

03	1	<p>One mark for correct calculation.</p> <p>4.75</p> <p>AO4 – 1 mark</p>	1
03	2	<p>Students should make reference to Figure 9 through using country name(s) and/or data provided. They should show that they can apply knowledge and understanding in analysing the pattern shown by the map. Expect recognition of a global pattern of need/plenty being shown by unhappiness/happiness respectively.</p> <p>Figure 9 shows that people in poorer countries are unhappy because they cannot access resources. (1) Countries in Sub-Saharan Africa are generally very unhappy as people’s well-being will be harmed because they cannot access adequate food (1) as these areas may have significant percentages of their population undernourished/with a calorie deficit (1). Fundamental to health is a clean/adequate water supply as diseases due to dirty water or not enough to drink will clearly upset people (1) and the unhappy areas shown will have economic water scarcity eg Sub-Saharan Africa or physical water scarcity eg Middle East (1). Richer countries will have the means to purchase energy for personal use and industrial development (1) and this will increase the happiness of the population as they will have a good standard of living as a result (1) clearly seen in the scores > 7.3 in NW Europe (1).</p> <p>Max 1 mark if no reference to Fig 5</p> <p>Reserve 3rd mark (AO4) for clear and explicit reference to the map in Figure 5.</p> <p>No credit for answers which make no reference to social well-being.</p> <p>AO3 – 2 marks, AO4 – 1 mark</p>	3
03	3	<p>Credit one reason only.</p> <p>Students should clarify how changes in taste and demands create new markets and opportunities for producers and/or suppliers.</p> <p>One mark for a basic statement, eg</p> <ul style="list-style-type: none"> • Local farmers benefit as people want more food that is produced ‘at home’. (1) • Farmers abroad can sell their crops as the UK demands what they produce. (1) • Organic farmers have an opportunity to sell their produce as more people want it. (1) <p>Two marks for a developed idea, eg</p> <ul style="list-style-type: none"> • Concern over carbon footprints from importing food creates a new demand for local food at events such as farmers markets which UK farmers can fulfil. (2) • Demand for items such as salad all year round allows farmers in other countries to sell their crops when they are out of season from UK producers. (2) • Concern over the environment and personal health creates demand for organic foods which UK and foreign producers can then exploit so they can 	2

		<p>increase their sales. (2)</p> <p>No credit for problems or negative comments instead of opportunities.</p> <p>AO2 – 2 marks</p>	
--	--	--	--

03	4	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3 (Detailed)</td> <td>5-6</td> <td>AO2 – Shows detailed understanding of the issues around changing demand for water in the UK. AO3 – Demonstrates detailed application of knowledge and understanding by analysing the resources thoroughly and effectively assessing the extent to which the plans will meet future need.</td> </tr> <tr> <td>2 (Clear)</td> <td>3-4</td> <td>AO2 – Shows some understanding of the issues around changing demand for water in the UK AO3 – Demonstrates some application of knowledge and understanding by analysing the resources with some effectiveness and some assessment of the extent to which the plans will meet future need.</td> </tr> <tr> <td>1 (Basic)</td> <td>1-2</td> <td>AO2 – Shows limited understanding of the issues around changing demand for water in the UK. AO3 – Demonstrates limited application of knowledge and understanding through simple analysis of the resources with limited assessment of the extent to which the plans will meet future need.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content</td> </tr> </tbody> </table>	Level	Marks	Description	3 (Detailed)	5-6	AO2 – Shows detailed understanding of the issues around changing demand for water in the UK. AO3 – Demonstrates detailed application of knowledge and understanding by analysing the resources thoroughly and effectively assessing the extent to which the plans will meet future need.	2 (Clear)	3-4	AO2 – Shows some understanding of the issues around changing demand for water in the UK AO3 – Demonstrates some application of knowledge and understanding by analysing the resources with some effectiveness and some assessment of the extent to which the plans will meet future need.	1 (Basic)	1-2	AO2 – Shows limited understanding of the issues around changing demand for water in the UK. AO3 – Demonstrates limited application of knowledge and understanding through simple analysis of the resources with limited assessment of the extent to which the plans will meet future need.		0	No relevant content	6
		Level	Marks	Description														
		3 (Detailed)	5-6	AO2 – Shows detailed understanding of the issues around changing demand for water in the UK. AO3 – Demonstrates detailed application of knowledge and understanding by analysing the resources thoroughly and effectively assessing the extent to which the plans will meet future need.														
		2 (Clear)	3-4	AO2 – Shows some understanding of the issues around changing demand for water in the UK AO3 – Demonstrates some application of knowledge and understanding by analysing the resources with some effectiveness and some assessment of the extent to which the plans will meet future need.														
		1 (Basic)	1-2	AO2 – Shows limited understanding of the issues around changing demand for water in the UK. AO3 – Demonstrates limited application of knowledge and understanding through simple analysis of the resources with limited assessment of the extent to which the plans will meet future need.														
	0	No relevant content																
<p>Indicative content</p> <ul style="list-style-type: none"> • Level 3 responses will be well developed and reasoned. • Level 2 responses will make some link between demand and water transfer. • Level 1 responses will give basic links or merely assert the connection. • Students should be making some assessment of how proposed transfers will meet the increased future need in the UK. • Figure 10 provides some of the required information by highlighting the rises in population forecast in Oxfordshire and London which will clearly create increased demand simply by virtue of there being more people. • Figure 10 should be used by reference to areas on the map and/or transfer schemes shown and/or figures for population. • The proposed transfers would seem to indicate that this demand will be met by transferring water to Oxfordshire and London. • Students should also be bringing their own knowledge and understanding to the answer through recognition that the transfers are from areas where there is a water surplus. • They could also show recognition that rising population in some areas is just part of the issue as demand is rising through increased use of 																		

		appliances that consume a lot of water such as dishwashers. Therefore the transfers proposed will, not on their own, resolve the issue.	
		AO2 – 3 marks, AO3 – 3 marks	