AO1 – 3 marks, AO2 – 3 marks, AO3 – 3 marks</p>	
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