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EDEXCEL INTERNATIONAL GCSE GEOGRAPHY: QUESTIONS BY TOPIC

Development and Human Welfare (Topic 9)

International GCSE Geography Topic 9

16 questions · 560 marks · Mark schemes included

Pearson Edexcel International GCSE (9–1) Geography 4GE1, Papers 1, 1R, 2 & 2R, June 2019 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic (exam questions, then fieldwork), oldest paper first.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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QUESTIONS

16 questions · 560 marks · grouped by sub-topic



SUB-TOPIC

DEVELOPMENT AND HUMAN WELFARE: EXAM QUESTIONS

16 questions in this booklet



9 Development and human welfare.(a) (i) Identify the meaning of the term **quality of life**.

(1)

☐	A a person's well-being in terms of health and happiness
☐	B a person's level of deprivation
☐	C a person's cultural identity
☐	D a person's type of employment and income level

(ii) Identify the meaning of the term **inequality**.

(1)

☐	A poor access to resources and services
☐	B good access to resources and services
☐	C equal access to resources and services
☐	D unequal access to resources and services

(b) Define the term **development gap**.

(1)

.....

.....



(c) (i) Study Figure 9a in the Resource Booklet.

Identify **two** countries labelled in Figure 9a with the highest and lowest inequality.

(2)

Highest

.....

Lowest

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(ii) Suggest **two** reasons for the pattern shown on Figure 9a.

(4)

1

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2



(d) Explain how **two** international strategies have attempted to reduce uneven development.

(4)

1

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2

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(e) Study Figure 9b in the Resource Booklet.

(i) Calculate the range in HDI for Thailand, 1980-2016.

You must show all your workings in the space below.

(2)

.....

(ii) Describe how HDI has changed in Tunisia, 1980-2016.

(2)

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(f) Study Figure 9c in the Resource Booklet.

Assess the different factors that have caused variations in global development.

(6)

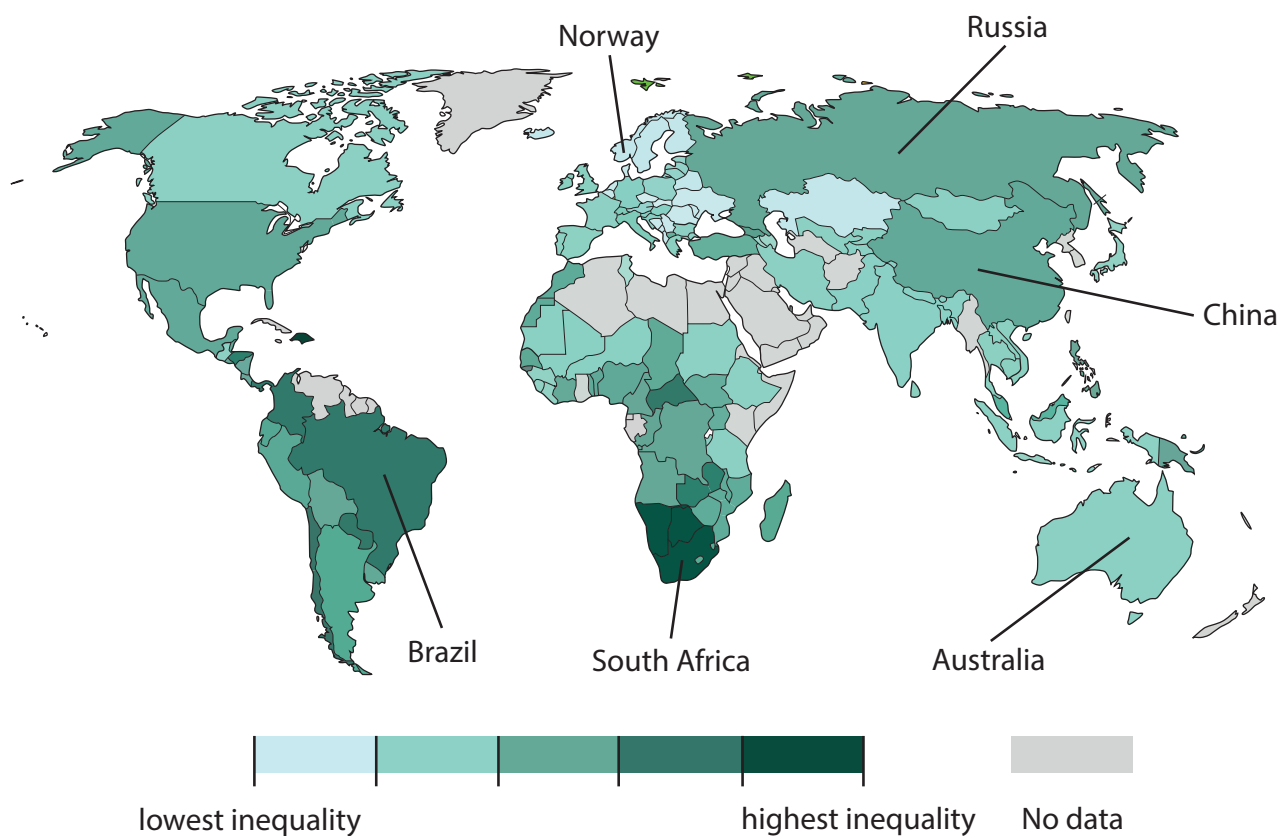
(g) Discuss the view:

“International strategies are only one part of the solution to closing the development gap”.

Use Figures 9a, 9b and 9c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)



**Figure 9a****Global index of inequality, 2017**

(Source: from <https://www.theguardian.com/inequality/datablog/2017/apr/26/inequality-index-where-are-the-worlds-most-unequal-countries>)

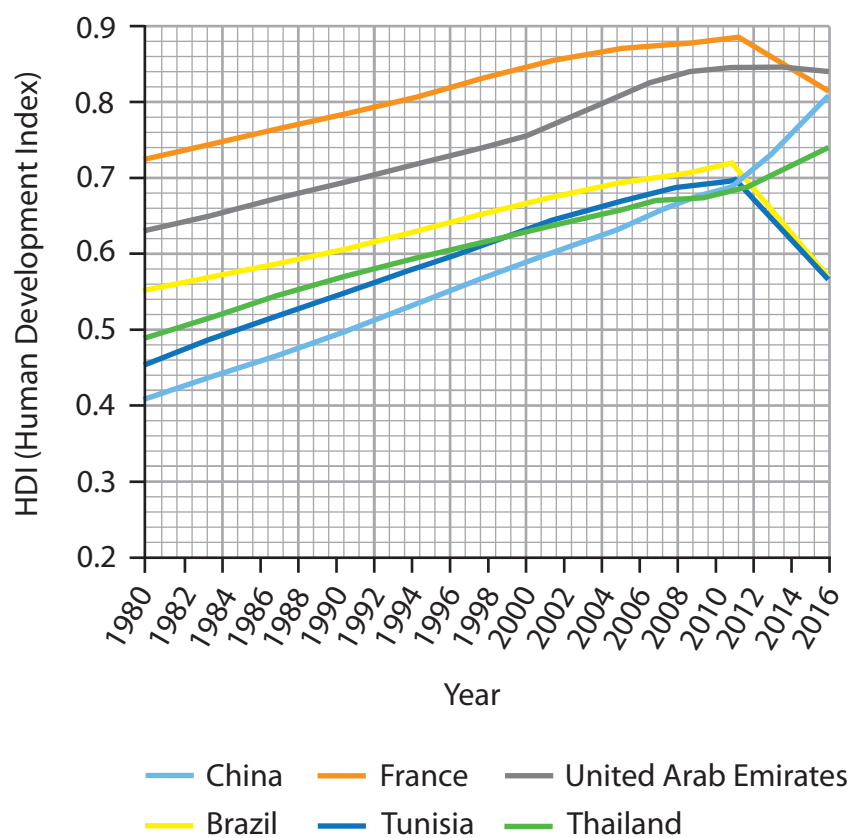


Figure 9b

Regional trends in HDI for selected countries, 1980-2016

Cause		Drivers (causes) of global inequality
	Climate change	Low income countries will experience the biggest effects of human-induced climate change over the next century: sea level rises, stronger cyclones, more unpredictable rains, and longer heatwaves.
	Food and water security	Hurricanes and drought combined with poor soils may mean that some places have low food security. In extreme instances, this weakens and sometimes kills people.
	Resource availability	Countries vary in the amount of natural resources they have to both use and export. Countries with few natural resources find it hard to create products that can be sold on world markets.
	Governments	Good governance can promote and help manage inter country trade and aid, for example to help raise living standards and improve quality of life.
	Demography	There are several factors involved, including fertility, mortality and immigration. These will have impacts on population age structures, for example.

Figure 9c**Selected causes of variations in global development**

9 Development and human welfare.(a) (i) Identify **one** factor that could be used as a measure of development.

(1)

☐	A participation in sport
☐	B water availability
☐	C index of political corruption
☐	D bottom-up development

(ii) Identify the meaning of the term **fertility rate**.

(1)

☐	A the number of live births per thousand of population per year
☐	B the number of deaths in a particular population
☐	C the number of births in the total population
☐	D the number of births per woman in a population

(b) (i) Define the term **water security**.

(1)

.....

.....

(ii) Study Figure 9a in the Resource Booklet.

Identify **two** countries labelled in Figure 9a with an HDI of less than 48.00.

(2)

1

2



(iii) Suggest **two** possible reasons for the pattern shown on Figure 9a.

(4)

1

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2

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(c) Explain **two** impacts of uneven development on the quality of life within a country.

(4)

1

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2



(d) Study Figure 9b in the Resource Booklet.

- (i) Calculate the range in infant mortality for **South Asia** between 1960 and 2012.

You must show all your workings in the space below.

(2)

- (ii) Describe the extent to which infant mortality rates have changed from 1960-2012 in Figure 9b.

(2)

(e) Study Figure 9c in the Resource Booklet.

Assess the different factors that have caused uneven global development.

(6)



(f) Discuss the view:

“Different strategies are needed to reduce the uneven global development”.

Use Figures 9a, 9b and 9c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

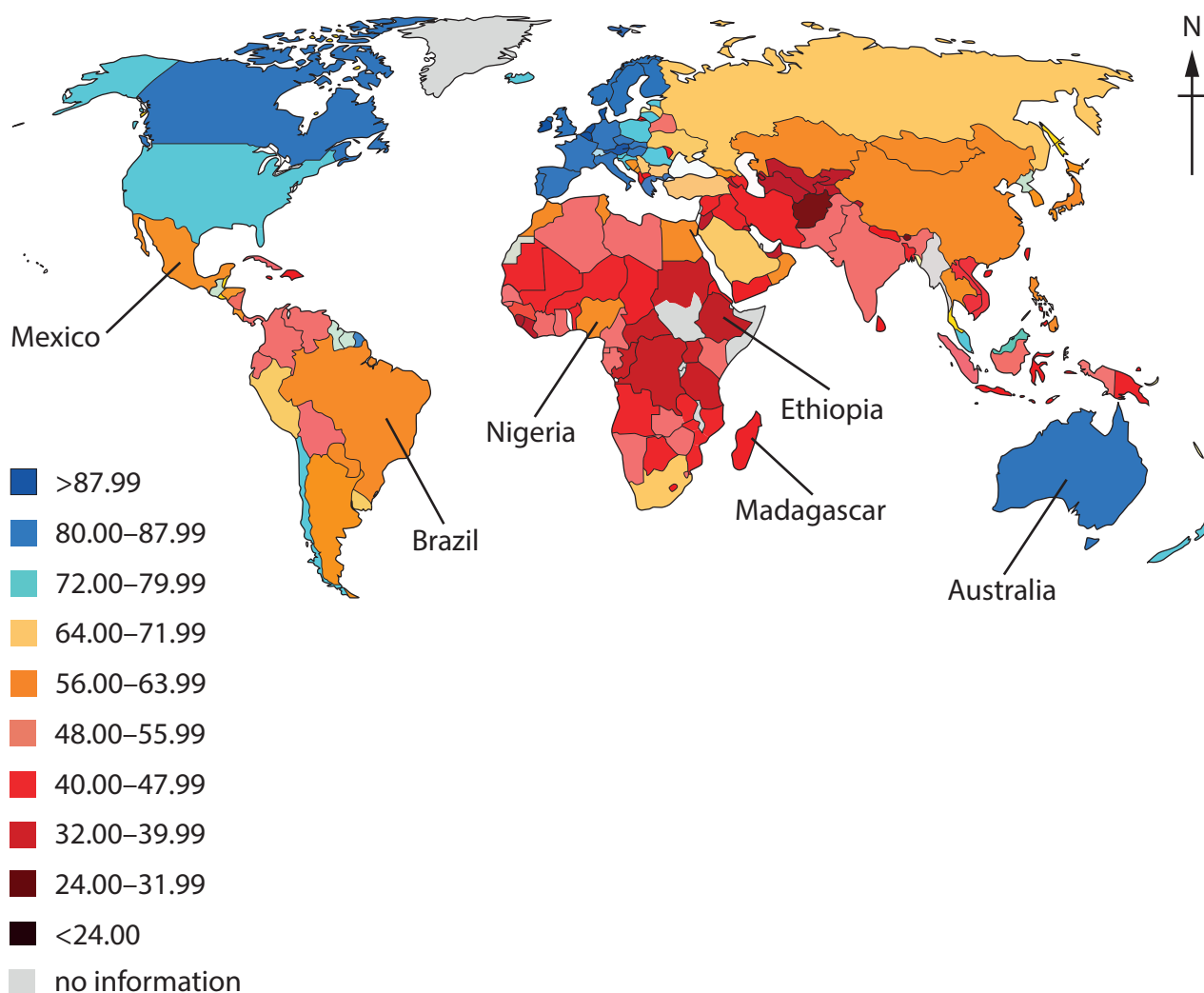
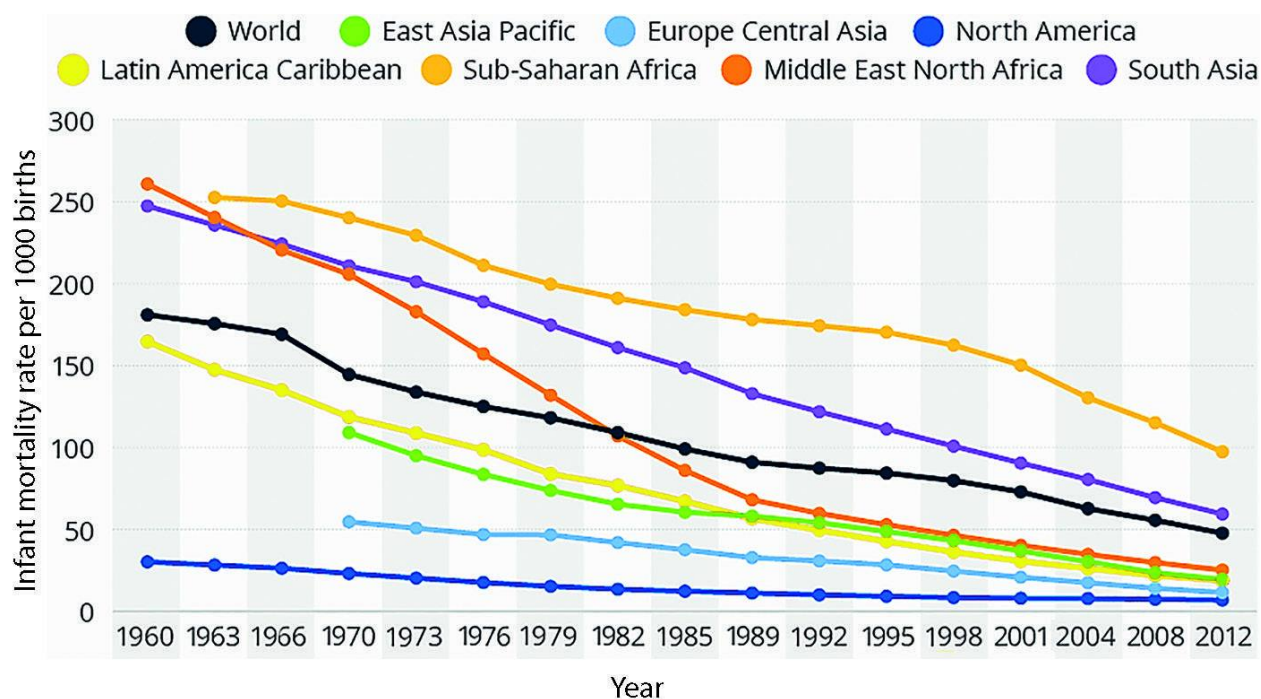


Figure 9a

A map of Human Development Index (HDI), 2016



(Source: <http://cmarks14.blogspot.co.uk/2015/10/chapter-2-population-us-economys-big.html>)

Figure 9b

Infant mortality rate per 1000 births by region, 1960-2012

Cause		Description
	World trade	The world's poorest countries have been at the mercy of a global trade system designed and controlled by the world's richest countries. Globally there have been efforts to reform it to make it fairer.
	Resources	Countries vary in the amount of natural resources they have to both use and export. Many countries with few natural resources find it hard to create products that can be sold on world markets.
	Cultural	There are many cultural (and historic) factors that have impacted on development. An example is a lack of access to primary education in many countries.
	Climate change	Climate change and rising sea levels can damage ecosystems and food productivity. Some of the people who live in these affected areas are poorly equipped to cope with the impacts of climate change.

Figure 9c

Some causes of uneven global development

9 Development and human welfare(a) (i) Identify **one** factor that could be used as a measure of development.

(1)

☐	A participation in local sporting events
☐	B the availability of water
☐	C index of political corruption
☐	D the amount of bottom-up development

(ii) Identify the meaning of the term **HDI**.

(1)

☐	A Human Development Importance
☐	B High Dependency Index
☐	C High Development Index
☐	D Human Development Index

(b) (i) Define the term **water security**.

(1)

.....

.....

(ii) Study Figure 9a in the Resource Booklet.

Identify **two** countries labelled in Figure 9a, **one** with the highest and **one** with the lowest income inequality.

(2)

Highest

Lowest

(iii) Suggest **two** possible reasons for the pattern shown in Figure 9a.

(4)

1

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2



(c) Explain **two** advantages of bottom-up development.

(4)

1

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(d) Study Figure 9b in the Resource Booklet.

- (i) Calculate the mean percentage change in GDP for 2014 for the regions shown in Figure 9b.

You must show all your workings in the space below.

Give your answer to one decimal place.

(2)

- (ii) Describe the differences in GDP for 2014–2018.

(2)

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(e) Study Figure 9c in the Resource Booklet.

Assess the different factors that have contributed to uneven global development.

(6)

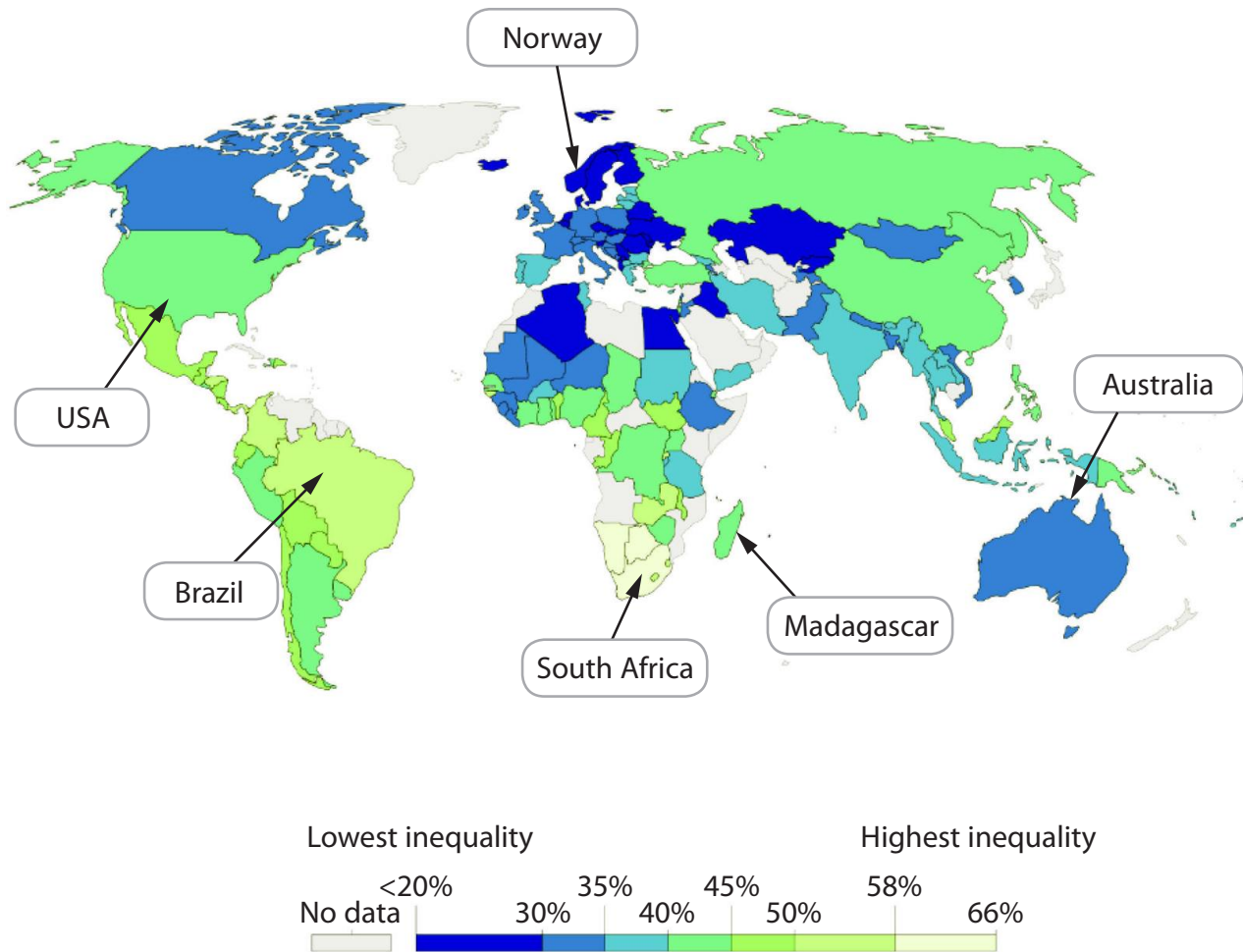
(f) Discuss the view:

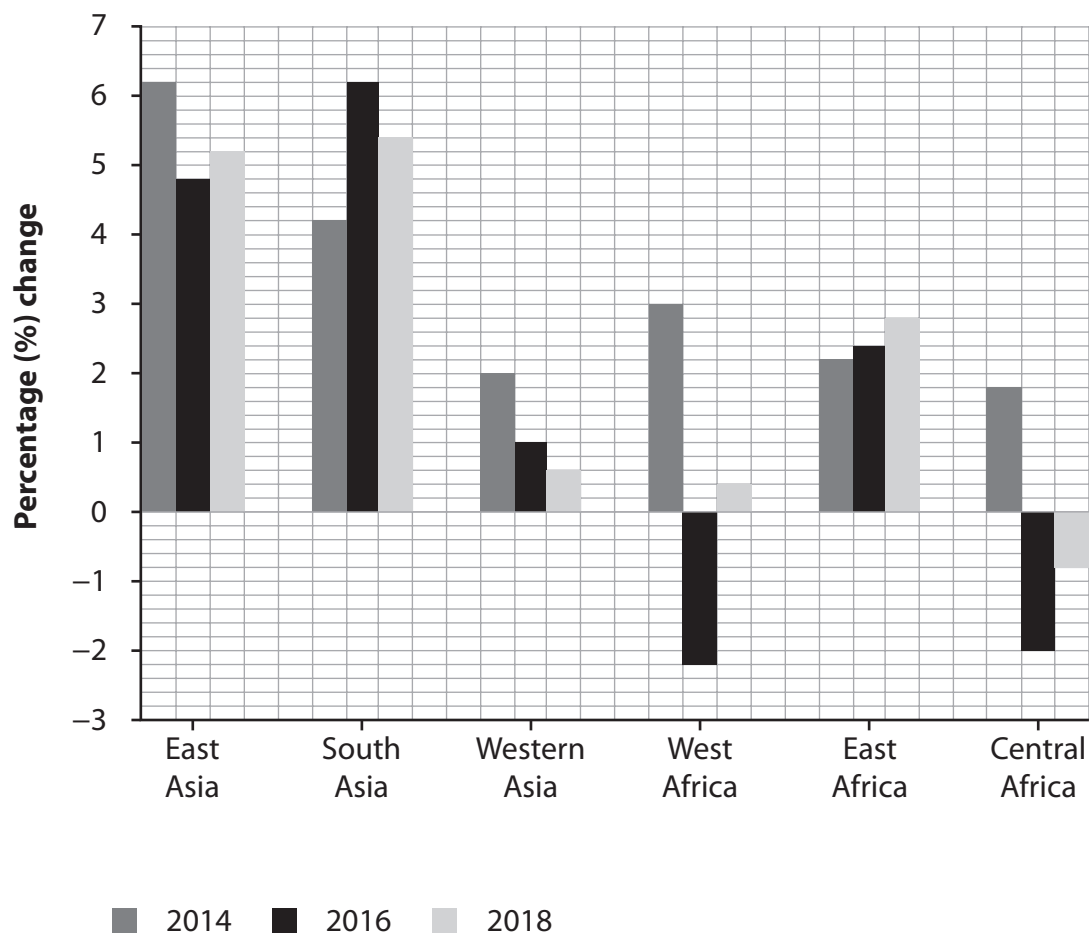
‘There is no single indicator that can be used to effectively measure development and human welfare.’

Use Figures 9a and 9c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)



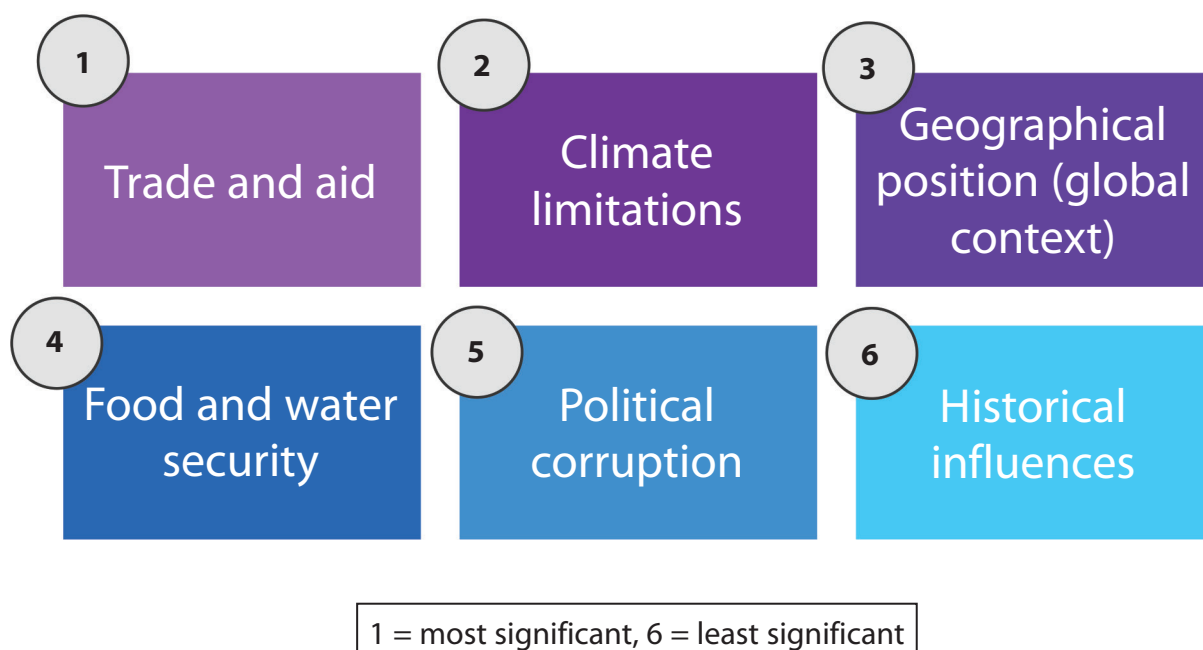
**Figure 9a****An index of income inequality, the Gini coefficient**



(Source from: https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESP2018_Full_Web-1.pdf)

Figure 9b

Gross domestic product (GDP) percentage change for selected regions in Asia and Africa, 2014–2018

**Figure 9c****Selected factors that have contributed to uneven global development**

9 Development and human welfare

- (a) (i) The Gini coefficient is an index used in understanding development. Identify what it measures.

(1)

☐	A equality of women
☐	B inequality
☐	C water availability
☐	D food availability

- (ii) Identify the meaning of the term **demographic data**.

(1)

☐	A information about population and people
☐	B information about political corruption
☐	C information on the level of development in a country
☐	D information about political stability

- (b) (i) Define the term **development gap**.

(1)

.....

.....

- (ii) Study Figure 9a in the Resource Booklet.

Identify **two** areas labelled A–F in Figure 9a with a GDP above \$14,600

(2)

1

2

- (iii) Suggest **two** possible reasons for the pattern shown in Figure 9a.

(4)

1

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2

(c) Explain **two** advantages of top-down development.

(4)

1

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(d) Study Figure 9b in the Resource Booklet.

- (i) Calculate the range in mean per capita income between urban and rural populations in 2012.

You must show all your workings in the space below.

(2)

- yuan
- (ii) Describe how mean per capita income in urban areas had changed between 2001 and 2014.

(2)

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(e) Study Figure 9c in the Resource Booklet.

Assess the different factors and indicators of the Human Development Index (HDI).

(6)

(f) Discuss the view:

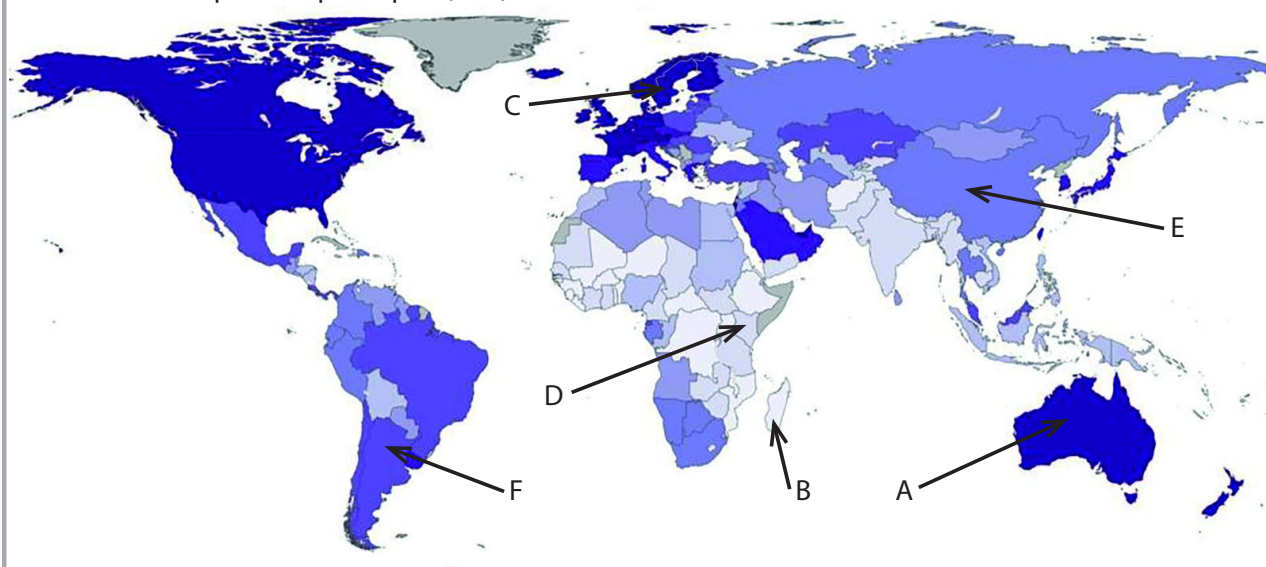
'GDP per capita is the best indicator to measure development.'

Use Figures 9a and 9c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)



Gross domestic product per capita (US\$)



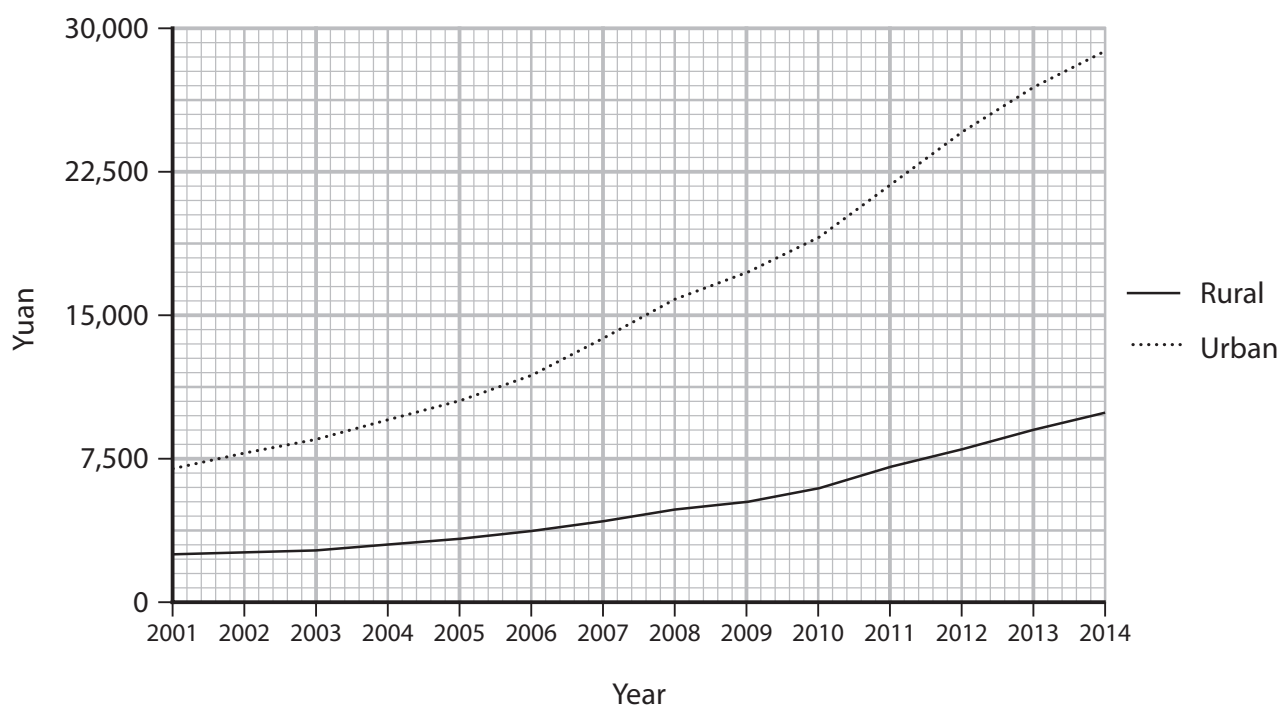
KEY:

A – Australia	<1,800
B – Madagascar	1,800–3,500
C – Sweden	3,501–5,000
D – Kenya	5,001–8,800
E – China	8,801–14,600
F – Argentina	14,601–35,400
	>35,400

(Source: © actualitix.com)

Figure 9a

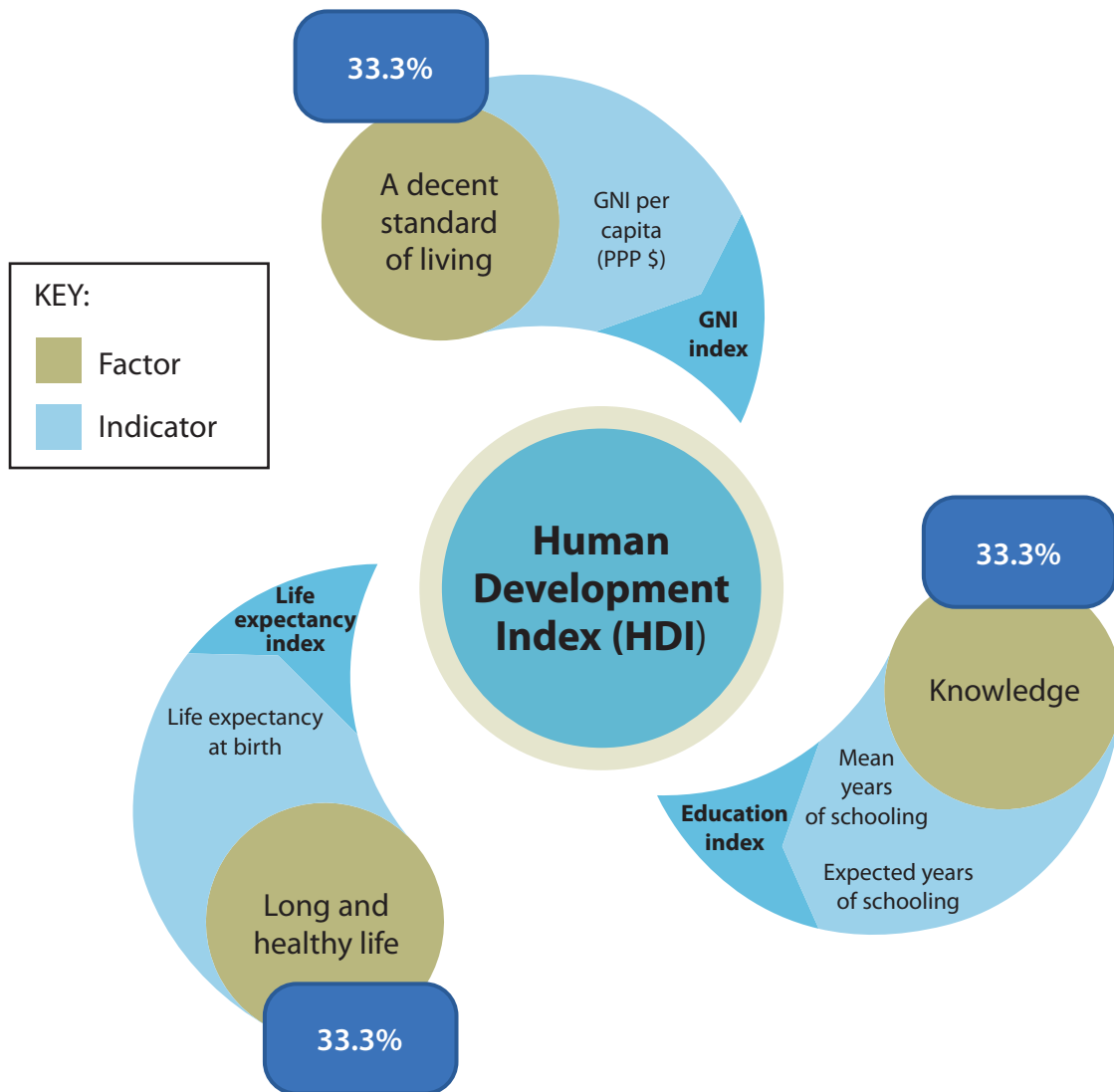
GDP per capita (US\$), 2016



(Source: <https://www.theatlantic.com/charts/H1BZr8Bde>)

Figure 9b

Mean per capita income in China, 2001–2014



(Source: United Nations Development Programme, Human Development Reports Office, 2018.)

Figure 9c

Factors contributing to the Human Development Index, with weightings as a percentage (%)

9 Development and human welfare

(a) (i) Identify the main characteristic of **top down development**.

(1)

☐	A Usually involves decisions at the local level.
☐	B Usually involves government decisions.
☐	C Usually involves small amounts of funding.
☐	D Usually involves the ideas of local people.

(ii) Explain what is meant by the term **international aid**.

(2)

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(iii) Identify **one** type of project that could be created by a non-governmental organisation (NGO).

(1)

☐	A Large investments in high speed rail network.
☐	B Facilitating increases in trade between two national governments.
☐	C Improving water supplies in an informal settlement.
☐	D Large investments in national agricultural development.

(b) Study Figure 9a in the Resource Booklet.

(i) Identify the age group with the largest population in 2015.

(1)

.....

(ii) Compare the population structures of the United Kingdom in 1980 and 2015.

(2)

(iii) Identify **one** reason for the changes in population structure between 1980 and 2015.

(2)

(iv) Suggest **one** reason population structure can be an indicator of the level of development.

(2)

(c) State **two** reasons why development can be uneven within a country.

(2)

1

2



- (d) Explain **one** advantage and **one** disadvantage of a bottom-up development project in a named developing or emerging country.

(4)

Named developing or emerging country

Advantage

.....

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.....

Disadvantage

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- (e) Study Figure 9b in the Resource Booklet.

Assess the importance of food security on the global pattern of human welfare.

(6)

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(f) Discuss the view:

'Demographic characteristics are the most important factors that can affect economic development'.

Use Figures 9a and 9c in the Resource Booklet, and your own knowledge and understanding to support your answer.

(12)



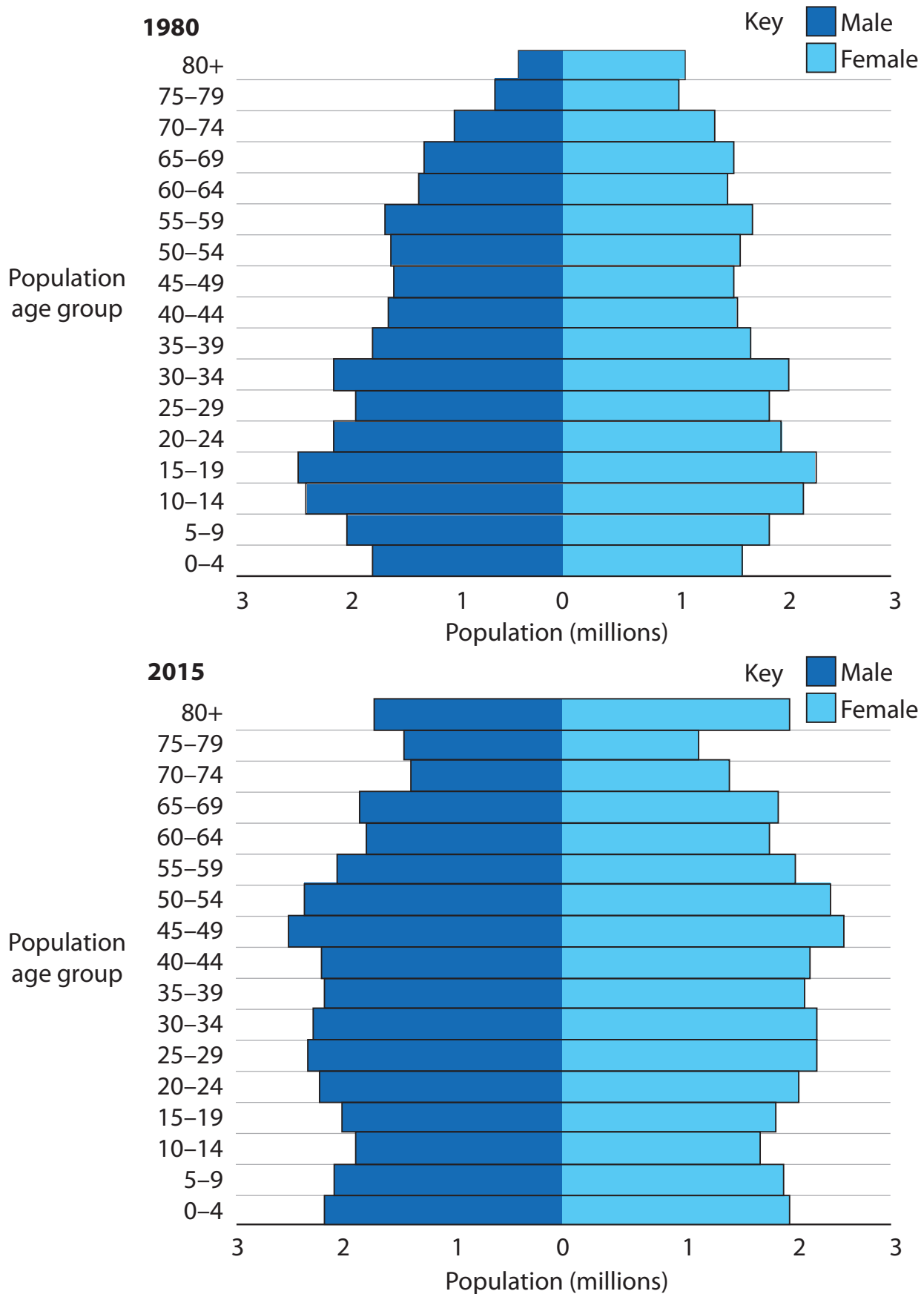


Figure 9a

Population pyramids for the United Kingdom, 1980 and 2015



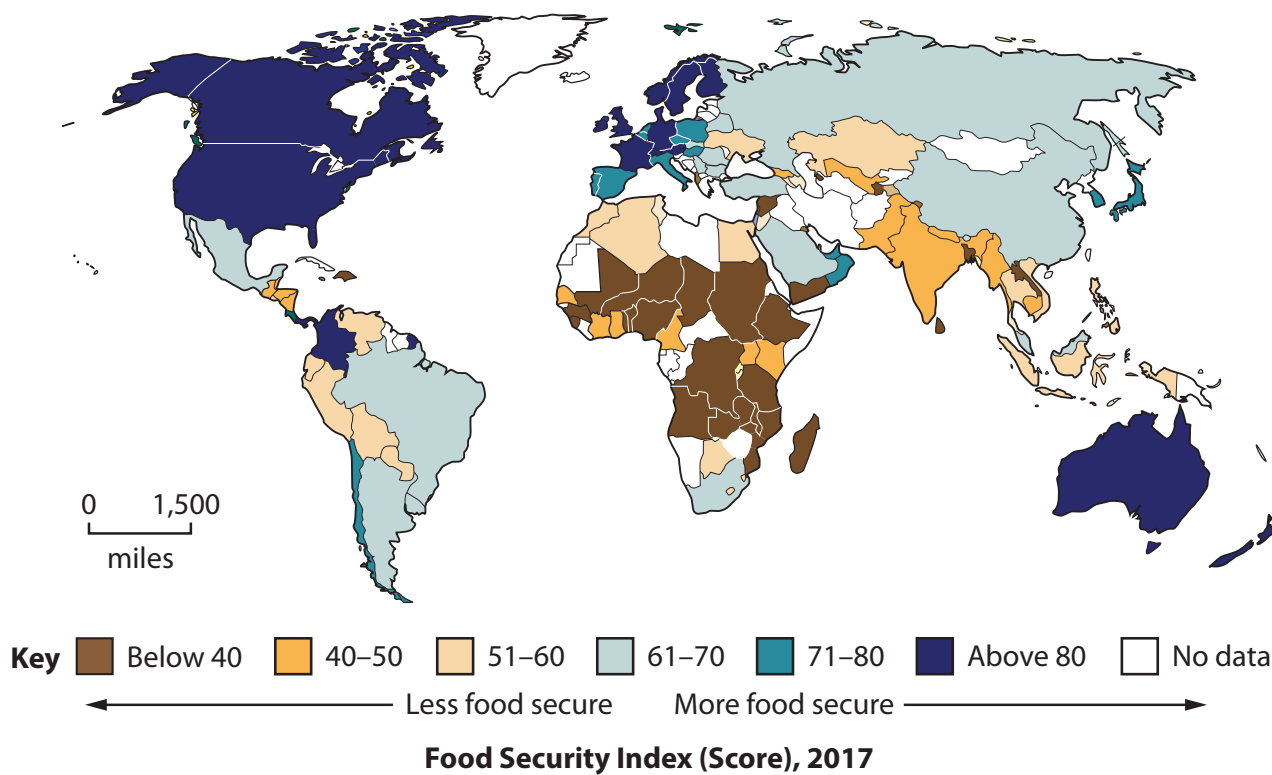


Figure 9b

Map of global food security

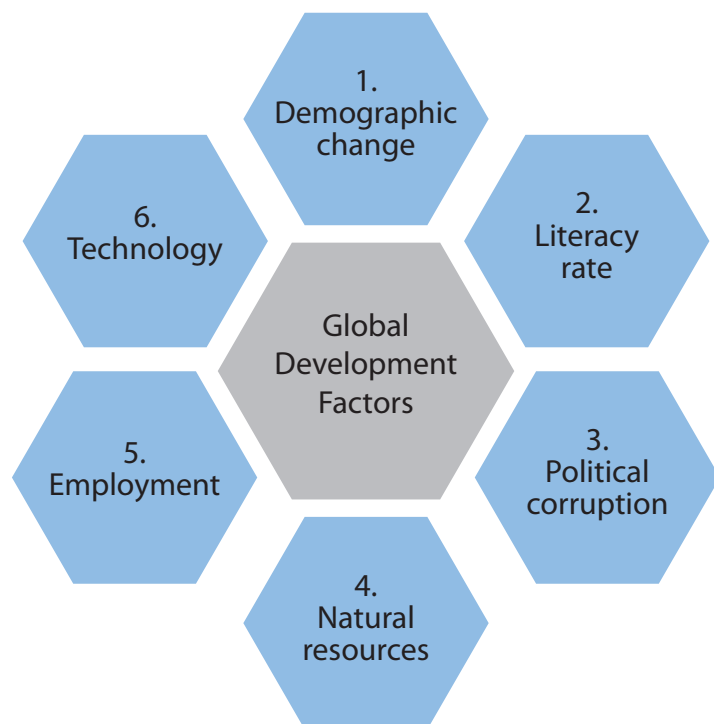


Figure 9c

Selected factors that affect development in rank order

9 Development and human welfare

(a) (i) Identify the quality of life indicator.

(1)

☐	A Percentage of GDP spent on transport
☐	B Percentage of GDP spent on importing energy
☐	C Percentage of GDP spent on education
☐	D Percentage of GDP spent on international aid

(ii) Explain what is meant by the term **infant mortality rate**.

(2)

(iii) Identify **one** component of the Human Development Index.

(1)

☐	A Percentage employed in agriculture
☐	B Life expectancy
☐	C Amount of GDP from remittances
☐	D Percentage of people getting married

(b) Study Figure 9a in the Resource Booklet.

(i) Identify the year when the birth rate in Bangladesh first fell below 40 per 1,000 people.

(1)

(ii) Compare the change in birth rate and death rate in Bangladesh.

(2)

(iii) Suggest **one** reason for the falling birth rate in developing countries, such as Bangladesh.

(2)

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(iv) Suggest **one** reason why the data in Figure 9a may indicate the level of a country's development.

(2)

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.....

(c) State **two** international strategies that attempt to reduce uneven development.

(2)

1

.....

2

.....

(d) Explain **two** advantages of bottom up development projects in a named developing or emerging country.

(4)

Named developing or emerging country

1

.....

.....

.....

2



(e) Study Figure 9b in the Resource Booklet.

Assess the importance of food security to global patterns of economic development.

(6)

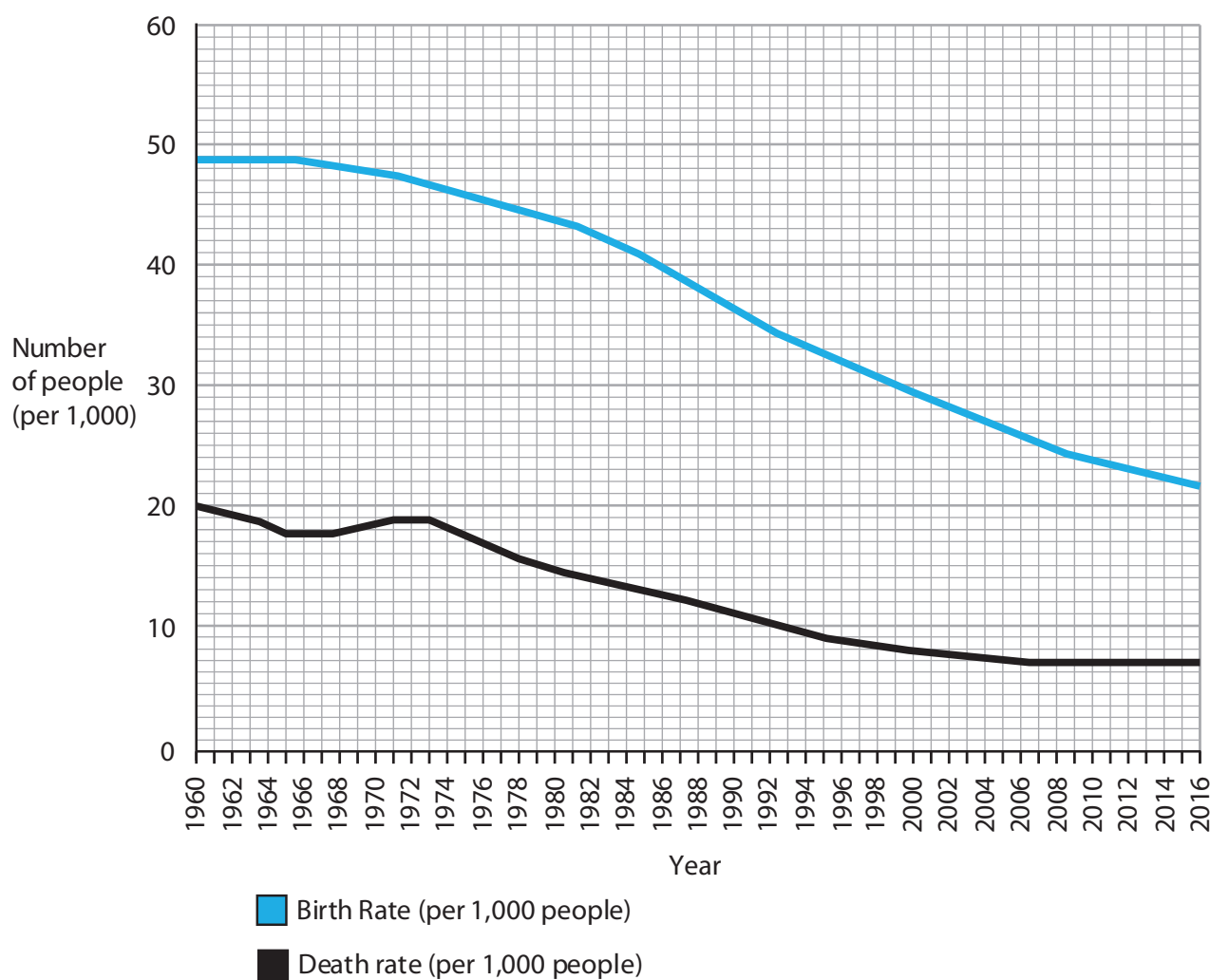
(f) Discuss the view:

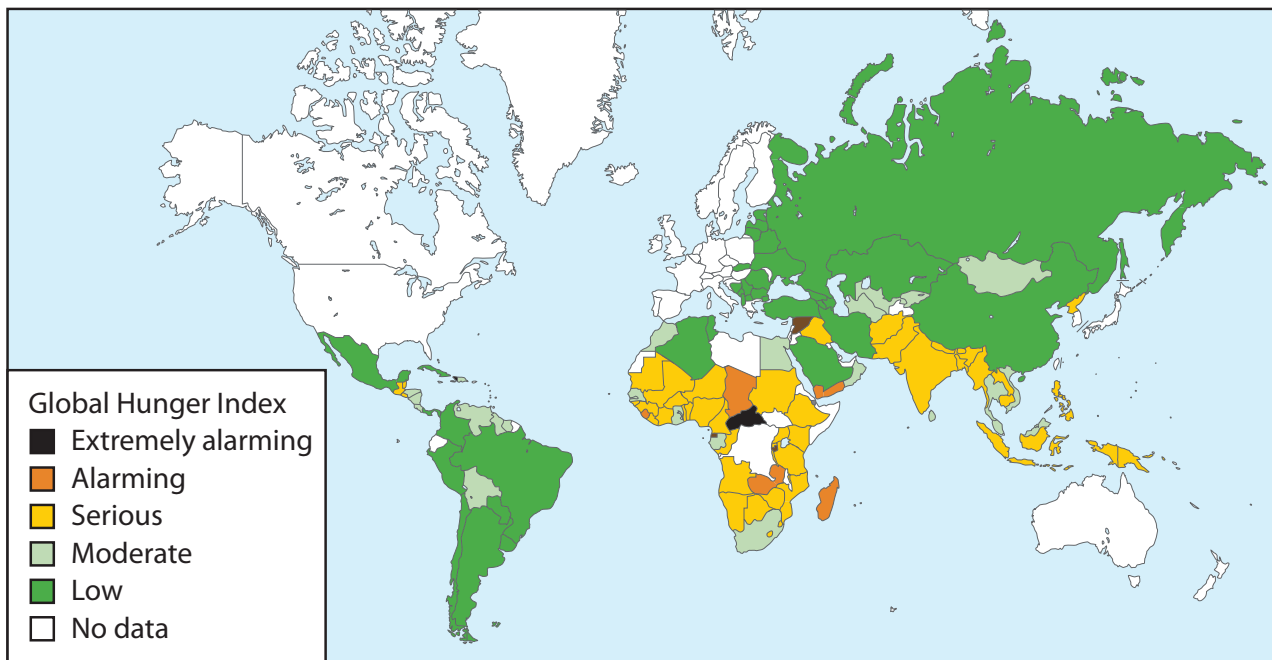
'Economic indicators are the most useful for measuring development'.

Use Figures 9b and 9c from the Resource Booklet, and your own knowledge and understanding, to support your answer.

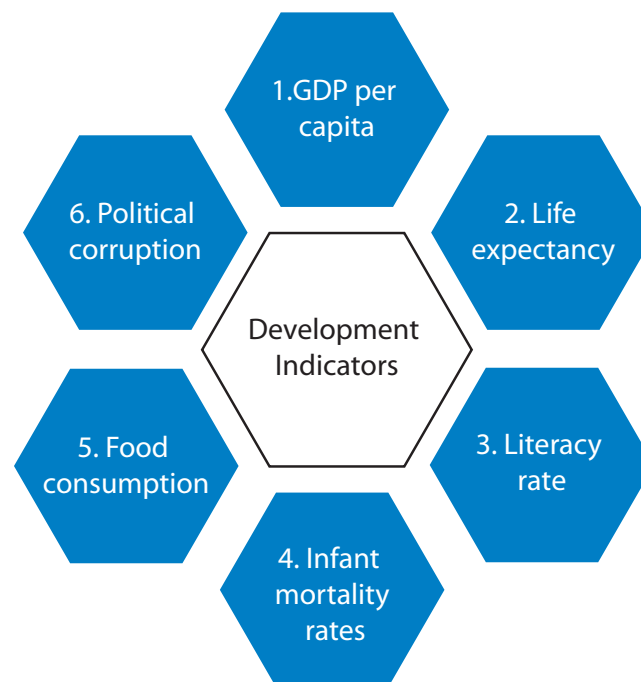
(12)



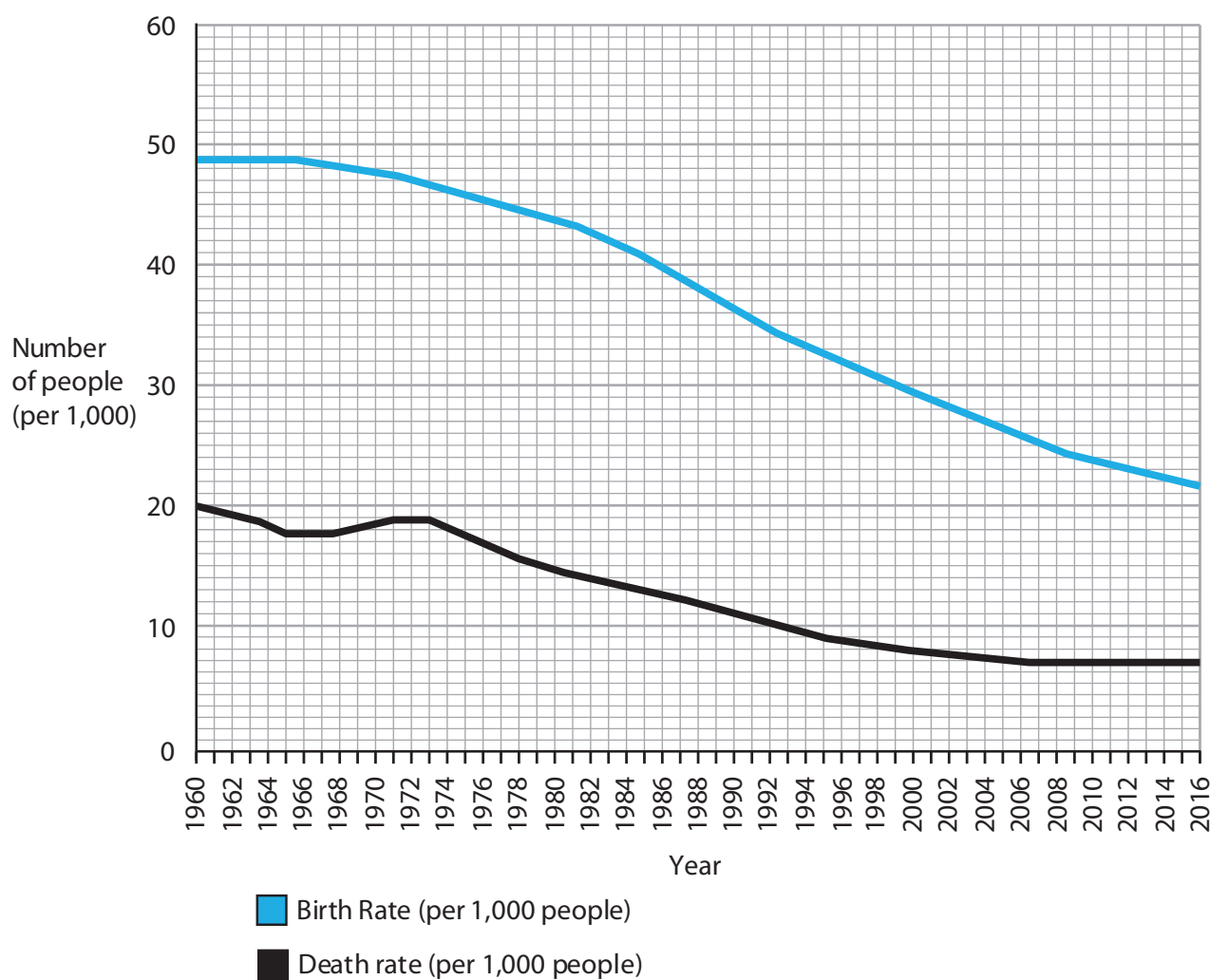
**Figure 9a****Birth rate and death rate for Bangladesh, 1960–2016**

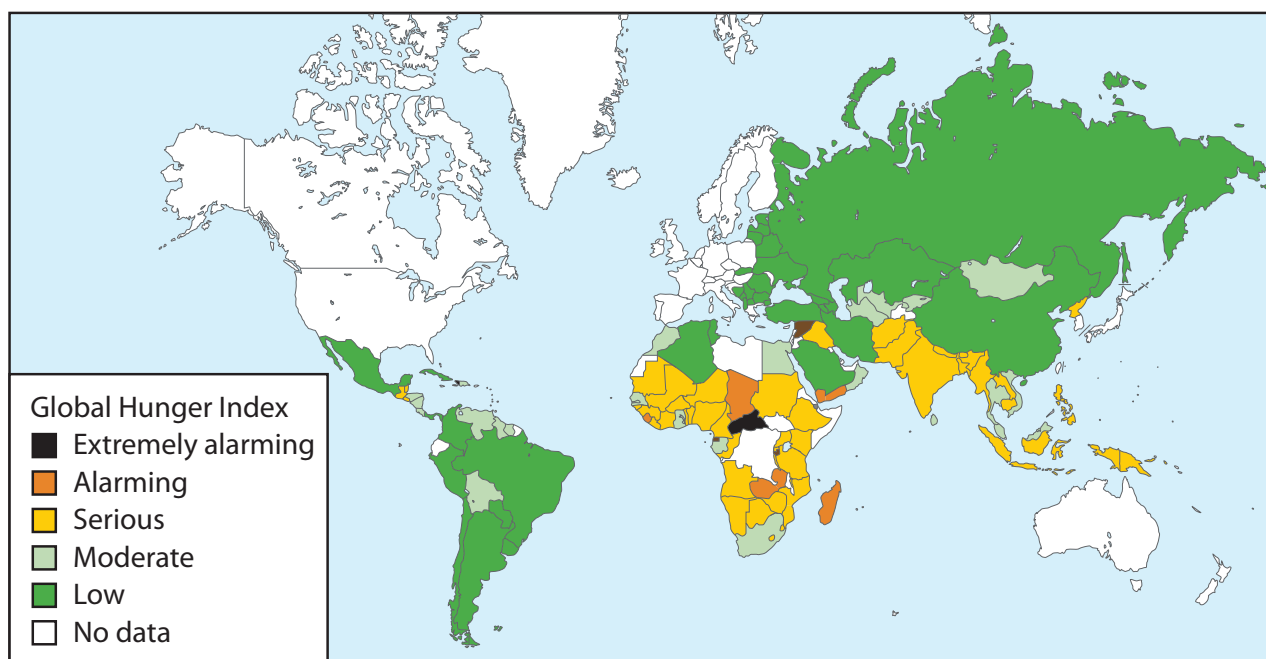
**Figure 9b**

Map of the 2018 Global Hunger Index, a measure of food security

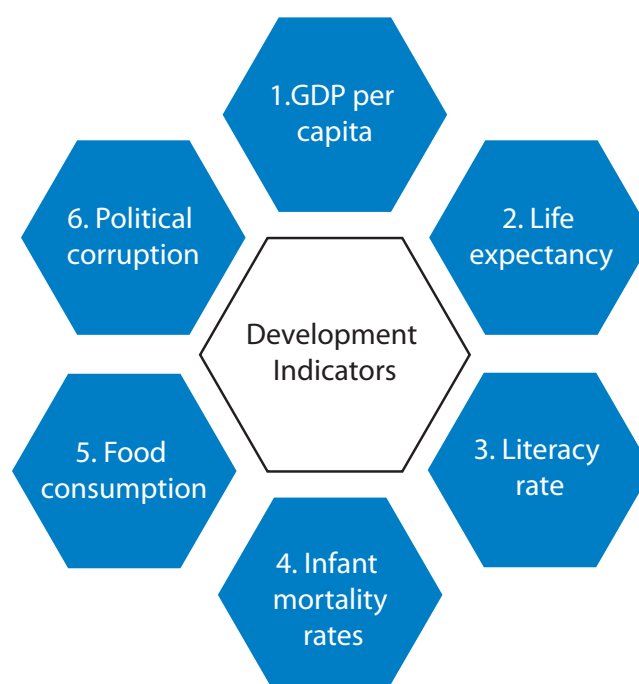
**Figure 9c**

Selected Development Indicators in rank order

**Figure 9a****Birth rate and death rate for Bangladesh, 1960–2016**

**Figure 9b**

Map of the 2018 Global Hunger Index, a measure of food security

**Figure 9c**

Selected Development Indicators in rank order

9 Development and human welfare

(a) (i) Identify the indicator used to calculate the Human Development Index (HDI).

(1)

- ☐ A infant mortality rate
- ☐ B access to water
- ☐ C life expectancy
- ☐ D houses with electricity

(ii) Identify the correct word to complete the sentence below:

The ... can be used to measure inequality.

(1)

- ☐ A adult literacy rate
- ☐ B Gini-coefficient
- ☐ C rate of natural increase
- ☐ D dependency ratio

(b) (i) Define the term **development gap**.

(1)

.....

.....

(ii) Study Figure 9a in the Resource Booklet

Identify **two** countries labelled in Figure 9a with a Corruption Perception Index score between 80–100.

(2)

1

2

(iii) Suggest **two** possible reasons for the pattern shown in Figure 9a.

(4)

1

.....

.....

.....

2



- (c) Explain how **fertility rates** and **population structures** change as a country becomes more developed.

(4)

Fertility rates

Population structure

- (d) Study Figure 9b in the Resource Booklet.

- (i) Calculate the range in the mortality rates for India between 1990–2018.

You must show all your workings in the space below.

Give your answer to one decimal place.

(2)

- (ii) Suggest how this trend might compare to a developed country such as Canada.

(2)



(e) Study Figure 9c in the Resource Booklet.

Assess the different views on the use of bottom-up projects to improve quality of life.

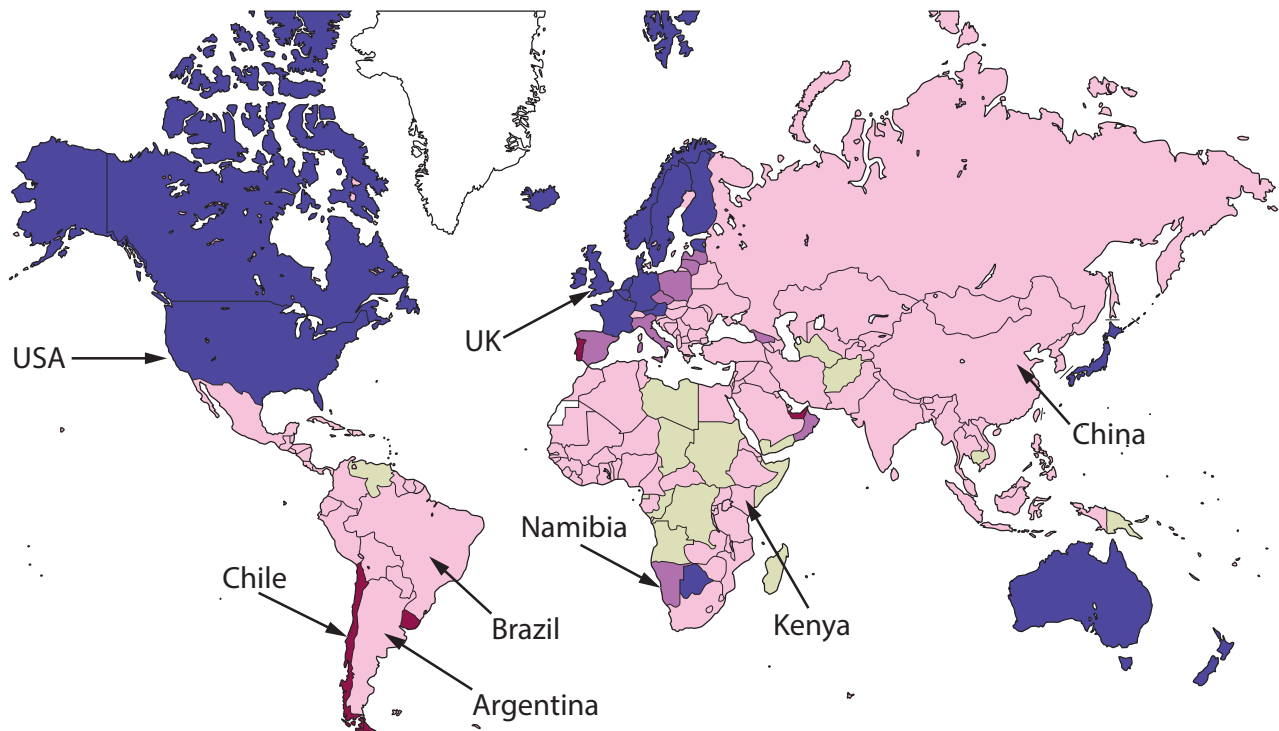
(6)

(f) Discuss the view

‘Top-down projects are the most effective for tackling the development gap between countries.’

Use Figures 9a and 9c from the Resource Booklet, and your own knowledge and understanding to support your answer.

(12)



Key: Corruption Perception Index score

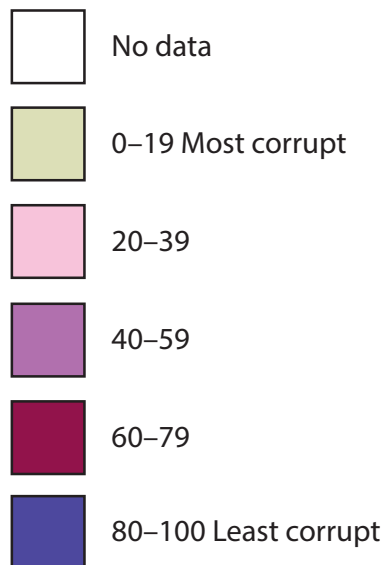
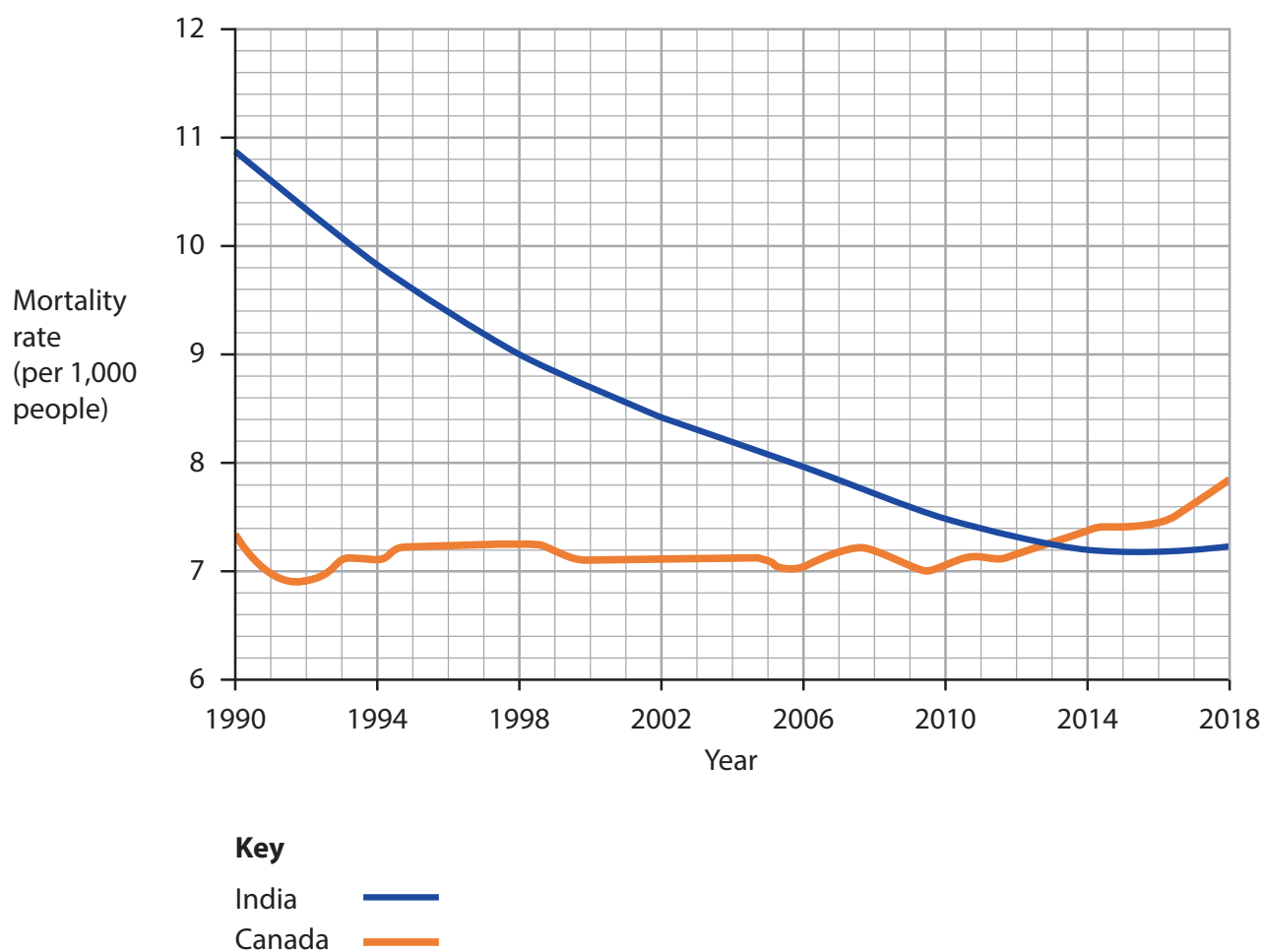


Figure 9a
Corruption Perception Index, 2018

**Figure 9b****Mortality rates for India and Canada, 1990–2018**

Government	Organisations	Individuals
Inefficient compared to large-scale investments. 	Low-cost loans could help develop small businesses. 	Focused on local communities. 
Difficult to have an impact at the national level. 	Can improve basic facilities, such as quality of water supply. 	Provides opportunities for empowerment. 

Figure 9c

Views on bottom-up projects

9 Development and human welfare

(a) (i) Identify the correct word to complete the sentence below.

The Human Development Index is created using GNP per capita, years of education and

(1)

- ☐ **A** life expectancy
- ☐ **B** mortality rate
- ☐ **C** fertility rate
- ☐ **D** number of doctors per 1,000 people

(ii) Identify **one** type of demographic data.

(1)

- ☐ **A** Gross National Product (GNP)
- ☐ **B** Ecological footprint
- ☐ **C** Corruption Index
- ☐ **D** Infant mortality rate

(b) Identify **one** international organisation that tries to reduce the development gap.

(1)

.....

(c) (i) Study Figure 9a in the Resource Booklet.

Identify the countries labelled in Figure 9a with the highest and lowest levels of extreme poverty.

(2)

Highest

.....

Lowest

.....

(ii) Suggest **two** possible reasons for the pattern shown in Figure 9a.

(4)

1

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.....

.....

2



- (d) Explain **one** advantage and **one** disadvantage of top-down development projects.

(4)

Advantage

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.....

.....

.....

Disadvantage

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.....

- (e) Study Figure 9b in the Resource Booklet.

- (i) Calculate the percentage decrease in the mortality rate in Bolivia from 1990 to 2018.

You must show all your workings in the space below.

Give your answer to one decimal place.

(2)

..... %

- (ii) Suggest what this trend might mean for the country's development.

(2)

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(f) Study Figure 9c in the Resource Booklet.

Assess the factors that affect uneven development within countries.

(6)

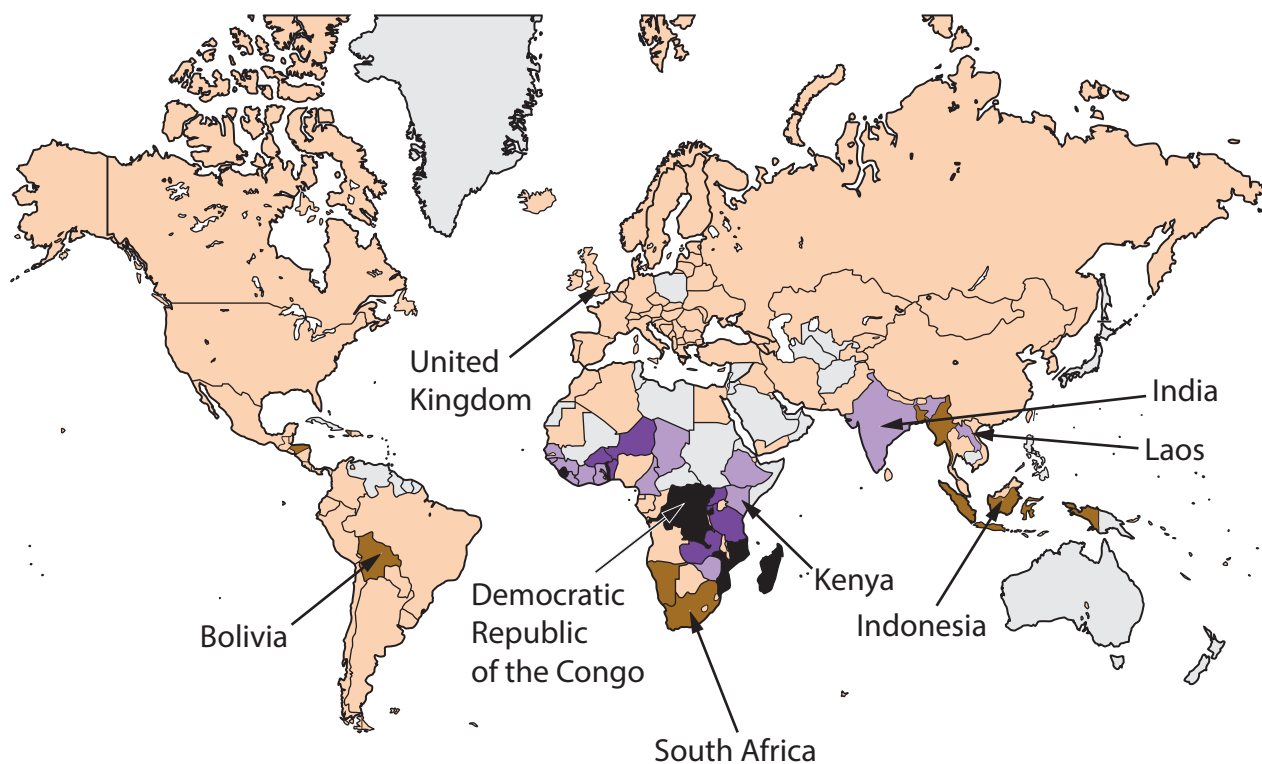
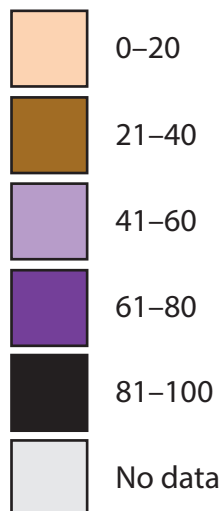
(g) Discuss the view

‘The most effective way to address inequality within countries is to reduce poverty.’

Use Figures 9a and 9c from the Resource Booklet, and your own knowledge and understanding to support your answer.

(12)



**Key****Percentage (%) of people living in extreme poverty****Figure 9a****Percentage (%) of the population living in extreme poverty (2017)****Extreme poverty is defined as living with per capita household consumption below \$1.9 per day**

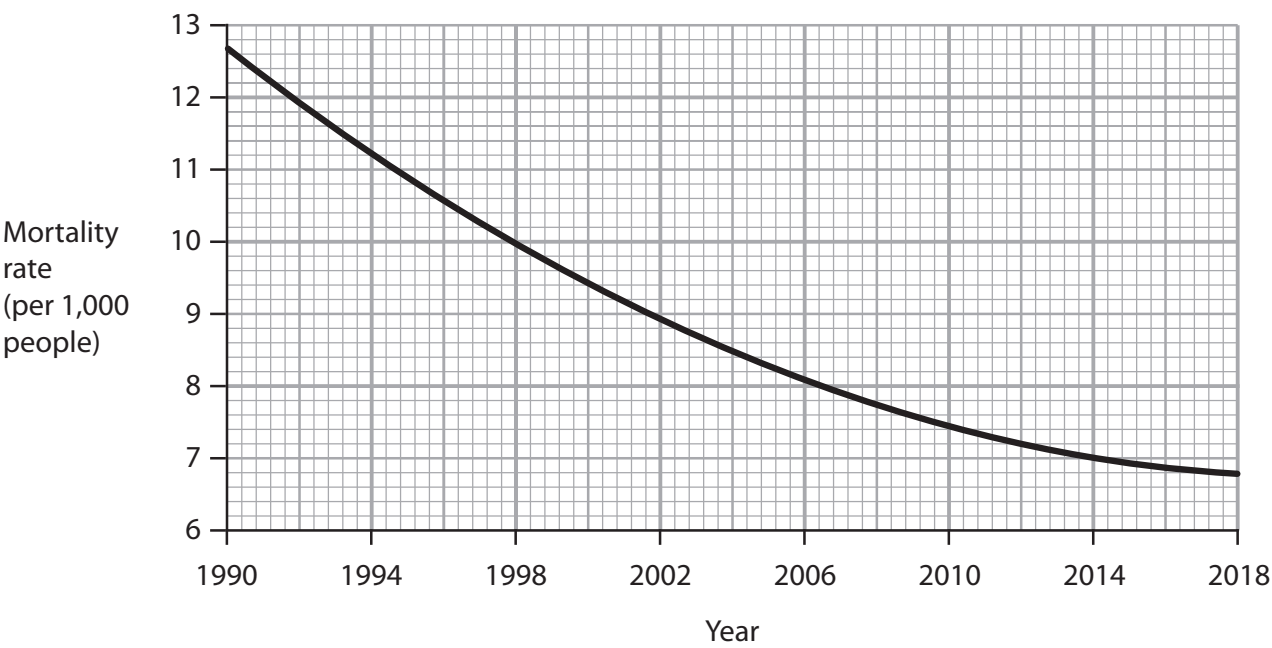


Figure 9b

Mortality rate in Bolivia, 1990–2018

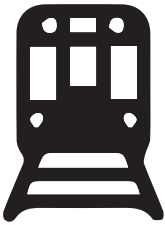
Environmental	Social	Economic
 Landscape features	 Housing quality	 Availability of employment
 Climate	 Access to services	 Efficient transport systems

Figure 9c

Selected factors that affect uneven development within countries

9 Development and human welfare

(a) (i) Identify the type of diagram most suitable to examine population structure.

(1)

- ☐ A kite diagram
- ☐ B scattergraph
- ☐ C pie chart
- ☐ D population pyramid

(ii) Identify a reason for falling birth rates in developing or emerging countries.

(1)

- ☐ A improved access to retail services
- ☐ B improved access to healthcare services
- ☐ C improved access to transport services
- ☐ D improved access to legal services

(b) State **two** ways of measuring inequality.

(2)

1

2

(c) (i) Study Figure 9a in the Resource Booklet.

Identify the country labelled in Figure 9a with the highest levels of international aid received.

(1)

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(ii) Compare the level of aid received by South America and Africa.

(2)

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(iii) Suggest **one** possible reason for the pattern shown.

(2)

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(iv) Explain why the data shown in Figure 9a may be useful for understanding patterns of global development.

(2)

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(d) State **two** types of international aid.

(2)

1

2



- (e) Explain **two** ways uneven development within a country can affect human welfare.

(4)

1

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2

- (f) Study Figure 9b in the Resource Booklet.

Assess the advantages and disadvantages of bottom-up approaches to support development.

Refer to the resource in your answer.

(6)

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- (g) Discuss the view:

"International strategies to reduce uneven global development are the most effective."

Use Figures 9a and 9b from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)

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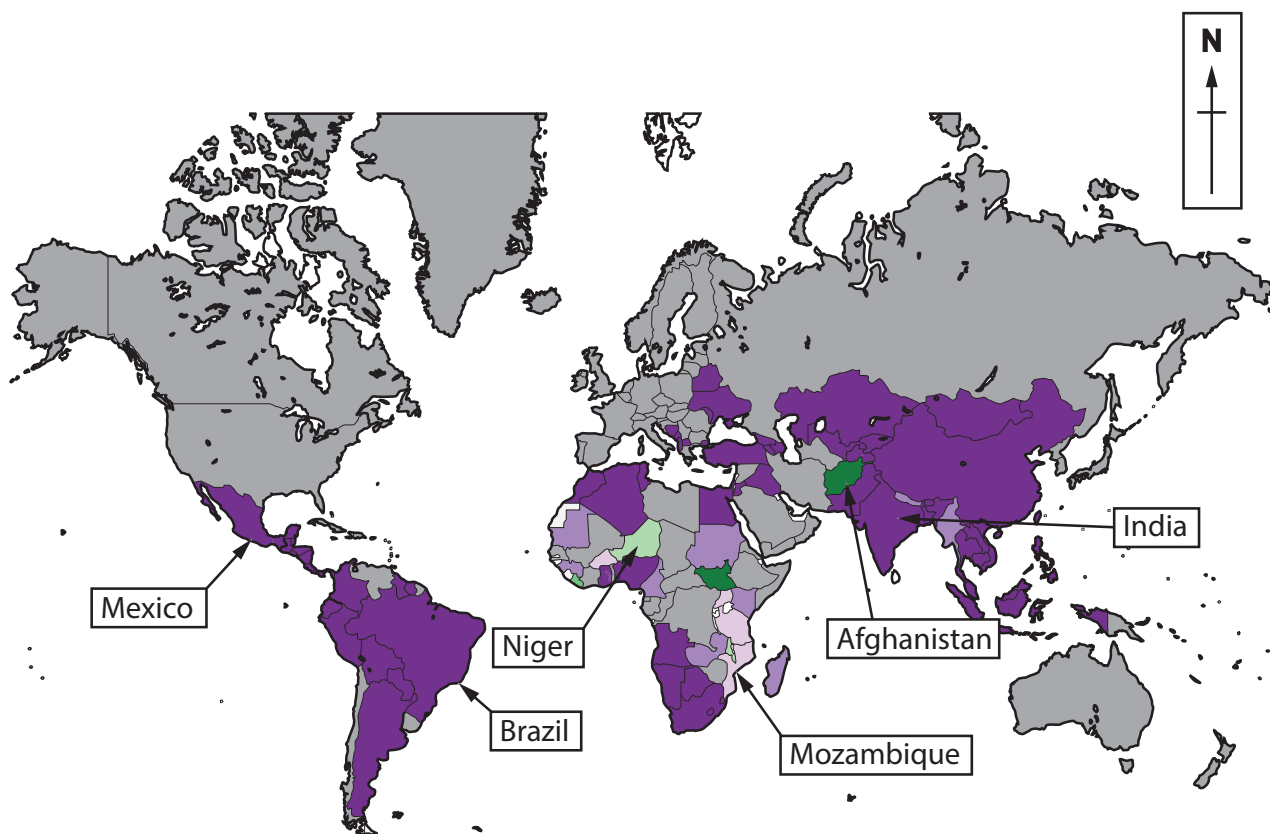
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Key: Net Overseas Development Assistance (ODA) received
(Percentage (%) of imports of goods, services and primary income)

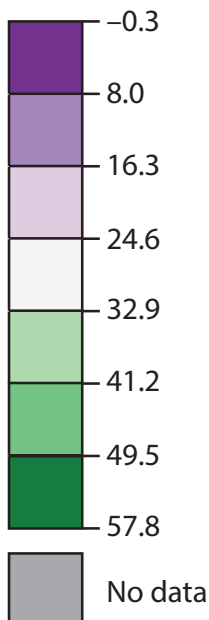
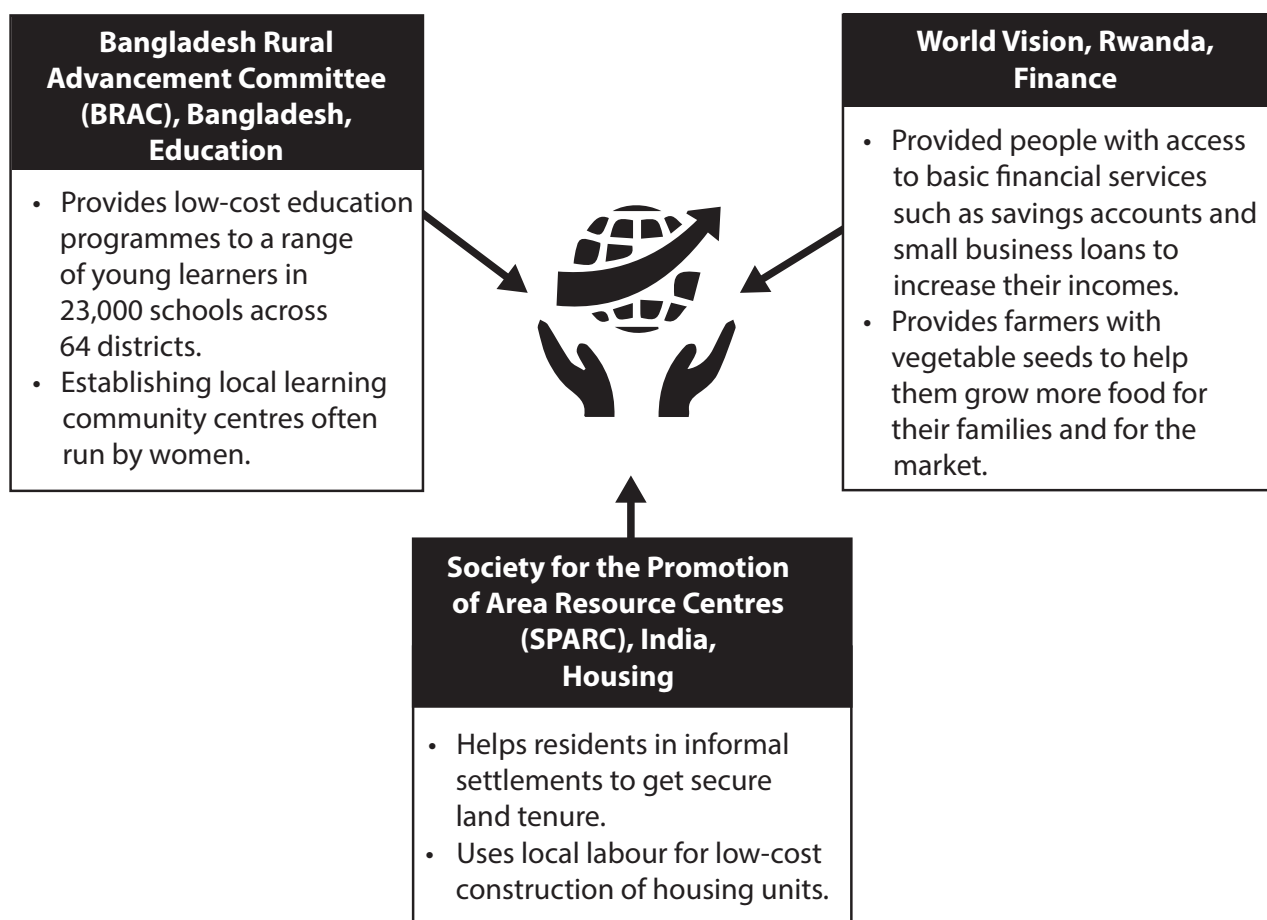


Figure 9a

Overseas development assistance (international aid) received, 2020

**Figure 9b****Information about selected bottom-up development projects**

9 Development and human welfare

- (a) (i) Identify which of the following would be best to measure a country's development.

(1)

- ☐ A Climate Change Performance Index
- ☐ B Environmental Quality Index
- ☐ C Flood Risk Index
- ☐ D Human Development Index

- (ii) Identify a reason for lower mortality rates in developed countries.

(1)

- ☐ A improved access to retail services
- ☐ B improved access to healthcare services
- ☐ C improved access to airports
- ☐ D improved access to legal services

- (b) State **one** reason why there are different measures of development.

(2)

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- (c) (i) Study Figure 9a in the Resource Booklet

Identify the country labelled in Figure 9a with the lowest level of GDP per capita.

(1)

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(ii) Compare the pattern for Europe and South America shown in Figure 9a.

(2)

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(iii) Suggest **one** possible reason for the pattern shown in Figure 9a.

(2)

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(iv) Explain why the data shown in Figure 9a may **not** show an accurate picture of global development.

(2)

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(d) State **two** quality of life indicators other than GDP per capita.

(2)

1

2

(e) Explain **two** impacts of uneven development within a country.

(4)

1

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2



(f) Study Figure 9b in the Resource Booklet.

Assess the different views on how to tackle the development gap.

Refer to the resource in your answer.

(6)

(g) Discuss the view:

“Uneven global development can be reduced most effectively through international aid.”

Use Figures 9a and 9b from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)



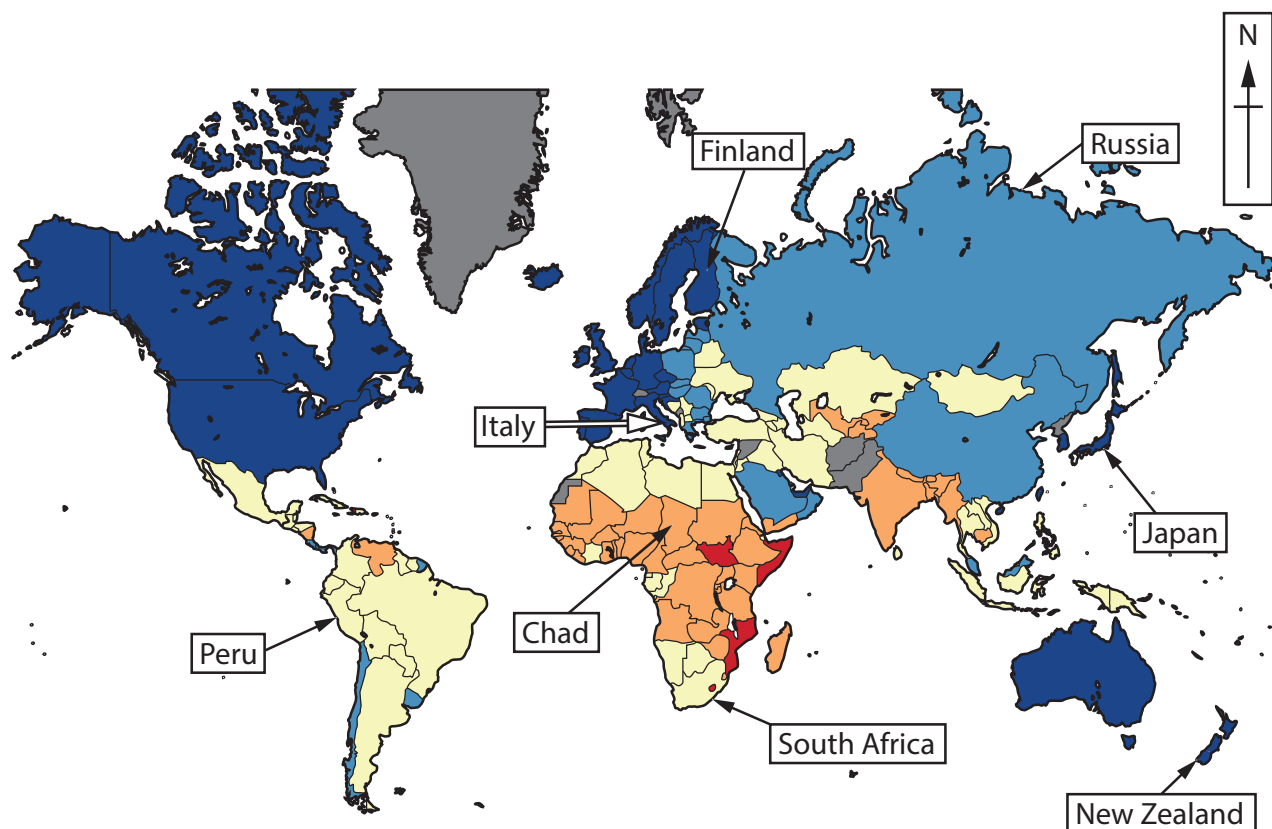
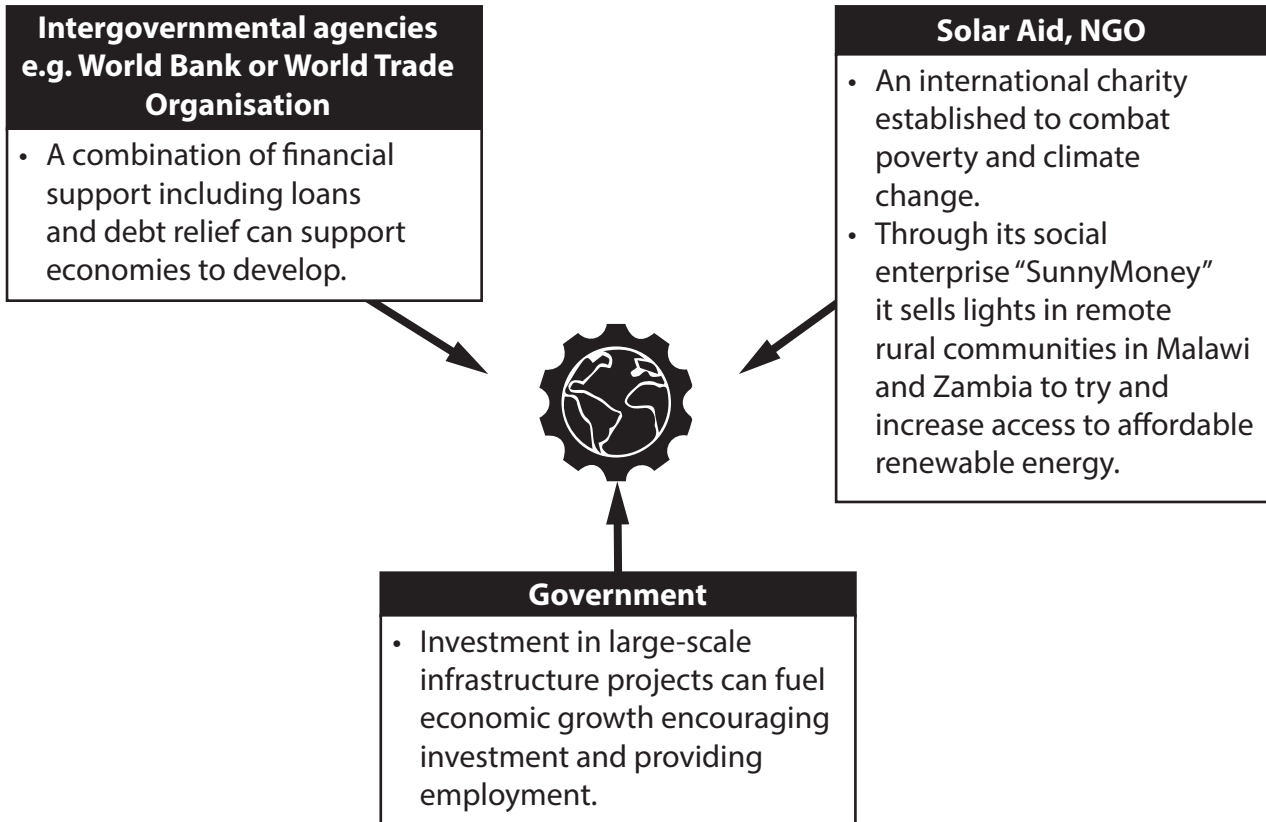


Figure 9a

Global Gross Domestic Product (GDP) per capita, 2021

**Figure 9b**

Information about strategies for reducing the development gap

9 Development and human welfare

(a) (i) Identify **one** social indicator of development.

(1)

- ☐ **A** adult literacy rate
- ☐ **B** GDP per capita
- ☐ **C** value of cars manufactured
- ☐ **D** percentage of foreign direct investment (FDI)

(ii) Identify **one** reason for a fall in death rates.

(1)

- ☐ **A** improved access to retail services
- ☐ **B** improved access to healthcare services
- ☐ **C** improved access to airports
- ☐ **D** improved access to legal services

(b) State **two** indicators used to create the Human Development Index (HDI).

(2)

1

2

(c) (i) Study Figure 9a in the Resource Booklet.

Identify the country labelled in Figure 9a with the highest levels of inequality.

(1)

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(ii) Compare the pattern shown for Africa and Asia.

(2)

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(iii) Suggest **one** possible reason for the pattern shown on Figure 9a.

(2)

(iv) Explain why the data shown on Figure 9a is useful for understanding global development.

(2)

(d) State **one** advantage and **one** disadvantage of top-down development projects.

(2)

Advantage

Disadvantage



(e) Explain **two** factors that can lead to uneven development **within** a country.

(4)

1

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(f) Study Figure 9b in the Resource Booklet.

Assess the role of international aid in reducing the development gap.

(6)

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(g) Discuss the view:

“Continuing uneven global development is caused by economic factors”.

Use **Figures 9a and 9b** from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)

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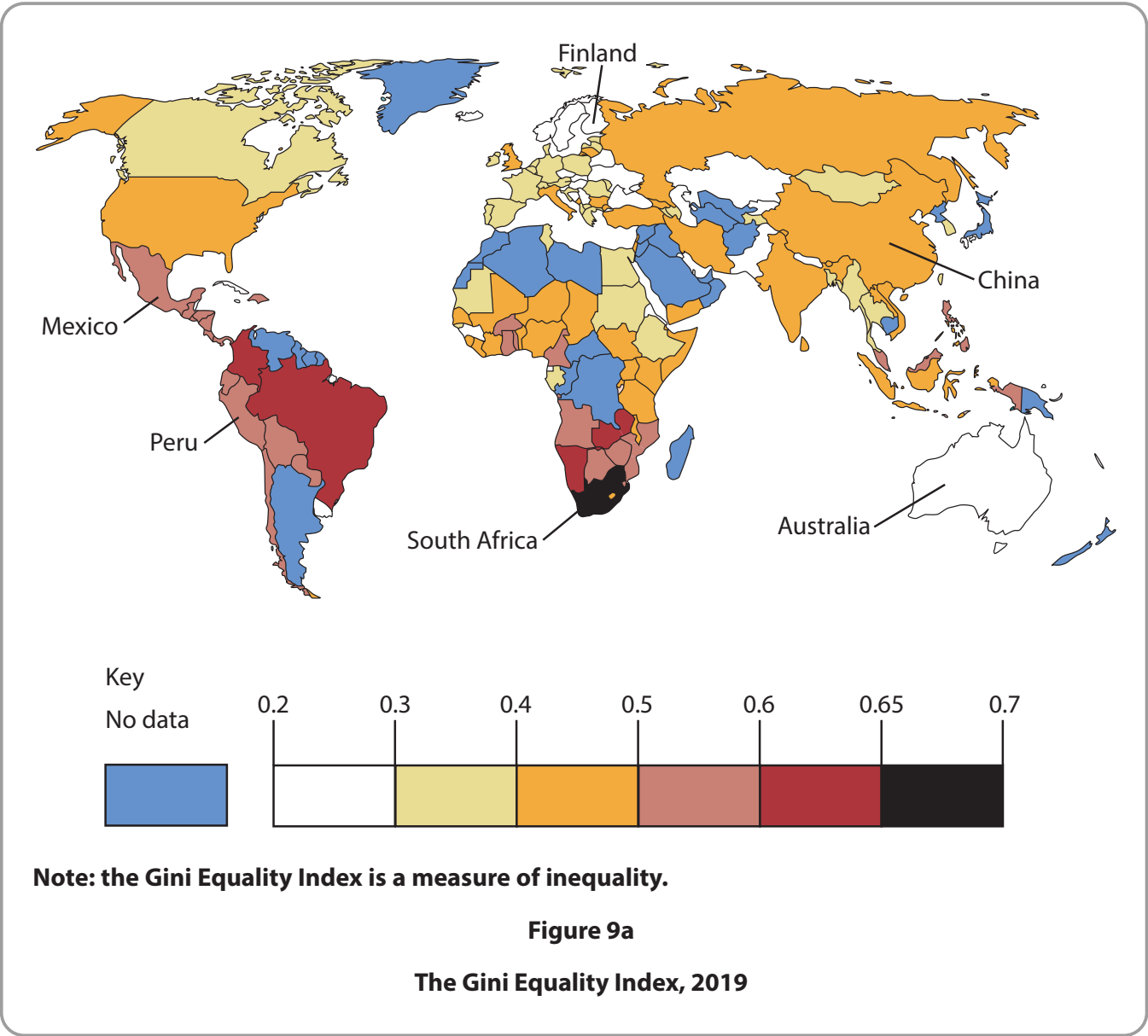
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9 Development and human welfare

(a) (i) Identify the definition of gross domestic product (GDP).

(1)

- ☐ **A** a measure of development including health and income
- ☐ **B** a measure of improvement in inequality
- ☐ **C** the total value of all imports within a country in a year
- ☐ **D** the total value of goods and services produced by a country in a year

(ii) Identify an organisation that attempts to address the global development gap.

(1)

- ☐ **A** United States Geological Survey
- ☐ **B** North American Free Trade Association (NAFTA)
- ☐ **C** North Atlantic Treaty Organisation (NATO)
- ☐ **D** World Bank

(iii) State **one** way countries may use international aid to support development.

(1)

(b) (i) Study Figure 9a in the Resource Booklet.

Identify **two** labelled countries with the highest life expectancy.

(2)

1

2



(ii) Suggest **two** reasons for the pattern shown in Figure 9a.

(4)

1

(c) Explain **one** advantage and **one** disadvantage of top-down development projects.

(4)

Advantage

.....

Disadvantage

Disadvantage

.....



(d) (i) Study Figure 9b in the Resource Booklet.

Calculate the range in the number of people affected by food insecurity in Nigeria, 2015–2019.

You **must** show all your workings in the space below.

(2)

(ii) Describe a trend shown.

(2)

(e) Study Figure 9c in the Resource Booklet.

Assess how useful the Human Development Index (HDI) is for understanding patterns of development.

You **must** refer to the resource in your answer.

(6)



(f) Discuss the view:

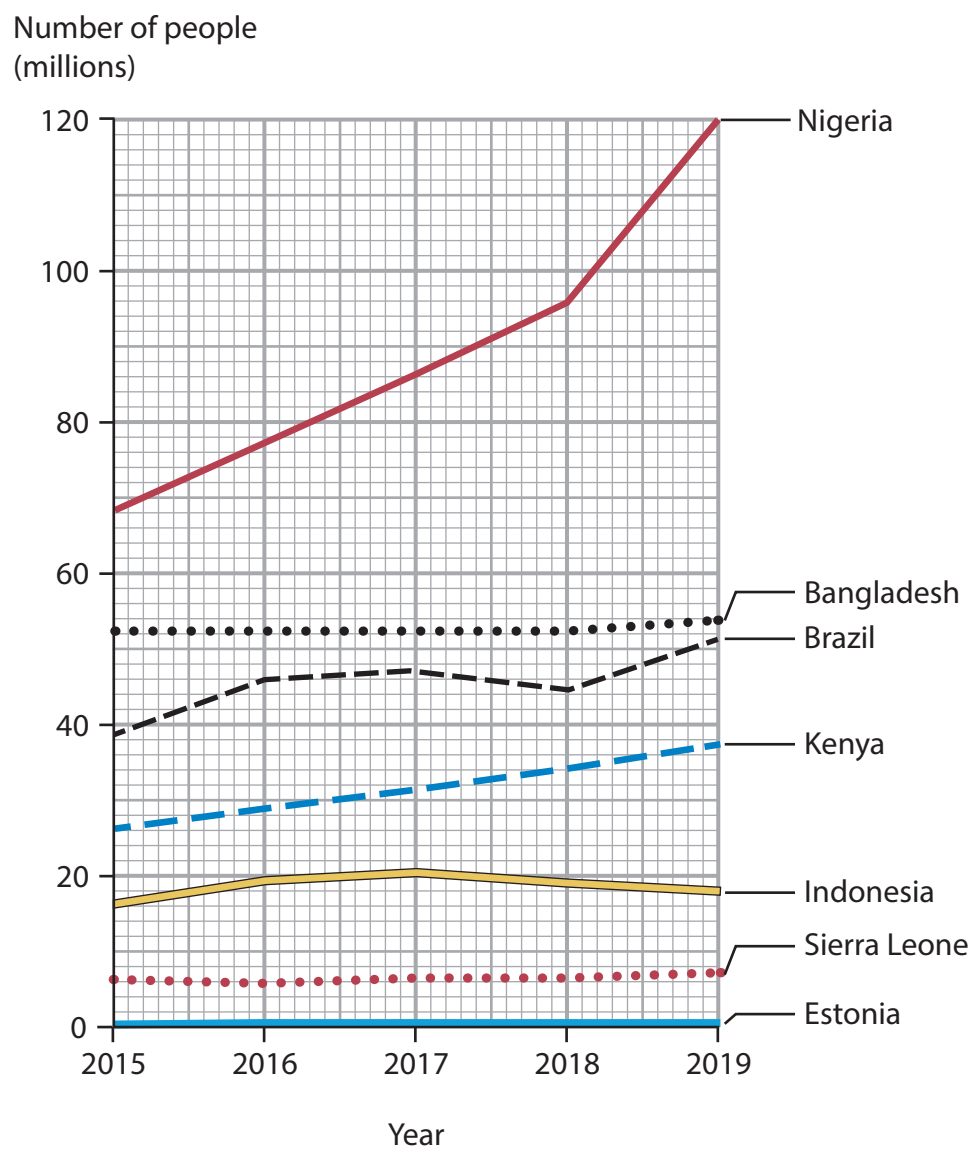
“Improvements in human welfare are mainly driven by economic development.”

Use Figures 9b and 9c from the Resource Booklet, and your own knowledge and understanding to support your answer.

You **must** refer to the resources in your answer.

(12)



**Figure 9b**

Number of people affected by food insecurity for selected countries, 2015–2019

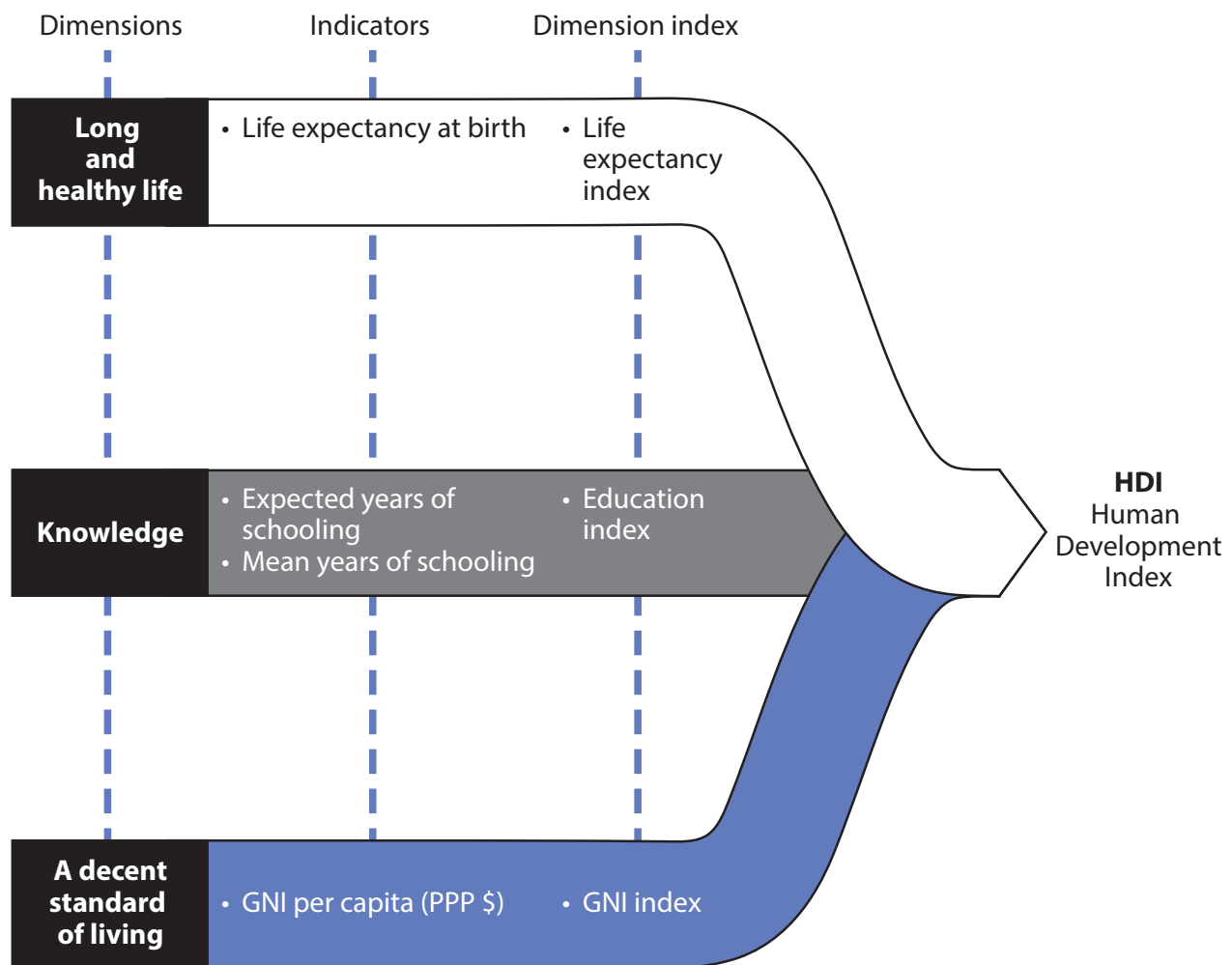


Figure 9c

The Human Development Index (HDI)

Note: GNI is gross national income

9 Development and human welfare

(a) (i) Identify the best definition of infant mortality rate.

(1)

- ☐ **A** number of deaths before age 1, per 1,000 live births in a month
- ☐ **B** number of deaths before age 1, per 1,000 live births in a year
- ☐ **C** number of deaths before age 5, per 1,000 live births in a year
- ☐ **D** number of deaths before age 5, per 1,000 live births in a month

(ii) Identify **one** factor that directly affects natural increase in a population.

(1)

- ☐ **A** birth rate
- ☐ **B** employment
- ☐ **C** housing
- ☐ **D** manufacturing rate

(iii) State **one** historic factor that can affect inequality within countries.

(1)

.....

.....

(b) (i) Study Figure 9a in the Resource Booklet.

Identify the **two** labelled countries with a fertility rate of 2.1–4.0 per 1,000.

(2)

1

2

(ii) Suggest **two** reasons for the pattern shown in Figure 9a.

(4)

1

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2

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(c) Explain **two** advantages of bottom-up development projects.

(4)

1

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2



(d) (i) Study Figure 9b in the Resource Booklet.

Calculate the range in gross domestic product (GDP) for Australia from 2000 to 2020.

You **must** show all your workings in the space below. (2)

..... US\$ trillions

(ii) Describe a trend shown. (2)

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(e) Study Figure 9c in the Resource Booklet.

Assess the factors that contribute to improvements in human welfare.

You **must** refer to the resource in your answer. (6)

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(f) Discuss the view:

“Progress in development can be best measured through economic indicators.”

Use Figures 9b and 9c from the Resource Booklet, and your own knowledge and understanding to support your answer.

You **must** refer to the resources in your answer.

(12)

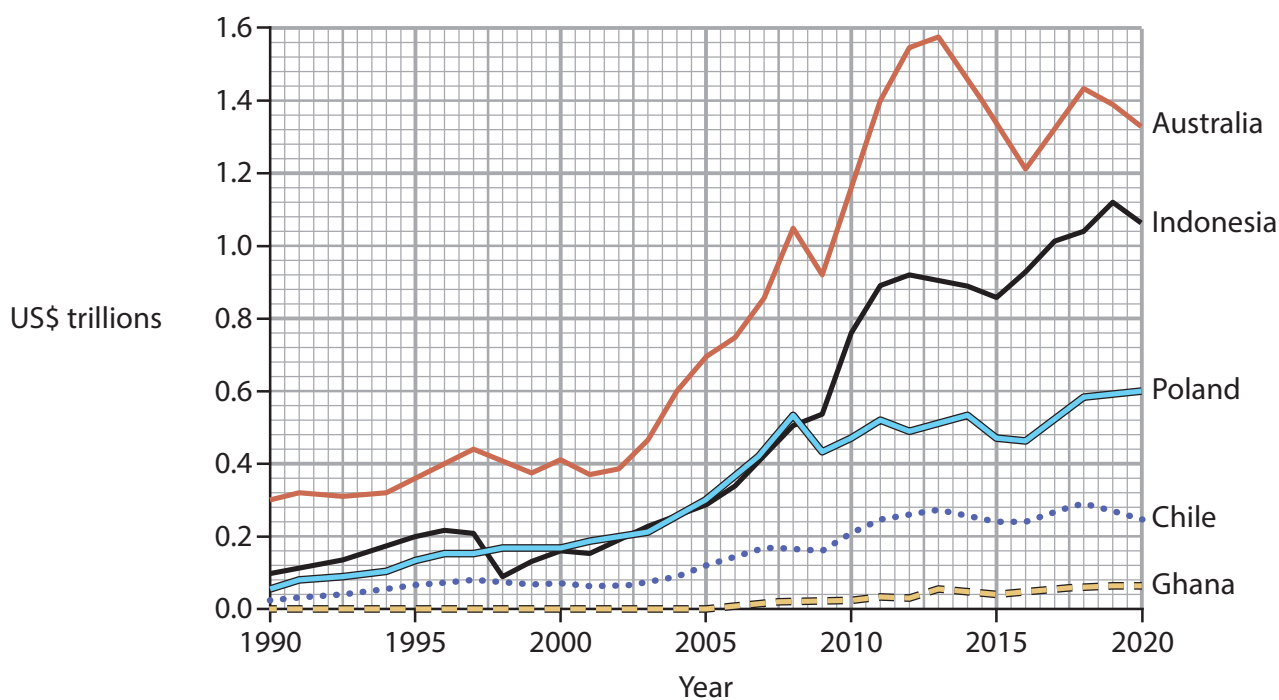


Figure 9b

Gross domestic product (GDP) for selected countries, 1990–2020

	Education
	Food security
	Income
	Employment
	Access to safe drinking water
	Corruption

Figure 9c
Factors affecting human welfare

9 Development and human welfare(a) (i) Identify **one** social indicator of development.

(1)

- ☐ **A** carbon emissions per capita
- ☐ **B** gross domestic product
- ☐ **C** gross national product
- ☐ **D** literacy rate

(ii) Identify **one** top-down way of supporting development.

(1)

- ☐ **A** building a well in a village
- ☐ **B** community loans from a charity
- ☐ **C** debt relief
- ☐ **D** small scale training provision

(iii) State **one** disadvantage of top-down development projects.

(1)

.....

.....

(b) (i) Study Figure 9a in the Resource Booklet.

Identify **two** labelled regions with the lowest sub-national Human Development Index (HDI).

(2)

1

2

(ii) Suggest **two** reasons for the pattern shown in Figure 9a.

(4)

1

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2

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(c) Explain **two** ways intergovernmental agreements can help reduce uneven development.

(4)

1

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(d) (i) Study Figure 9b in the Resource Booklet.

Calculate the mean infant mortality rate.

You **must** show all your workings in the space below.

(2)

(ii) Describe a pattern shown in Figure 9b.

(2)

(e) Study Figure 9c in the Resource Booklet.

Assess factors that have contributed to the development gap.

You **must** refer to the resource in your answer.

(6)



(f) Discuss the view:

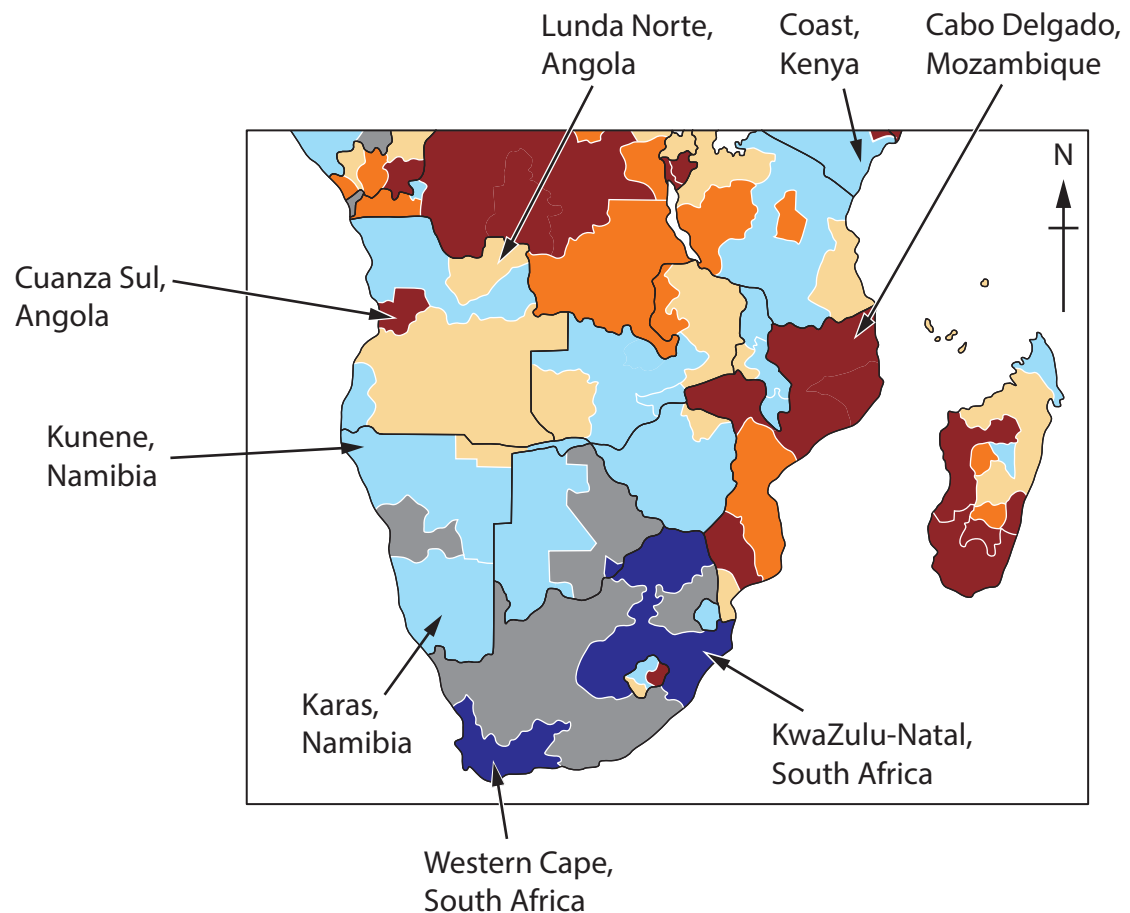
“Food and water security are essential for ensuring greater human welfare.”

Use Figures 9b and 9c from the Resource Booklet, and your own knowledge and understanding to support your answer.

You **must** refer to the resources in your answer.

(12)





Key: Sub-national Human Development Index score

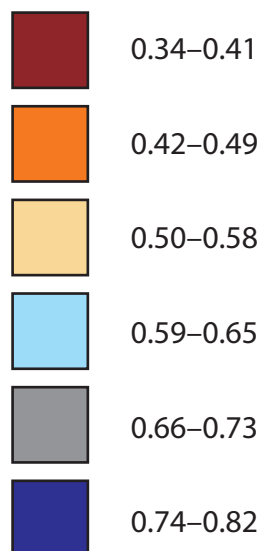


Figure 9a

Sub-national Human Development Index scores, 2022

Note: The sub-national Human Development Index (HDI) scores are Human Development Index scores for regions within countries from 0 (lowest) to 1 (highest).

Country	Infant mortality rate (deaths per 1,000 live births)	Maternal mortality rate (maternal deaths per 100,000 live births)
India	25.0	103
Mexico	12.7	59
France	3.7	8
Japan	1.7	4

Figure 9b

Infant and maternal mortality rates in selected countries, 2022

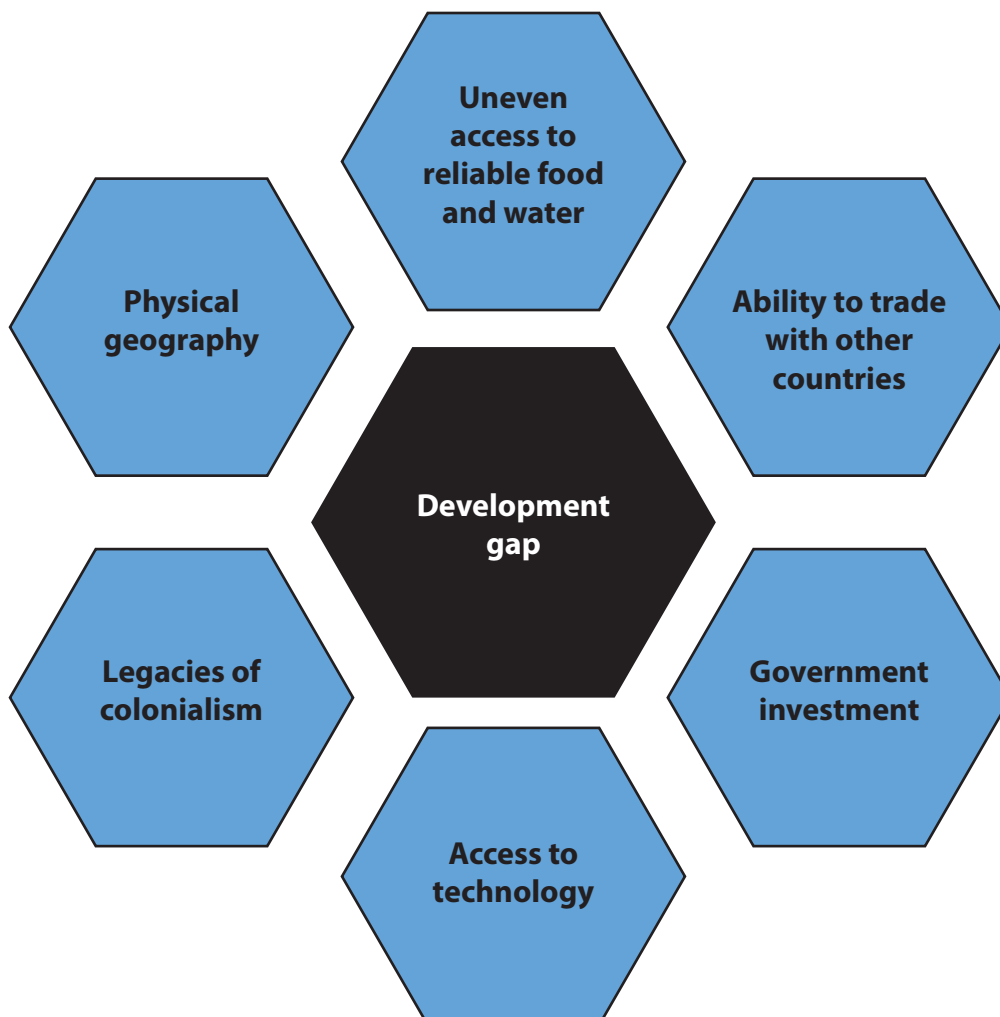


Figure 9c

Selected factors that contribute to the development gap

9 Development and human welfare

- (a) (i) Identify the country considered to be the most economically developed, as measured by gross domestic product (GDP) per capita.

(1)

- ☐ **A** Cyprus GDP per capita US\$32,281
- ☐ **B** Norway GDP per capita US\$89,242
- ☐ **C** Poland GDP per capita US\$17,739
- ☐ **D** Qatar GDP per capita US\$66,799

- (ii) State **two** features of population structure shown on a population pyramid.

(2)

1

2

- (iii) Identify **one** factor that is likely to affect maternal mortality rates.

(1)

- ☐ **A** access to sea ports for transport
- ☐ **B** availability of tourist information
- ☐ **C** cost of solar panel installation
- ☐ **D** quality of healthcare services

- (b) (i) Study Figure 9a in the Resource Booklet.

Identify **one** labelled country with the highest level of water insecurity.

(1)

.....

(ii) Describe the pattern of water security in Africa.

You **must** refer to the resource in your answer.

(2)

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(iii) Suggest **one** reason for the pattern shown.

You **must** refer to the resource in your answer.

(2)

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.....

(iv) Suggest **one** way the pattern shown could affect human welfare.

(2)

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(c) State **two** strategies designed to reduce uneven development.

(2)

1

2

- (d) Explain why the Human Development Index (HDI) and measures of inequality are useful for understanding differences in development.

(4)

Human Development Index (HDI)

measures of inequality

- (e) Study Figure 9b in the Resource Booklet.

Assess the factors that have led to the uneven development between countries.

You **must** refer to the resource in your answer.

(6)

(f) Discuss the view:

“Efforts to reduce the development gap should always focus on economic improvements.”

Use Figures 9a and 9b from the Resource Booklet, and your own knowledge and understanding to support your answer.

You **must** refer to the resources in your answer.

(12)



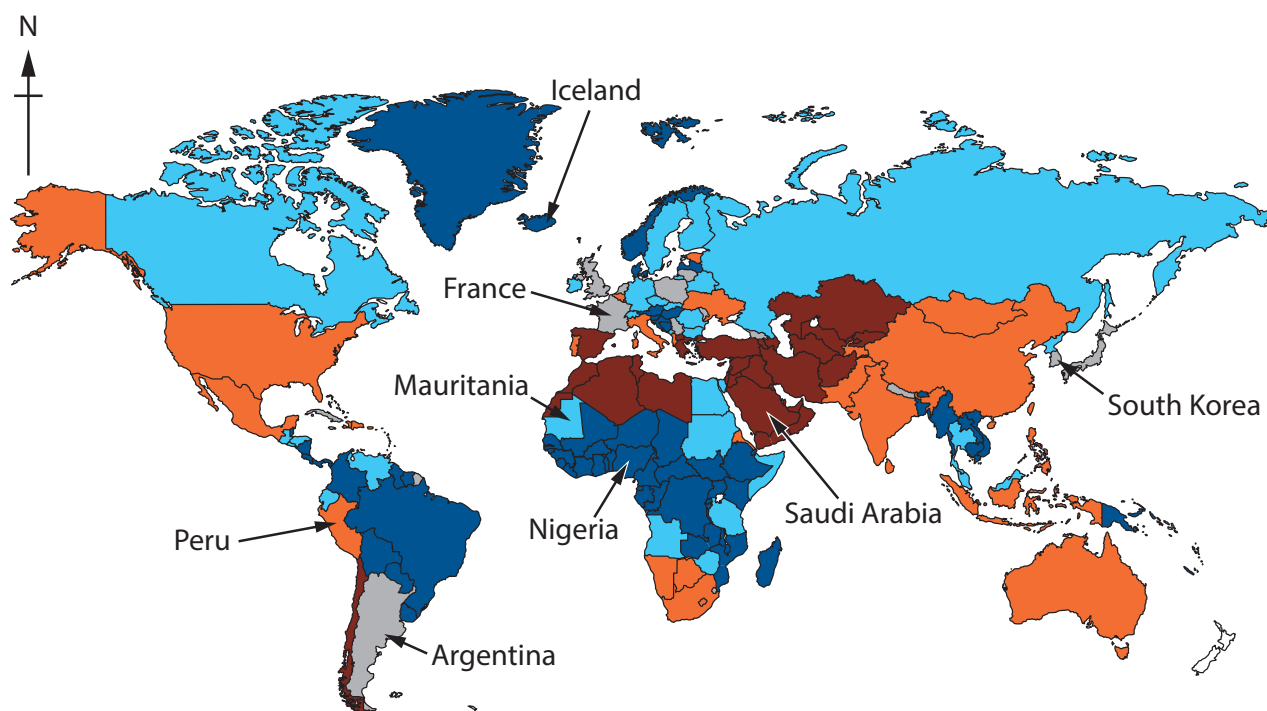
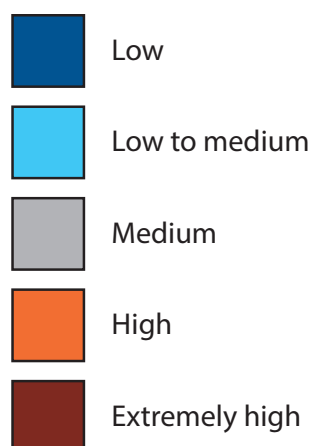
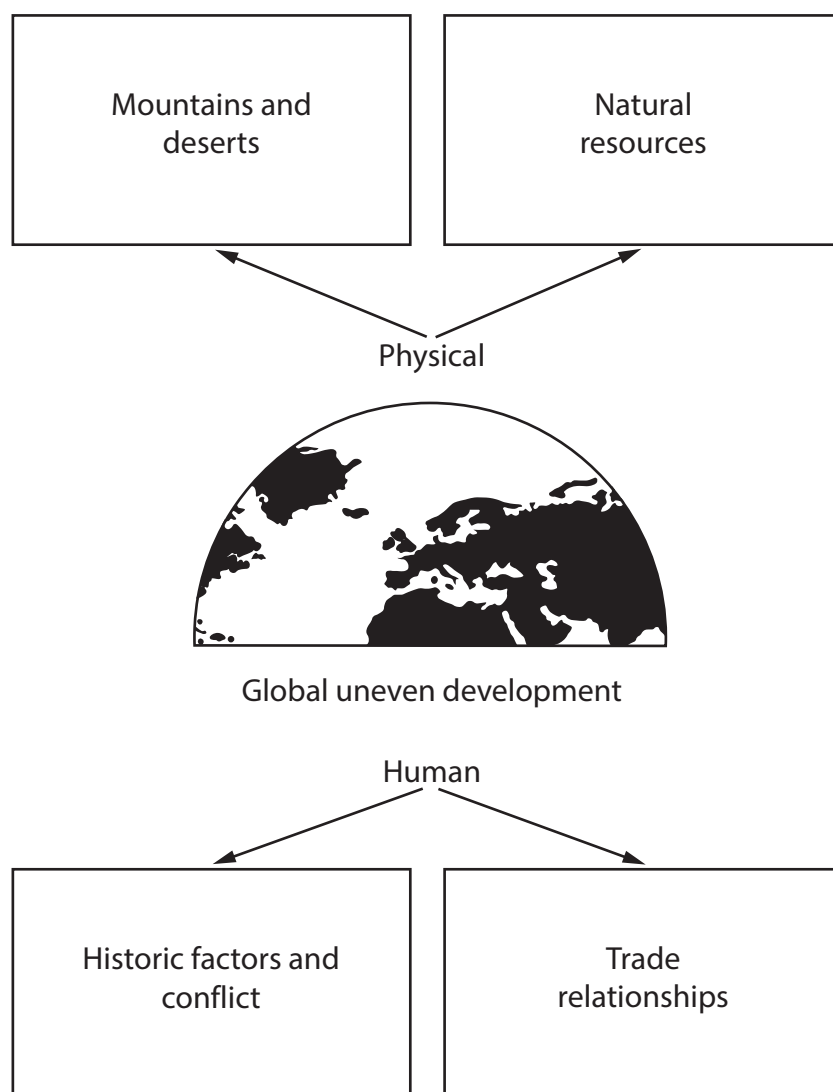
**Key: Global water stress level**

Figure 9a
Global water stress (insecurity) by 2040

**Figure 9b****Selected factors contributing to uneven development between countries**

9 Development and human welfare

- (a) (i) Identify the country which would be considered to be the most developed as shown by the Human Development Index (HDI).

(1)

- ☐ **A** Angola HDI score 0.586
- ☐ **B** Japan HDI score 0.925
- ☐ **C** Mexico HDI score 0.758
- ☐ **D** Sweden HDI score 0.947

- (ii) State **two** factors that can affect maternal mortality rates.

(2)

1

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2

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- (iii) Identify **one** indicator that is often used to measure inequality between countries.

(1)

- ☐ **A** carbon emissions
- ☐ **B** deforestation rate
- ☐ **C** Foreign direct investment (FDI)
- ☐ **D** Gini equality index

- (b) (i) Study Figure 9a in the Resource Booklet.

Identify **one** labelled country with the lowest Food Security Index score.

(1)

.....



(ii) Describe the pattern of food security in North America.

You **must** refer to the resource in your answer.

(2)

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(iii) Suggest **one** reason for the pattern of food security shown.

You **must** refer to the resource in your answer.

(2)

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(iv) Suggest **one** way the pattern of food security shown could affect human welfare.

(2)

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(c) State **two** international organisations involved in efforts to reduce uneven development.

(2)

1

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- (d) Explain **two** reasons why population structure changes as a country becomes more developed.

(4)

1

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- (e) Study Figure 9b in the Resource Booklet.

Assess the factors that have led to patterns of uneven development within countries.

You **must** refer to the resource in your answer.

(6)

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- (f) Discuss the view:

"The best way to promote economic development is by supporting education."

Use Figures 9a and 9b from the Resource Booklet, and your own knowledge and understanding to support your answer.

You **must** refer to the resources in your answer.

(12)

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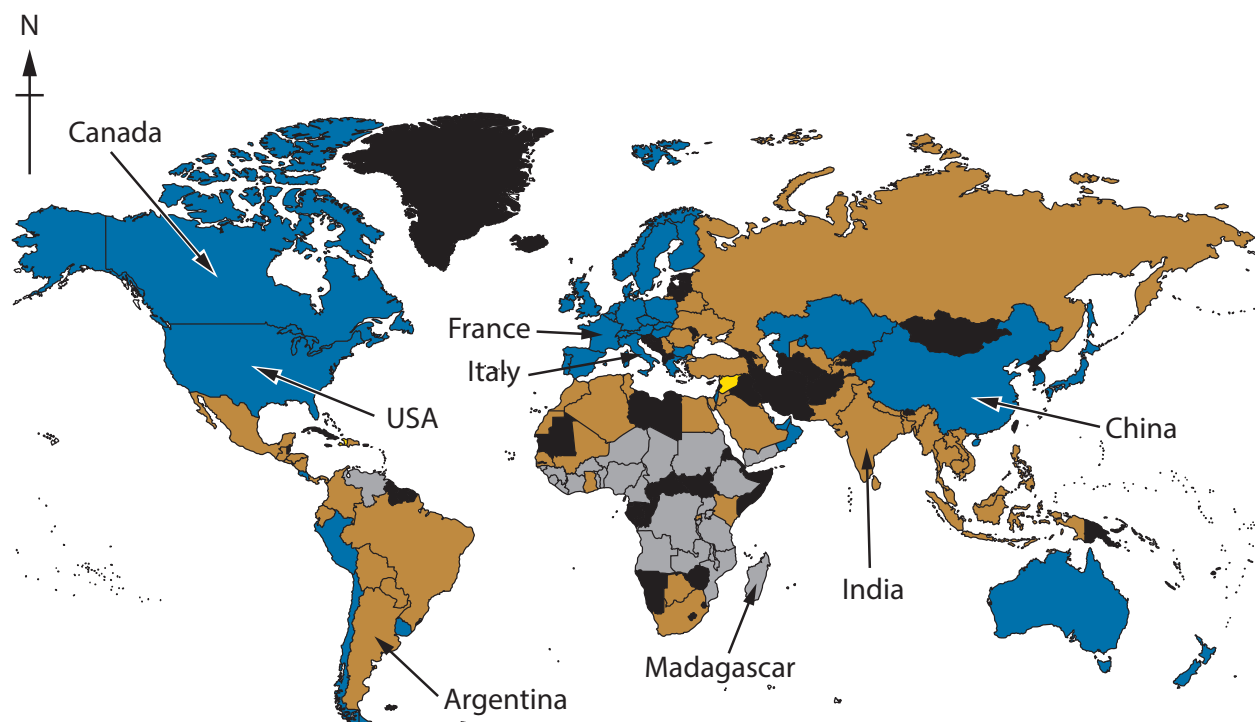
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Key: Food Security Index score

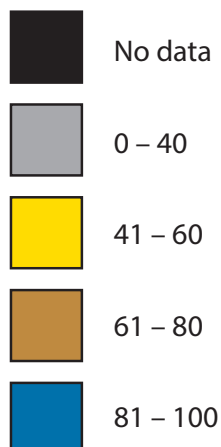
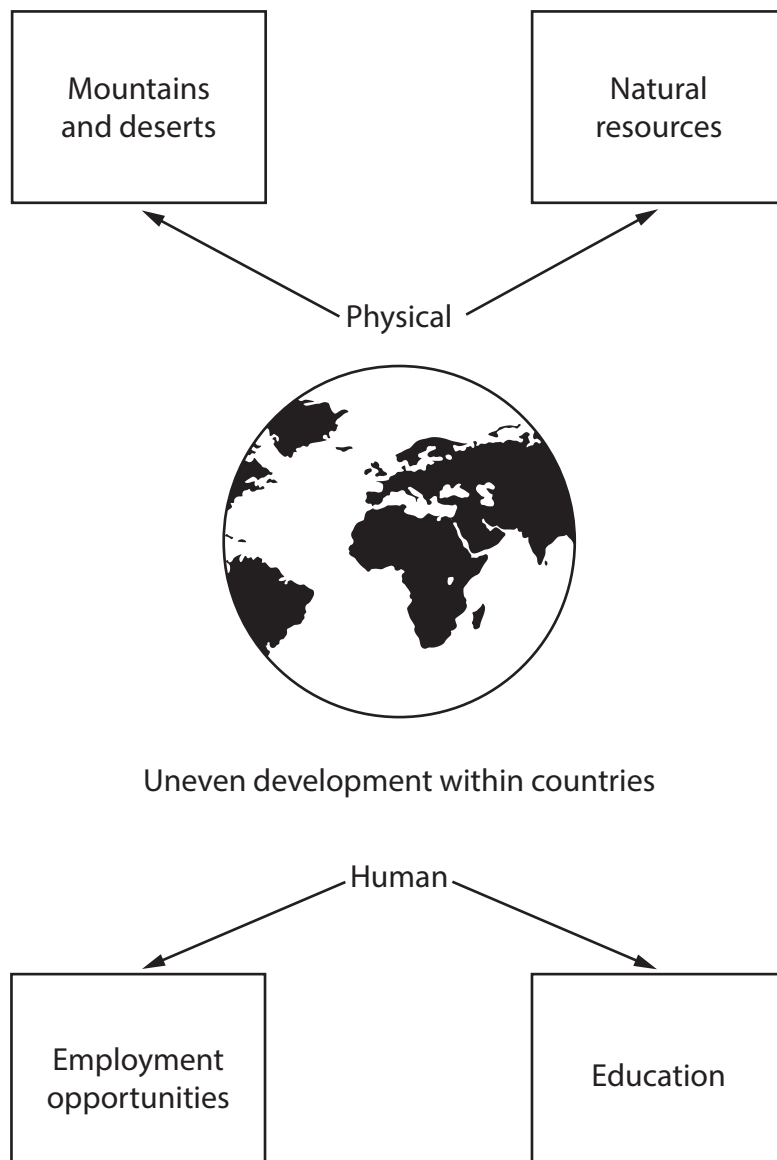


Figure 9a

Global Food Security Index, 2022

Note: The Global Food Security Index includes measures of affordability, availability, quality, safety and sustainability.

**Figure 9b****Factors contributing to uneven development within countries**

MARK SCHEMES

official Pearson Edexcel mark schemes



9(a)(i)	AO1 (1 mark) A a person's well-being in terms of health and happiness A is the correct answer as the other options do not have the correct meaning of the term.	(1)
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Question number	Answer	Mark
9(a)(ii)	D unequal access to resources and services D is the correct answer as the other options do not have the correct meaning of the term.	(1)

Question number	Answer	Mark
9(b)	AO1 (1 mark) • The widening difference in levels of development between the world's richest and poorest countries (1). • Differences in development between countries (1). • Differences in development within a country (1). • A "gap" or disparity between the richest and poorest people (in the world) (1). Accept any other appropriate response, including ideas around inequality and uneven development globally, regionally or within a country.	(1)

Question number	Answer	Mark
9(c)(i)	AO3 (2 marks) Award 1 mark for any of the following, up to a maximum of 2 marks. • Highest = South Africa (1) • Lowest = Norway (1)	(2)

Question number	Answer	Mark
9(c)(ii)	AO2 (2 marks) / AO3 (2 marks) Award 1 mark for the identification of a possible reason for the pattern shown on Figure 9a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2 marks per idea. • In countries with high inequality, e.g. China (1) have different historical contexts which have lead to inequality (1). • In countries with high inequality such as many LICs (1) they are less wealthy and possibly more corrupt (1). • In countries with low inequality such as Norway (1) then they have fairer political systems (1). Accept any other appropriate response. Note: Specific countries or regions do not need to be identified for credit.	(4)

Question number	Answer	Mark
9(d)	AO1 (2 marks) / AO2 (2 marks) Award 1 mark (AO1) for the identification of a strategy and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea: • Official aid can be used to provide loans to some people (1) so that they are able to buy equipment in order to farm more efficiently (1). • Bilateral aid works by a government giving aid to another countries government (1) so this could be used to help an economy develop, e.g. supporting the development of natural resources (1).	



	Trade can be used as a tool to stimulate economic development (1) by encouraging the flows of goods and services between nations (1). Accept any other appropriate response.	(4)
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Question number	Answer	Mark
9(e)(i)	AO4 (2 marks) Award 1 mark for a correct answer and 1 mark for working: 1980 = 0.495 (or 0.49) and 2016 = 0.74 (1) or working out with similar numbers, i.e. understands idea of difference / subtraction (highest and lowest values). Range = 0.25 or 0.245 (1) Allow 0.24 - 0.26 as correct.	(2)

Question number	Answer	Mark
9(e)(ii)	A03 (2 marks) Award 1 mark for the identification of a change and 1 mark for further detail through description from the resource, up to a maximum of 2 marks. - It has increased (1) but then decreased since 2010. (1). - It has increased (1) but rates of increase vary considerably over the time period. (1). - It has overall increased (1) with the steepest rate of increase between 1980 and 2000 (1). - There is mostly a gentle rate of increase (1), although the period 2000-2010 shows a more rapid rate of change (1). Accept any other appropriate response. Explicit data not required for 2 marks.	(2)

Question number	Indicative content	
9(f)	AO3 (3 marks)/AO4 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO3 • The most important factors are likely to be governments and the availability of resources. But the effects of these will vary spatially and will depend on the geo-political arrangements in that country / region. • Longer term, climate change is perhaps most significant as nations become both more developed and more populous – therefore the scale of this one is large. • Food and water security may be more localised in some regions and some places, but with increased globalisation, this is a factor that in the future will likely be very significant. • Causal factors are often interlinked and there can be a chain of events that encourage uneven development • There could be some factors that in some regions are local or political which are not on this list and should not be overlooked. AO4 • Figure 9c shows a range of different causes which are all possible drivers of uneven global development. • Figure 9c shows causes that can operate at different geographical scales. • Figure 9c indicates that there is only a limited number of causes, but for some places there may be more.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)



Question number	Indicative content
9 (g)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • There are arrange of factors that control uneven development including social, economic, political as well as environmental • Uneven development is strongly associated with the development gap • There are different strategies from local, regional, national and international that can be used in an attempt to reduce inequality AO3 • A main impact of inequality lack of available and access to resources. However, different groups of people have different opinions about which strategy is the best/most effective – so this is complex to manage. • The challenge of global management of the issue is that crosses international boundaries – and therefore international cooperation is crucial- but these agreements are never straight forward to arrive at, or to implement. Different countries and placers will have different approaches to sustainability. • Fertility and IMR is very strongly linked to sustainable development, and some would argue the “gap”. Solutions based on family planning may be national as well as international • Inequality can vary spatially and temporally, which means that management solutions often have to be tailored locally or regionally, so the global aspect is difficult. • Each (sustainable) development strategy has its own advantages and disadvantages. AO4 • Figure 9a shows that big differences global inequality rates in 2017 • Figure 9a shows red “hotspots” of South Africa and parts of the S America, Russia and China, whereas the lowest rates are in Canada and Scandinavia in northern Europe • Figure 9b shows a range of different trends for different regions based on HDI. • Figure 9b shows Tunisia and Brazil have had marked decreases in the HDIs since 2010.



Question number	Indicative content	
	- Figure 9b shows on comparison most regions have had similar rates of increase in HDI, but since 2010 the rates have increase has slowed in most regions. - Figure 9c shows causes that can operate at different geographical scales. - Figure 9c indicates that there is only a limited number of causes, but for some places there may be more.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



9(a)(i)	AO1 (1 mark) C index of political corruption C is the correct answer as the other options do not include relevant measures of development	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) D the number of births per woman in a population D is the correct answer as the other options are incorrect in relation to the options	(1)

Question number	Answer	Mark
9(b)(i)	AO1 (1 mark) • The (reliable) availability of water with an acceptable quantity (and quality) for health and livelihoods (1). • A place has enough water that is drinkable / the right quality (1). • Having access to clean available water (1). • Sustainable amount of water of acceptable quality (1) • A country is able to meet its water demands (1)	(1)

	Accept any other appropriate response. Must have idea of availability or “enough” for credit.	
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Question number	Answer	Mark
9(b)(ii)	A03 (2 marks) Award 1 mark for any of the following, up to a maximum of 2 marks. • Ethiopia (1) • Madagascar (1)	(2)

Question number	Answer	Mark
9(b)(iii)	A02 (2 marks) / A03 (2 marks) Award 1 mark for the identification of a pattern shown on the map (A03) and a further mark for an explanation of the reason (A02), up to a maximum of 2 marks per idea. • In the north hemisphere there is generally high HDI (1) as there has been government policy promoting education and training (1). • In much of Africa there is low HDI (1) since there is often low levels of technology penetration (1). • Place such as South Africa have a medium HDI (1) as they tend to have more political stability (1). • Much of Europe has a high level of HDI (1) as there are very low levels of political interference and corruption (1). Accept any other appropriate response. Note: Pattern can refer to individual countries, data from key or regions, e.g. Europe, EU etc.	(4)

Question number	Answer	Mark
9(c)	A01 (2 marks) / A02 (2 marks) Award 1 mark (A01) for identification of effect and a further mark (A02) for an explanation of the reason, up to a maximum of 2 marks per idea:	

	• Uneven development within a country can lead to cores and periphery (1) so this means inequality in terms of incomes and employment opportunity (1). • Poverty may be unequal at a range of different scales within a country (1) so consumers and businesses are split into the “haves” and “have-nots”. (1). • Spatial disparities can often be seen in terms of physical infrastructure, e.g. road and rail networks (1) and places can either feel connected or distant and inaccessible (1). Accept any other appropriate response.	(4)
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Question number	Answer	Mark
9(d)(i)	A04 (2 marks) Award 1 mark for a correct answer and one mark for working: 1960 = 250 and 2012 = 60 (1) or working out with similar numbers, i.e. understands idea of difference / subtraction (highest and lowest values). Numbers may be in millions as well. Range = 190 (1) Allow 185 – 195 Note units not required.	(2)

Question number	Answer	Mark
9(d)(ii)	A03 (2 marks) Award 1 mark for the identification of a pattern and 1 mark for further detail through description or use of supporting data from the resource, up to a maximum of 2 marks. • In all regions (countries) IMR have decreased (1) but rates of decrease vary considerably (1). • Some regions show even / linear rates of decrease in IMR over time, e.g. N America (1) whereas Sub-Saharan Africa shows a more variable rate 1963-2012 (1). • The biggest absolute decline is in the Middle East and North Africa (260-30 – 1960-2012) (1), whereas North America has seen a very low decline over the same time period (1). Accept any other appropriate response. Note: explicit use of data not required for max 2 marks.	(2)

Question number	Indicative content	
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • The most important factors are likely to be world trade and the availability of resource. But the effects of these will vary spatially and will depend on the geo-political arrangements in that country / region. • Longer term, climate change and cultural factors are important as nations become both more developed and more populous – therefore the scale of this one is large. • Food availability may be more localised in some regions and some places, but with increased globalisation, this is a factor that in the future will likely be very significant. • Causal factors are often interlinked and there can be a chain of events that encourage uneven development • There could be some factors that in some regions are local or political which are not on this list and should not be overlooked. A04 • Figure 9c shows a range of different causes which are all possible drivers of uneven global development. • Figure 9c shows causes that can operate at different geographical scales. • Figure 9c indicates that there is only a limited number of causes, but for some places there may be more.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (A03) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (A03)

		• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
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Question number	Indicative content
9 (f)	A02 (4 marks), A03 (4 marks), A04 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A02 • There are a number of strategies, some local, some regional, some national and some international that can reduce the development gap. • Strategies include: aid, fair-trade, trade, debt relief, investment as well as political reform and freedom of speech. • There are several groups (players) involved in the management of different strategies, e.g. governments, World Bank, UNESCO, Oxfam and the Red Cross. A03 • A main cause of inequality / uneven is lack of available and access to resources. However, different groups of people have different opinions about how important this factor might be. • A challenge of global management of the issue is that crosses international boundaries – and therefore international cooperation is crucial– but these agreements and strategies are never straight forward to arrive at, or to implement. • Fertility and IMR is very strongly linked to uneven development, but arguably are not the main cause, so some could argue the resources are a symptom of uneven development, not the cause. • Knowledge and access to education are seen as keen enablers to development through improving people's quality of life. Others argue that economic development is very significant. • Longer term the conditions for creating human development may not be the same as the shorter term, i.e. improving quality of life, access to service, employment. They may in fact be more linked to reducing political corruption through better governance. • Development can vary spatially and temporally, which means that management solutions often have to be tailored locally or regionally. A04 • Figure 9a shows that big differences in global fertility rates



Question number	Indicative content	
	- Figure 9a shows red “hotspots” of central Africa and parts of the Middle East and SE Asia, whereas the lowest rates are in parts of North America and Eurasia - Figure 9b Shows there is considerable variation in IMR across all countries. - Figure 9b shows in all cases IMR drops over time - Figure 9b shows South Asia has the largest drop over the 1960-2012 period. - Figure 9c shows a range of different causes which are all possible drivers of uneven global development. - Figure 9c shows causes that can operate at different geographical scales. - Figure 9c indicates that there is only a limited number of causes, but for some places there may be more.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)



Question number	Indicative content	
		• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



9(a)(i)	AO1 (1 mark)	
	C index of political corruption.	(1)
	C is the correct answer as the other factors are not directly measures of development.	

Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark)	
	D Human Development Index	(1)
	D is the correct answer as the other options are not the correct meaning of HDI	

Question number	Answer	Mark
9(b)(i)	AO1 (1 mark)	
	Award 1 mark for a suitable definition.	
	• People having access to adequate quantities of and acceptable quality water for sustaining livelihoods / human well-being (1). • Enough quality and quantity of water for maintaining people's health (1).	(1)
	Accept any other appropriate response.	

Question number	Answer	Mark
9(b)(ii)	AO3 (2 marks)	
	Award 1 mark for any of the following, up to a maximum of 2 marks.	
	• Highest = South Africa (1) • Lowest = Norway (1)	(2)



Question number	Answer	Mark
9(b)(iii)	AO2 (2 marks) / AO3 (2 marks) Award 1 mark for the identification of a possible reason for the pattern shown on Figure 9a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2 marks per idea. - Some places with high levels of international trade / globalisation may be unequal, e.g. Botswana (1) since their people are grouped into “winners” and “losers” (1). - In countries / regions with high level of technology replacing jobs (1) which causes the some of the workforce to have a lower earning potential increasing inequality (1) - In countries with a large amount of resources (especially oil) (1), some people and their economies are richer as a result of this foreign exchange creating a more divided society (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(c)	AO1 (2 marks) / AO2 (2 marks) Award 1 mark (AO1) for identification of effect and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea. - Decisions can be made and taken very quickly at a local level (1) and the project implementation can be shared across different teams for a quick build / delivery (1). - Can create large amount of local employment (1) is due to the local nature of the project with skilled understanding at a local level (1). - Some projects both in developing and developed world may support local skills and education (1) thereby adding extra benefits to the workforce and the local economy (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(d)(i)	AO4 (2 marks) Award 1 mark for a correct answer and one mark for working: Total change = 19.4 (accept 19.0-19.8) /6 Mean = 3.2 (accept answers 3.0- 3.4) (1)	(2)

Question number	Answer	Mark
9(d)(ii)	A03 (2 marks) Award 1 mark for the identification of a pattern and 1 mark for further detail through description or use of supporting data from the resource, up to a maximum of 2 marks. • South Asia 5.5% growth in 2016 (1), whereas west Africa -2.5% change for the same time period (1). • Both time periods in south Asia show growth (1), west Africa shows a decrease in 2016 and then a small increase in 2017-2019 of 0.5% (1). Accept any other appropriate response.	(2)

Question number	Indicative content
9(e)	A03 (3 marks)/AO4 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • Perhaps the most important factor is political corruption or historical influences. But the importance and relevance of these will vary spatially and will depend on the geo-political arrangements in that country / region. • Longer term, the conditions for creating human development (e.g. climate limitations, food and water security) might be viewed as more important as they are precursors to knowledge, better standard of living etc. • Knowledge / education is a key enabler for development (not part of diagram) so some might argue that this is a factor in the future will likely be very significant. • There could be some other factors that in some regions which are not part of this diagram, e.g. availability of natural resources, but are still therefore significant. AO4 • Figure 9c shows a range of different dimensions / aspects which are all possible drivers of uneven global development. • Figure 9c shows the factors / drivers are ranked from most significant (trade and aid), to least (historical influences) • Figure 9c shows causes / drivers that can operate at different geographical scales. • Figure 9c indicates that there is only a limited number of causes.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)



Question number	Indicative content
9 (f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • There are a range of ways to measure development and human welfare including HDI, GDP, and separate indices: education, inequality and measures of political corruption. • The Gini co-efficient can be used to measure inequality as it analyses the distribution of wealth across citizens in a country. • Different factors contribute to the development of a country / region: cultural, technological, social, economic as well as wider measures such as stability and water availability. AO3 • The Gini co-efficient is not a measure of a particular country's income, rather it's distribution across citizens, so does not necessarily provide an indication of economic development. It also only focuses on wealth. • Patterns of inequality can vary temporally as well as spatially and are therefore not fixed. • A significant disadvantage of many indicators such as an index of income inequality or GDP is that they can go out of date. In addition, these indicators do not take into account living standards which is an important social measure to consider for human welfare. • Many would argue that indices are better (e.g. HDI) than single indicators since they use a composite measure. These can also be weighted for which carries the greatest importance. HDI includes social indicators. • Development and human welfare are complex, with different elements which can be measured. Using a range of indicators can provide a more complete understanding of the development of a country and the welfare of its residents. AO4 • Figure 9a shows that there are large variations in income equality (indicated by the Gini coefficient).

Question number	Indicative content	
	- Figure 9a shows areas of sub-Saharan Africa along with parts of South America where inequality is the highest. - Figure 9a shows Australia, Canada, Europe and northern Africa is where income inequality is the lowest. - Figure 9c shows a range of different dimensions / aspects which are all possible drivers of uneven global development. - Figure 9c shows the factors / drivers are ranked from most significant (trade and aid), to least (historical influences). - Figure 9c shows causes that can operate at different geographical scales.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant

Question number	Indicative content	
		understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



9(a)(i)	AO1 (1 mark)	
	B inequality The answer cannot be A, C or D as these are not what the Gini coefficient measures.	(1)

Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark)	
	A information about population and people The answer cannot be B, C, or D as these are not the correct meaning of the term demographic data.	(1)

Question number	Answer	Mark
9(b)(i)	AO1 (1 mark)	
	the “gap” in wealth between the world’s richest and poorest countries (1).	

	the widening difference in levels of development between the richest and poorest countries in the world (1). Accept any other appropriate response.	(1)
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Question number	Answer	Mark
9(b)(ii)	AO3 (2 marks)	
	Award 1 mark for any of the following, up to a maximum of 2 marks. - C - Sweden - A - Australia	(2)



Question number	Answer	Mark
9(b)(iii)	AO2 (2 marks) / AO3 (2 marks) Award 1 mark for the identification of a possible reason for the pattern shown on Figure 9a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2marks per idea. • In countries with high GDP per capita, e.g. Australia, where the workforce has a high productivity (1). They can work on the land from a young age and as they get older they can earn money in other jobs (1). • In countries / regions with a lower GDP per capita, e.g. central Africa there will be less spend on education (1), which causes the workforce to have a lower earning potential (1). • In countries with a large amount of resources (especially oil) (1), people and their economies are richer as a result of this foreign exchange, e.g. Saudi Arabia (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(c)	AO1 (2 marks) / AO2 (2 marks) Award 1 mark (AO1) for identification of effect and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea: • Projects can be built very quickly as there are resources to do so (1). This is very important when time is limited. (1). • Decisions can be made and taken very quickly (1) and the project implementation can be shared across different teams for a quick build / delivery (1). • Can create large amount of local employment (1) this is due to the scale of the project needing to be delivered quickly (1).	

	Some projects both in developing and developed countries may support local skills and education (1) often aided by government in terms of grants or relaxing of rules and regulations (1). Accept any other appropriate response.	(4)
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Question number	Answer	Mark
9(d)(i)	AO4 (2 marks) Award 1 mark for a correct answer and one mark for working: Urban = 24,700 Rural = 8,000 Range = 16,700 (1)	(2)

Question number	Answer	Mark
9(d)(ii)	AO3 (2 marks) Award 1 mark for the identification of a pattern and 1 mark for further detail through description or use of supporting data from the resource, up to a maximum of 2 marks. - The mean per capita income for urban has increased slowly until 2006 (1) with more rapid growth after 2010 (1). - The mean per capita income for urban population has more than doubled since 2001 (1) with greatest growth in recent years (1). Accept any other appropriate response.	(2)

Question number	Indicative content
9(e)	A03 (3 marks)/AO4 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • HDI is published annually by the UNDP and focuses on longevity, basic education and minimal income – it is a long established and well-respected metric • HDI only uses a limited number of indicators, and this means that sometimes the measure is unreliable • HDI weight all components equally, but some people are critical of this • There could be some factors that in some regions are local or political which are not part of this diagram and are therefore significant. AO4 • Figure 9c shows a range of different factors and indicators which are all components of HDI. • Figure 9c shows how a decent standard of living, knowledge and a long and healthy life are factors that affect HDI. • Figure 9c shows how there are a number of indicators that are used to calculate HDI related to each of these factors. • Figure 9c shows all indicators are equally weighted.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • There are a range of indicators to measure development including HDI, GDP, education, inequality and measures of political corruption. • GDP per capita is a measure of the total economic output of a country divided by its population. • Different factors contribute to the development of a country / region: cultural, technological, social, economic as well as wider measures such as political stability and water availability. AO3 • Many would argue that indices are better (e.g. HDI) than single indicators since they use a composite measure. These can also be weighted for which carries the greatest importance. HDI includes social indicators. • A significant disadvantage of GDP is that it can go out of date; it also may not be a true reflection of the size of the economy as doesn't take into account the informal economy for example. • GDP does not take into account living standards which is an important social measure. • Patterns of GDP can vary temporally as well as spatially and are therefore not fixed. Care should be taken in the interpretation of

Question number	Indicative content	
	any data which could soon be out of date for any country as circumstances change. AO4 • Figure 9a shows that there are large variations in global GDP. • Figure 9a shows light coloured “not-spots” (low GDP) of central Africa and parts of the Middle East and SE Asia with very low rates along with parts of South America. • Figure 9a shows N America, Canada and NW Europe in particular have the highest GDP per capita. • Figure 9c shows a range of different factors and indicates which related to the HDI. • Figure 9c shows how a decent standard of living, knowledge as well as a long and healthy life are important factors for the HDI. • Figure 9c shows all indicators are equally weighted.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content	
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) B - Usually involves government decisions. (1) A, C and D are incorrect as they are not features of top down development.	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (2 marks) Award 2 marks for a suitable explanation. • Aid given from one international government or organisation to another country (1) this could be in the form of money or goods (1). • Aid given from one country to another (1) which can have conditions attached (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 mark) C - Improving water supplies in an informal settlement. (1) A, B and D are incorrect as they are not projects that an NGO would engage in.	(1)

Question number	Answer	Mark
9(b)(i)	AO3 (1 mark) 45-49 (1)	(1)

Question number	Answer	Mark
9(b)(ii)	AO4 (2 marks) Award 1 mark for the comparison from Figure 9a and a further mark for additional development, up to a maximum of 2 marks per idea. • The population sizes in all age groups are larger in 2015 than in 1980 (1). In 1980 only a couple of age groups for males or females reached over 2 million, where as in 2015 there are many groups that reach over this amount (1). • There are significantly more older females in the UK in 2015 (over 2 million) (1) compared to just over 1 million in 1980. (1) • The shape of the population pyramid has changed (1) with a greater proportion of the population in older age categories as well as the younger in 2015 (1). Accept any other appropriate response. Use of data is not required to obtain marks.	(2)

Question number	Answer	Mark
9(b)(iii)	AO2 (2 marks) Award 1 mark (AO3) for identification of a reason and a further mark for development of the reason (AO2), up to a maximum of 2 marks. • Increased life expectancy (1) due to increases in healthcare (1). • Reduced infant mortality rate (1) which means greater amounts of population reach the older age groups (1). • Migration of young migrants often male (1) may shift the gender balance in younger groups (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)(iv)	AO2 (1 mark)/AO3 (1 mark) Award 1 mark (AO3) for identification of a reason and a further mark for development of the reason (AO2), up to a maximum of 2 marks. - Population structures in developing countries tend to be more pyramid shaped (1) as they usually have higher birth rates. (1) - Population structures in developed countries tend to have greater proportions in older age groups (1) as health care services and medical provision can increase life expectancy. (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)	AO1 (2 marks) Award 1 mark for each reason, up to a maximum of 2 marks. - Transport infrastructure. (1) - Provision of healthcare/education services. (1) - Investment. (1) - Physical landscape. (1) - Government investment / establishment of enterprise zones (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(d)	AO1 (2 marks) /AO2 (2 marks) Award 1 mark for initial identification of an advantage or disadvantage and an additional 1 mark for development through further explanation or exemplification. A range of country examples could be used. Advantages: • More likely to suit the needs of local people (1) and use appropriate technology. (1) • More likely to use local people and local skills (1) which means they are more likely to be involved in maintenance later. (1) Disadvantages: • Usually projects are small scale (1) so do not necessarily impact large numbers of people. (1) • Cannot have large scale impact on national systems (1) and so their potential to create long term change is minimised. (1) Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following. A03 • Food security is an important element of human welfare as it affects the ability of populations to prosper. Much like many resources, the distribution of food is uneven, leading to some areas of the world being more prosperous than others. • Low food security is likely to lead to low human welfare, as it is a basic need. Poor access to food, suggests the possibilities of malnutrition and poor health which overall leads to poor standards of human welfare. • Food security is just one element of human welfare, which can be affected by other economic, social and environmental aspects of societies. • Human welfare is a complex subject which can affect the overall pattern globally. A04 • Figure 9b shows the global distribution of food security. • Figure 9b shows how there are low levels of food security in most of Africa, South East Asia and some parts of Latin America. • Figure 9b shows how most of the northern hemisphere is considered to be more secure according to the Food Security Index.	

		Figure 9b shows how the pattern of food security broadly fits with the global pattern of north/south development divide.	(6)
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)	
Level 2	4–6	- Applies understanding to deconstruct information but understanding and connections are flawed. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain information that supports some aspects of the argument. (A04)	

Question number	Indicative content
9(f)	A02 (4 marks)/AO3 (4 marks) /AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following. Demographic indicators are the most important factors that can affect development. A02 • Demographic characteristics including birth rate, death rate, infant mortality rate, maternal mortality rate etc are important factors that can affect a population's development pathway. • Demographic characteristics are often used as an indicator of stage of development in the demographic transition model, but they are depicted more as a consequence of development stage rather than a factor affecting the development. • Some demographic characteristics act as a barrier to development processes including high death rates, and low life expectancy. A03 • There are a wide range of factors that can affect economic development from availability of resources (natural resources, technology, enterprise, innovation and labour), external boosters (globalisation, presense of TNCs, and geopolitics), and internal situations (government policies, business culture). • The Human Development Index is comprised of a number of indicators (life expectancy, education, per capita income) – demographics are a key part of this but as a component of a more complex system. A04 • Figure 9a shows demographic change for the population of the UK through population pyramids. • Figure 9a shows how there is an ageing population in the UK with higher proportions of the population in older age groups in 2015 than in 1980.



		Figure 9c shows a selection of factors that can affect global development in order of importance. While demographic factors are important it highlights the need to acknowledge a wider range of factors also including literacy rate, political stability, natural resources, labour and technology.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information but understanding and connections are flawed. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) C - Percentage of GDP spent on education (1).	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (2 marks) The number of deaths per 1,000 live births (1) of children under one year of age (1).	(2)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 mark) B - Life expectancy (1) A, C and D are all incorrect as they are not components of the Human Development Index.	(1)

Question number	Answer	Mark
9(b)(i)	AO3 (1 mark) 1986 (allow 1985-1987) (1)	(1)

Question number	Answer	Mark
9(b)(ii)	AO3 (2 marks) Award 1 mark for the comparison using data from Figure 9a and a further mark for additional development, up to a maximum of 2 marks per idea. - The birth rate and the death rate have both experienced a decline, from different starting points (1). The birth rate has seen the largest decrease from 49 in 1960 to 22 in 2016 (1). - The birth rate experienced a smooth decline (1) while the death rate experienced a slight increase for a few years in the late 1960s (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)(iii)	AO2 (2 marks) Award 1 mark (AO3) for identification of a reason and a further mark for development of the reason (AO2), up to a maximum of 2 marks. - Increased health services (1) which can reduce the infant mortality rate which can reduce the number of children people try to have (1). - Increased access to education for girls and women (1) which increases knowledge of contraception (1). - Increased access to education for girls and women (1) which means they are more likely to enter the labour market which can reduce the reproductive span (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)(iv)	AO2 (1 mark)/AO3 (1 mark) Award 1 mark (AO3) for identification of a reason and a further mark for development of the reason (AO2), up to a maximum of 2 marks. - Declining death rate suggests better health care (1) which could be due to greater investment from the government based on improved economic development (1). - Declining birth rates may indicate better education (1) particularly around family planning as a consequence of better economic development (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)	AO1 (2 marks) Award 1 mark for each international strategy, up to a maximum of 2 marks. - Bilateral aid (1) - International NGOs provide appropriate technology (1) - International trade agreements (1) - Top down including funding for major infrastructure (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(d)	A01 (2 marks) / A02 (2 marks) Award 1 mark for initial identification of an advantage or disadvantage and an additional 1 mark for development through further explanation or exemplification. Maximum 2 marks for each advantage. Advantages: • Microfinance lending schemes to women (1) have enabled families to start their own businesses and improve their quality of life (1). • Household solar panels (1) allow a more reliable energy supply for remote rural areas giving them access to more facilities (1). • Self-help schemes to improve housing conditions (1) which can have a positive impact on health (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
9(e)	A03 (3 marks)/A04 (3 marks) Assess the importance of water security on the global pattern of development. Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following. A03 • Food security is an important factor that can affect a country's economic development. Food consumption is seen as a quality of life indicator. • If populations face food shortages, this can lead to health implications, which not only place greater stress on health care services, but also mean there is a less productive workforce that could otherwise be contributing to the economy. • Food security is one of many economic, social and environmental factors that affect global patterns of economic development.	

	A04	
	- Figure 9b shows the global variation in global hunger via the Global Hunger Index but does not cover all regions as some of the more developed countries do not have calculated data. - Figure 9b shows that the majority of Africa and south east Asia are experiencing serious or alarming levels of hunger. - Figure 9b shows South America, and north and east Asia experience lower levels of hunger. - Figure 9b shows that the level of hunger is most varied in Africa compared to other continents.	(6)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	4–6	- Applies understanding to deconstruct information but understanding and connections are flawed. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain information that supports some aspects of the argument. (A04)

Question number	Indicative content
9(f)	A02 (4 marks)/A03 (4 marks) /A04 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following. A02 • Economic indicators are useful for assessing levels of development as they indicate the level of prosperity a country has, and their involvement in the global economy. • GDP, GNP and PPP, are all indicators which can be used for clear comparison of a country's relative development. The value of goods and services and how it is divided by its population (per capita indicators) provide clear measure of the size of the economy which can be used to compare to other countries. • Inequality in wealth reveals more about a countries development than simply the size of it's economy but how evenly the wealth is spread across the population. • Economic structures (sectors) can indicate the strength of particular industries, with changes associated with increased levels of development. A03 • There are a wide range of fators that can affect economic development from availability of resources (natural resources, technology, enterprise, innovation and labour), external boosters (globalisation, presense of TNCs, and geopolitics), and internal situations (government policies, business culture). • The Human Development Index is comprised of a number of indicators (life expectancy, education, per capita income) – economic indicators are a key part of this but as a component of a more complex system. • Demographic characteristics including birth rate, death rate, infant mortality rate, maternal mortality rate etc are important factors that can affect a population's development pathway. Demographic characteristics are often used as an indicator of stage of development in the demographic transition model, but they are depicted more as a consequence of development stage rather than a factor affecting the development. • Some demographic characteristics act as a barrier to economic development processes including high death rates, and low life expectancy A04 • Figure 9b shows the global variation in global hunger via the Global Hunger Index. • Figure 9b shows that the majority of Africa and south east Asia are experiencing serious or alarming levels of hunger.

		Figure 9c display a selection of economic and social development indicators including GDP per capita, HDI, life expectancy, infant mortality rates, food consumption and literacy rate. This includes both individual indicators and composite indicators (such as HDI).
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information but understanding and connections are flawed. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain information that supports all aspects of the argument. (AO4)

Question Number	Answer	Mark
9(a)(i)	AO1 (1 mark) C Life expectancy (1). The answer cannot be A, B, or D as these are not used to calculate the Human Development Index.	(1)

Question Number	Answer	Mark
9(a)(ii)	AO1 (1 mark) B Gini-coefficient (1). The answer cannot be A (this measures literacy), C (measures population increase), or D (focuses on relationship between older and younger populations).	(1)

Question Number	Answer	Mark
9(b)(i)	AO1 (1 mark)	

	The difference in levels of development and standards of living between countries/regions (1). Accept any other appropriate response.	(1)
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Question Number	Answer	Mark
9(b)(ii)	AO3 (2 marks) Award 1 mark for any of the following, up to a maximum of 2 marks. - USA (1). - UK (1).	(2)

Question Number	Answer	Mark
9(b)(iii)	AO2 (2 marks) / AO3 (2 marks) Award 1 mark for the identification of a possible reason for the pattern shown on Figure 9a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2 marks per idea. - High levels of political corruption may hinder the development process of a country (1) as money needed for development project might not reach the right places (1). - High levels of corruption in developing countries may mean that money donated to governments as aid may not reach the right people (1) which means they cannot improve their quality of life (1). - Countries with lower levels of corruption such as the US and UK can operate more efficiently (1) allowing economic development to impact more of their population (1). Accept any other appropriate response.	(4)

Question Number	Answer	Mark
9(c)	AO1 (2 marks) / AO2 (2 marks)	

	Award 1 mark (AO1) for identification of the change and a further mark (AO2) for an explanation, up to a maximum of 2 marks per idea: • Fertility rates ○ Fertility rates decrease (1) because people gain better access to healthcare services (1). ○ Fertility rates decrease (1) because people have access to more information about contraception (1). • Population Structure ○ More older people in developed countries (1) because of increased life expectancy (1) ○ Fewer young age groups in developed countries (1) because of reduced fertility rates (1). Accept any other appropriate response.	(4)
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Question Number	Answer	Mark
9(d)(i)	AO4 (2 marks) Award 1 mark for a correct answer and one mark for working: Highest = 10.9 Lowest = 7.2 (1). Range = 3.7 (1). Accept answers from 3.5-3.9	(2)

Question Number	Answer	Mark
9(d)(ii)	AO3 (2 marks)	

	Award 1 mark for the identification of a pattern and 1 mark for further detail linked to development, up to a maximum of 2 marks. - India's mortality rate declined by nearly 4 per 1,000 (1) whereas a developed country is likely to have had a lower mortality rate during this time period (1). - India's mortality rate reduced (1) whereas a developed country will not have experienced such a steep decline (1). Accept any other appropriate response.	(2)
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Question Number	Indicative content
9(e)	AO3 (3 marks)/AO4 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO3 - Bottom-up projects are development project that tend to be focused on local communities, and will often include involvement of local people. - Some views suggest a top-down approach could be preferable in terms of needing large scale investments, or having an impact at a national scale, while others suggest focusing on the household level most likely through bottom-up projects. - Each of the suggestions has the potential to make improvements, but potentially over different timescales. AO4 - Figure 9c shows views on a bottom-up development projects, with each taking a different focus. - Figure 9c shows there are a range of views from different groups of people including governments, organisations and individuals.

	Figure 9c shows how the different views suggest actions at a range of different scales, with different priorities.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question Number	Indicative content
9 (f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • There are a range of ways to tackle the development gap including top down and bottom up projects. • Different factors contribute to the development of a country / region: cultural, technological, social, economic as well as wider measures such as stability and water availability. AO3 • Top down projects often led by international agencies or government organisations often focus on economic investment/debt, large scale infrastructure or systems that can help foster economic development with the benefits trickling down through regions to local people. These are not always the most appropriate methods for tackling the development gap. • E.g. The Nigeria Coastal railway designed to link up major cities and settlements near the coast, and encourage development in the delta. • Bottom-up development projects usually involve more grass-roots based approaches, focusing on helping people improve their lives. This often involves NGOS and individuals and can include providing financial support (but on a small scale), technical expertise or equipment needed. • E.g. Water aid in Kenya providing appropriate technology to improve access to safe drinking water in local communities. AO4 • Figure 9a shows how political corruption varies globally with few countries having a very low corruption perception, those that do tend to be developed countries.

		- Figure 9a shows how there appears to be some links between political corruption and the level of development. - Figure 9c shows how there are range of actors that can be involved in projects to tackle the development gap. - Figure 9c shows how tackling the development gap is not just about increasing economic development but improving quality of life too.
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading

		to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)
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9(a)(i)	AO1 (1 mark) A life expectancy (1) The answer cannot be B, C or D as these are not used to calculate the Human Development Index (HDI).	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) D infant mortality rate (1)	

	The answer cannot be A, B or C as these are not forms of demographic data.	(1)
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Question number	Answer	Mark
9(b)	AO1 (1 mark) Award 1 mark for a suitable organisation. • World Bank (1) • Oxfam or other international NGO (1) • World Health Organisation (1) • International Monetary Fund (1) • United Nations / UNESCO (1) Accept any other appropriate response.	(1)

Question number	Answer	Mark
9(c)(i)	AO3 (2 marks) Award 1 mark for any of the following, up to a maximum of 2 marks. • Highest = Democratic Republic of the Congo • Lowest = United Kingdom	(2)

Question number	Answer	Mark
9(c)(ii)	AO2 (2 marks) / AO3 (2 marks) Award 1 mark (AO1) for identification of a possible reason and a further mark (AO2) for an explanation of the reason, up	

	to a maximum of 2 marks per idea: • The level of a country's development may impact the level of people in extreme poverty (1) as those with higher levels of development should have a better standard of living with lower poverty (1). • Conflict may lead to higher levels of extreme poverty (1) as it may lead to some people not being able to access basic provisions such as food and water (1). • Low levels of GDP may lead to higher number of people in extreme poverty (1) as people are not able to earn enough to pay for basic food supplies (1). Accept any other appropriate response.	(4)
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Question number	Answer	Mark
9(d)	AO1 (2 marks) / AO2 (2 marks) Award 1 mark (AO1) for advantage or disadvantage and a further mark (AO2) for an explanation, up to a maximum of 2 marks for advantage or disadvantage. • Advantages: ○ Can lead to large scale infrastructure improvements (1) which can have positive effects on different aspects of society e.g. trade with the ability to move goods more easily for export (1). ○ Often on a large scale (1) so can benefit whole regions or countries e.g. entire coast of Nigeria when railway when completed. • Disadvantages: ○ Often involves large amount of money through loans (1) which can increase national debt (1). ○ Often don't involve local people in decision making process (1) so benefits don't necessarily trickle down as planned (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(e)(i)	AO4 (2 marks) Award 1 mark for a correct answer and one mark for working: 1990= 12.6 2018 = 6.8 (1) Percentage decrease = 46.0 (1) Allow 1990 = 12.7 / 6.7 If 12.7 and 6.8. Percentage decrease = 46.5 If 12.7 and 6.7. Percentage decrease = 47.2 If 12.6 and 6.7. Percentage decrease = 46.8	(2)

Question number	Answer	Mark
9(e)(ii)	AO3 (2 marks) Award 1 mark for the identification of a pattern and 1 mark for further detail through description or use of supporting data from the resource, up to a maximum of 2 marks. - The continued decline in mortality rate might suggest it is becoming more developed (1) likely due to be improvements in healthcare (1). - The decline of the mortality rate from over 12 per 1,000 to under 7 per 1000 (1) suggests it is becoming more developed (1). Accept any other appropriate response.	

(2)

Question number	Indicative content	
9(f)	AO3 (3 marks)/AO4 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO3 • The most important factor for affecting uneven development within a country will vary depending on national circumstances. • Where countries have a physical landscape that affects population density and accessibility this is likely to affect development, for example the remote northern regions of Pakistan. • Many of the factors that affect uneven development are interlinked, for example people need efficient transport systems to be able to access services and reach suitable employment. • There could be some other factors that affect some regions which are not part of this diagram, e.g. availability of natural resources to fuel industry, quality of governance, level of corruption and economic development. AO4 • Figure 9c show a range of factors that can affect uneven development within countries. • Figure 9c shows how factors that affect uneven development within countries can be categorised as environmental, social and economic. • Figure 9c shows how some of these factors are physical and some are human.	
Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (g)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: The most effective way to address inequality within countries is to tackle poverty”. AO2 - Poverty is a condition where people lack the resources for a minimum standard of living. The threshold for poverty will differ between countries. - There are a range of factors that affect inequality within countries, including economic, social and environmental factors.

Question number	Indicative content
	- Tackling poverty is high on the agenda of many international organisations, such as the World Bank, in order reduce the development gap between countries. Tackling inequality within countries tends more to be the focus of national and regional governments. AO3 - Many would argue that patterns of inequality are complex and that by addressing a number of issues such as availability of employment or access to services this may in turn tackle poverty. - Tackling poverty is often the focus of activities of many NGOs, trying to support communities that lack basic supplies and services (such as water, food and education). Where people can be supported to have a higher income and not be considered living in poverty this can reduce overall inequality. - Inequality can be affected by physical factors too which may require more than just tackling poverty whether at a national or local level. This can require actions from national and international organisations in order to help improve access and transport options to allow residents to travel, communicate and do business with other areas of the country which may in turn improve their quality of life. AO4 - Figure 9a shows the global distribution of populations with high levels of extreme poverty. - Figure 9a shows how central and southern Africa as well as several countries in south Asia, particularly India, have high proportions of their populations living in extreme poverty. - Figure 9a indicates that much of the developed world has relatively low proportions of their population living in extreme poverty. - Figure 9c shows a range of factors that can affect uneven development within countries. - Figure 9c shows how factors that affect uneven development within countries can be categorised as environmental, social, and economic. - Figure 9c shows how some of these factors are physical and some are human.
Level	Mark Descriptor

Question number	Indicative content	
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) D population pyramid (1) The answer cannot be A (used for habitats), B or C (could not show population structure this way).	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) B improved access to healthcare services (1). The answer cannot be A, C or D as these are not suitable reasons for a falling birth rate in a developing country.	(1)

Question number	Answer	Mark
9(b)	AO1 (2 marks) Award 1 mark for each suitable measure up to a maximum of 2 marks. • Gini coefficient (1) • GDP/GNI (1). • Gender pay gap (1) • Literacy rates (1). • Human Development Index - HDI (1) Accept any other appropriate response.	(1)

Question number	Answer	Mark
9(c)(i)	AO3 (1 mark) Award 1 mark for: • Afghanistan (1)	(1)

Question number	Answer	Mark
9(c)(ii)	AO4 (2 marks) Award 1 mark for comparative statement, with a further mark for development, or use of figures from the resource up to a maximum of 2 marks. - In both South America and Africa there are a large amount of countries with a higher percentage of aid (1) but there is greater variation in Africa (1). - In Africa there are more countries with higher percentage of international aid than South America (1) although most are between 0.3 and 8% (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(iii)	AO2 (2 marks) Award 1 mark (AO1) for identification of suitable reason, with a further mark for development or explanation, up to a maximum of 2 marks. - Developing or emerging economies are more likely to receive a higher proportion of aid (1) as this supports their development (1). - Some countries in South America have become more developed (1) and so require a lower level of international aid (1). - Impacts of climate of change affecting agricultural production i.e. droughts/flooding (1) which means need for aid to support economy (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(iv)	AO2 (1 mark) / AO3 (1 mark) Award 1 mark for a suitable idea, and a further mark for development or explanation, up to a maximum of 2 marks. - The data is not displayed for all countries (1) so not possible to get a complete picture of global patterns (1). - Development can be measured by more than just indicators related to money (1) for example literacy rate, or composite indices such as the HDI (1). - Highlights global differences in equality (1) and where is needed support reducing inequality (1).	(2)

Question number	Answer	Mark
9(d)	AO1 (2 marks) Award 1 mark for the identification of suitable types of international aid. - Bilateral aid (1) - Multilateral aid (1) - Aid from NGOs (1) - Medical aid (1) - Food for relief in response to an event (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(e)	AO1 (2 marks) / AO2 (2 marks) Award 1 mark for the identification of a suitable way uneven development within a country can affect human welfare, up to a maximum of 2 marks for each point. - Uneven development of a country's infrastructure means that some areas remain undeveloped (1) and may not have access to basic services such as healthcare (1). - Development focused in cities can leave rural areas behind (1) leading to rural isolation and poverty (1). - Lack of investment in services (1) can leads to poor quality of life (1). Accept any other appropriate response.	(4)

Question number	Indicative content	
9(f)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • There are different approaches to supporting development: ◦ Top-down approaches are usually government (or international organisation) led and usually have little involvement of local people with the focus on major financial investment often in infrastructure or services. ◦ Bottom-up approaches are usually much more locally focused and often ran by NGOs in collaboration with local people to support their needs at a smaller scale. • Bottom-up projects tend not to be as expensive as they operate on a smaller scale and tend to use more locally appropriate technologies. • Bottom-up development projects often focus on develop skills and capabilities within local communities so they can continue the development process once the initial project has finished for example training in sustainable agriculture techniques, or methods for developing micro-hydro schemes. • While bottom-up schemes may support local communities effectively than top-down approaches they are unlikely to change wider systemic issues that are affecting the development of the country such as inequality or lack of infrastructure to support economic development. A04 • Figure 9b show three different bottom-up projects to support development in three different developing or emerging countries. • Figure 9b shows how bottom-up projects can support different elements of development including education, finance and housing. • Figure 9b provides examples of the types of activities bottom-up approaches can involve including education programmes, basic financial services or housing.	
Level	Mark	Descriptor
	0	No rewardable material.



Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (g)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: International strategies to address uneven development are the most effective AO2 • International strategies to address uneven global development can include bilateral aid, multilateral aid, or aid co-ordinated through organisations such as the World Bank or IMF (most commonly loans). • Often governments have their own economic development strategies, e.g. Bangladesh has made a series of 5-year plans on its own economic development support by plans for different issues within its country. • NGO usually take a bottom-up approach to reducing uneven development focusing on small communities and a particular element of quality of life such as water, food, housing or education. AO3 • Many would argue that patterns of, and factors affecting global uneven development are too complex to be addressed by one type of strategy and that collaboration between international, national and local stakeholders is necessary to support development. • International strategies such as financing large scale infrastructure projects such as cross-national highways or international airports or ports can act as a catalyst for economic development through the creation of jobs and the attraction of inward investment. • International strategies such as financial aid in the form of loans from the IMF have exacerbated issues of uneven development as it can lead to dependency on financial support, can lead to exploitation of natural resources, or lead to some development projects costing more than necessary. • International strategies in the form of aid can also be susceptible to corruption so the money does not necessarily benefit those it was intended to. AO4



Question number	Indicative content	
	- Figure 9a shows how many countries in the global south still have a significant proportion of their imports as international aid. - Figure 9a shows how at least 14 countries in Africa have at least 8% of their imports as international aid. - Figure 9a indicates there is much less variation in South America than in Africa or Asia in the amount of imports represented by international aid (between 0-8% for those countries with data shown). - Figure 9b show three different bottom-up projects to support development in three different developing or emerging countries. - Figure 9b shows how bottom-up projects can support different elements of development including education, finance and housing. - Figure 9b provides examples of the types of activities bottom-up approaches can involve including education programmes, basic financial services or housing.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading



Question number	Indicative content	
		to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) D Human Development Index (1) The answer cannot be A, B or C as they cannot be used to measure development.	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) B improved access to healthcare services (1). The answer cannot be A, C or D as these are not suitable reasons for a falling mortality rate in a developing country.	(1)

Question number	Answer	Mark
9(b)	AO1 (2 marks) Award 1 mark for a suitable reason, and a further mark for development or explanation, up to a maximum of 2 marks. - Some measures of development only focus on one element of development (1) e.g. GDP provides an economic measure.(1) - Some composite indices such as HDI are made up of different measurements (1) such as years of schooling and GNP per capita (1). - Development is complex (1) and can be measured using different ways such as GDP or literacy rate (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(i)	AO3 (1 mark) Award 1 mark for: Chad (1)	(1)

Question number	Answer	Mark
9(c)(ii)	AO4 (2 marks) Award 1 mark for initial comparative statement, and a further mark for development or use of suitable data, up to a maximum of 2 marks per idea. - Europe has more countries with a higher GDP per capita than South America (1). Most countries in Europe are US\$25,000 or more (1). - There is a greater range in GDP in South America than in Europe (1), ranging from under US\$500 up to 10-25,000 (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(iii)	AO2 (2 marks) Award 1 mark (AO1) for identification of suitable reason, with a further mark for development or explanation, up to a maximum of 2 marks. - Developing or emerging economies are more likely to have lower GDP per capita (1) as they tend to have had historically lower growth. (1). - The pattern displays global patterns of economic development (1) where many developing and emerging countries have lower economic development indicators (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(iv)	AO2 (1 mark) / AO3 (1 mark) Award 1 mark for a suitable reason, and a further mark for development or explanation, up to a maximum of 2 marks. Development can be measured by more than just economic indicators (1) for example literacy rate, or composite indices such as the HDI (1).	

	• GNP per capita does not provide information about spread of income across society (1) so some countries may be more developed in terms of inequality than others but it would not be shown with this indicator (1). • Data does include all countries (1) which may hide different patterns of development (1).	(2)
Question number	Answer	Mark
9(d)	A01 (2 marks) Award 1 mark for the identification of each suitable quality of life indicator, up to a maximum of two marks. • Literacy rate (1) • Employment rate (1) • Infant mortality rate (1) • Life expectancy (1) • Physical quality of life index (1) • Corruption index (1). • Human Development Index (HDI) (1) Allow GNI or GNI per capita, but do not credit GDP or GDP per capita Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(e)	A01 (2 marks) / A02 (2 marks) Award 1 mark for the identification of a suitable impact of uneven development within a country, up to a maximum of 2 marks for each point. Award marks for up to two different ways. • Uneven development of a country's infrastructure means that some areas remain undeveloped (1) and people may not have access to basic services such as healthcare (1). • Development focused in cities can lead to more rural to urban migration (1) leading to rural isolation and poverty (1). • Core-periphery theory suggests economic development and wealth generation are focused in a particular region (1) which leads other regions poor by comparison because there is less investment and they have to wait for wealth to trickle down from the core (1).	(4)

	Accept any other appropriate response.	
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Question number	Indicative content
9(f)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • There are different approaches to tackling the development gap: ○ Top-down approaches are usually government (or international organisation) led and usually have little involvement of local people with the focus on major financial investment often in infrastructure or services. They can be prone to over-run in time and costs, and sometimes susceptible to corruption so the benefits don't reach those intended. ○ Bottom-up approaches are usually much more locally focused and often ran by NGOs in collaboration with local people to support their needs at a smaller scale. • Bottom-up projects tend not to be as expensive as they operate on a smaller scale and tend to use more locally appropriate technologies. • Bottom-up development projects often focus on develop skills and capabilities within local communities so they can continue the development process once the initial project has finished for example training in sustainable agriculture techniques, or methods for developing micro-hydro schemes. • While bottom-up schemes may support local communities effectively than top-down approaches they are unlikely to change wider systemic issues that are affecting the development of the country such as inequality or lack of infrastructure to support economic development. • Top-down approaches typically involve large investments from government or international institutions designed to support infrastructure or institutions which can in turn foster development. A04 • Figure 9b show three views about strategies for tackling the development gap (from government, intergovernmental agencies and an NGO).

		- Figure 9b indicates how strategies to tackle the development gap can take place at different scales. - Figure 9b provides examples of the types of activities bottom-up approaches (to provide access to lighting) as well as top down (investment and financial support).
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (g)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: International strategies to address uneven development are the most effective AO2 • International strategies to address uneven global development can include bilateral aid, multilateral aid, or aid co-ordinated through organisations such as the World Bank or IMF (most commonly loans). • Often governments have their own economic development strategies, e.g. Bangladesh has made a series of 5-year plans on its own economic development support by plans for different issues within its country. • NGO usually take a bottom-up approach to reducing uneven development focusing on small communities and a particular element of quality of life such as water, food, housing or education. AO3 • Many would argue that patterns of, and factors affecting global uneven development are too complex to be addressed by one type of strategy and that collaboration between international, national and local stakeholders is necessary to support development. • International strategies such as financing large scale infrastructure projects such as cross-national highways or international airports or ports can act as a catalyst for economic development through the creation of jobs and the attraction of inward investment which can lead to economic growth. • International strategies such as financial aid in the form of loans from the IMF have exacerbated issues of uneven development as it can lead to dependency on financial support, can lead to exploitation of natural resources, or lead to some development projects costing more than necessary. Infrastructure projects don't necessarily lead to benefits for all people. • International strategies in the form of aid (and investment) can also be susceptible to corruption so the money does not necessarily benefit those it was intended to and therefore does not improve uneven development.



Question number	Indicative content	
	AO4 - Figure 9a shows how the global distribution of GDP per capita is uneven. - Figure 9a shows how countries considered developed tend to have higher GDP per capita with much of Europe, North America and Oceania with US\$25,000 or more. - Figure 9a shows how some regions have much larger range in GDP too, with Asia including high GDP for countries like Japan but much lower in South East Asia. - Figure 9b show three views about strategies for tackling the development gap (from government, intergovernmental agencies and an NGO). - Figure 9b indicates how strategies to tackle the development gap can take place at different scales. - Figure 9b provides examples of the types of activities bottom-up approaches (to provide access to lighting) as well as top down (investment and financial support).	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)



Question number	Indicative content	
		• Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



9(a)(i)	AO1 (1 mark) A adult literacy rate (1) The answer cannot be B. C or D as these are all economic indicators..	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) B improved access to healthcare services (1). The answer cannot be A, C or D as these are not suitable reasons for a falling death.	(1)

Question number	Answer	Mark
9(b)	AO1 (2 marks) Award 1 mark for any of the following indicators identified, up to a maximum of 2 marks. • GDP per capita/ income per capita (1) • Life expectancy (1) • Years of schooling /literacy rate (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(i)	AO3 (1 mark) Award 1 mark for any the following country. • South Africa (1)	(1)

Question number	Answer	Mark
9(c)(ii)	AO4 (2 marks) Award 1 mark for identification of a difference, with a further mark for development, up to a maximum of 2 marks. • There is greater variation in Gini index scores in Africa than in Asia (1), with the highest scores experienced in southern Africa (1). • Asia does not have any countries with an index score more than 0.5 (1) whereas there are countries towards the south of Africa which have scores as high as 0.65 (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(iii)	AO2 (2 marks) Award 1 mark (AO1) for identification of suitable reason, with a further mark for development or explanation, up to a maximum of 2 marks. • Different levels of economic development (1) with more advanced economies generally experiencing lower levels of inequality (1). • Histories of colonialism (1) leading to persisting levels of inequality in some countries (1). • Type of governance (1) which could lead to high levels of inequality (1). • Conflict/war (1) which can lead to regional variations in inequality (1). • Resource distribution (1) which contributes to development of some areas leading to inequality (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)(iv)	AO2 (1 mark) / AO3 (1 mark) Award 1 mark for a suitable reason, and a further mark for development or explanation, up to a maximum of 2 marks. - The data demonstrates how there are differences in patterns of global inequality (1) highlighting where some countries need greater support (1). - The data demonstrates differences in development that are not purely economic (1) and therefore highlighting that the development process is multifaceted (1).	(2)
Question number	Answer	Mark
9(d)	AO1 (2 marks) Award 1 mark for the identification of suitable advantage and 1 mark for a suitable disadvantage, up to a maximum of 2 marks. Advantage: - Often involve large investments (1) - Often on larger/national scale (1) • Can lead to improved infrastructure (1) - Can lead to job creation (1). Disadvantages: - May not recognise the needs of local people (1) • Money may not reach the people who need it most (1). - Can lead to debts (1). - Inappropriate use of funds/corruption (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(e)	A01 (2 marks) / A02 (2 marks) Award 1 mark for the identification of a suitable factor that can lead to uneven development within a country up to a maximum of 2 marks for each point. • Government and business investment focused on urban areas, particular large cities (1) which means that more remote rural areas can lack access to basic services/infrastructure (1). • Location of industries (1) as this can often lead to greater economic development in those areas due to the multiplier effect related to investment and jobs (1). • Physical factors such as presence of mountain areas (1) which means physical access/provision of services/development of industry is more difficult (1). • Climatic features (1) can make living difficult/easier depending on conditions e.g. hot in a desert (1). • Presence of natural resources (1) which can lead to investment and growth of settlements (1). Accept any other appropriate response.	(4)

Question number	Indicative content	
9(f)	AO3 (3 marks)/AO4 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO3 • There are different approaches to reducing the development gap: ◦ Top-down approaches are usually government (or international organisation) led and usually have little involvement of local people with the focus on major financial investment often in infrastructure or services. International aid usually falls into the category of top-down approaches. ◦ Bottom-up approaches are usually much more locally focused and often ran by NGOs in collaboration with local people to support their needs at a smaller scale. • International aid can be in the form of loans through the IMF. These loans can lead to financial dependence, and they can lead to growth in national debts. • International aid can be used in a diverse set of ways from alleviating national debts more generally, through to more focused uses which target different areas of society from education and health through to responding to natural disasters. • International Aid can come 'with strings attached' which could be economic or political - access to ports, purchase of goods from donor country, access to home markets for different firms. AO4 • Figure 9b show how international aid is distributed across many different sectors. • Figure 9b demonstrated that international aid can be targeted towards social and economic aspects of society but also be part of a humanitarian aid effort. • Figure 9b shows how social and economic infrastructure as well as humanitarian aid have a range of different components, highlighting the complex nature of international aid. • Figure 9b demonstrates how the largest sector for international aid is focused on social infrastructure and services including: education, health, and utilities.	
Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content	
9(g)	- Greater level of equality are important for the development process to ensure all members of society experience improved quality of life. - Uneven development patterns are also being exacerbated by the increasing impacts of climate change which at present are affecting some countries more severely than others (such as the extreme heat waves and floods in Pakistan, 2022). AO4 - Figure 9a shows variations in global inequality through the Gini equality index scores. - Figure 9a shows how developing and emerging countries often have lower inequality index scores. - Figure 9a shows how there is significant variations of inequality within continents. - Figure 9b show how international aid is distributed across many different sectors. - Figure 9b demonstrated that international aid can be targeted towards social and economic aspects of society but also be part of a humanitarian aid effort. - Figure 9b demonstrates how the largest sector for international aid is focused on social infrastructure and services including: - education, health, and utilities.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) D the total value of all goods and services produced by a country in a year (1) The answer cannot be A, B, or C as these are not definitions of gross domestic product (GDP).	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) D World Bank (1). The answer cannot be A as this is an organisation that focuses on science and hazards, B is a trade bloc and C is a security system.	(1)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 mark) Award 1 mark for a suitable way identified. • Invest in education (1). • Build infrastructure (1) • To relieve poverty (1). • To provide suitable equipment/technology (1) • Training (1) • Micro-loans / financial support / loans (1) Accept any other appropriate response.	(1)

Question number	Answer	Mark
9(b)(i)	AO3 (2 marks) Award 1 mark for each of the following. • Spain (1) • Australia (1)	(2)

Question number	Answer	Mark
9(b)(ii)	AO2/AO3 (4 marks) Award 1 mark for identification of a pattern, with a further mark for development with reference to the resource, up to a maximum of 2 marks. Do not double credit mirrored reasons. • There is significant variation in life expectancy in South America (1), which could be due to variable access to healthcare which could lead to reduced life expectancy (1). • There are generally high life expectancies experienced across Europe (1) as these are considered developed countries with good healthcare systems (1). • Generally longer life expectancy in North America (1) due to higher incomes which can be used for better diet (1). Accept any other appropriate response. Accept a pattern to be a reference to more than one country.	(4)

Question number	Answer	Mark
9(c)	AO1/AO2 (4 marks) Award 1 mark for identification of suitable advantage and a disadvantage, with a further mark for development or explanation, up to a maximum of 2 marks. Advantages • Often involve large sums of investment (1) which can involve large international or national organisations (1). • Can provide opportunities to improve infrastructure (1) which can have a positive effect on a wide range of people/sectors (1). • Potential for larger economic impact (1) due to the large scale of the project (1). Disadvantages • Often requires large amounts of money (1) which may lead or tied loans/create debt for the country (1). • Tend not to have involvement from local people (1) so may not have desired impact for development (1). • Does not always use appropriate technology (1) which means local people don't always benefit (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(d)(i)	A04 (2 marks) Award 1 mark for correct method and a further mark for correct answer. • 120-68 (1) Allow 119-20 and allow 68-69 • 52 (1) Accept answers in the range 50-52	(2)

Question number	Answer	Mark
9(d)(ii)	A04 (2 marks) Award 1 mark for the identification of suitable trends and a further mark for description, which could include the use of data, up to a maximum of 2 marks. • Many countries have consistently had consistent numbers of people experiencing food insecurity (1) for example Bangladesh has been around 50 million from 2015-2019 (1). • Nigeria has experienced a significant increase in people experiencing food security (1) from 6 million to around (1) • Brazil has experienced some fluctuation in the number of people experiencing food insecurity (1) fluctuating 38 and 48 million (1). • Most countries have an increase in food insecurity (1) with the exception of Estonia which stays around the same level (1). Accept any other appropriate response.	(2)

Question number	Indicative content
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • The Human Development Index is a composite index which is used to measure a country's development, using a combination of life expectancy, years of schooling and GNI per capita.

		- HDI is a widely used measures of quality of life. The scores range from 0 to 1. The higher the HDI, this indicates a higher level of development and a higher quality of life. - HDI uses a mixture of three indicators which means it takes into account more measures than just using single indicators such as GNP/GNI/per capita income, or life expectancy. - The scores are still made at a national level and therefore they mask levels of inequality and differences in development within countries. - There are a range of economic, social, and political indicators that can be used to measure development that are not included in the HDI (e.g. birth rate, people per doctor, Gini equality index). AO4 - Figure 9c shows how the human development index has three key dimensions. - Figure 9c shows how the dimension of living a long and healthy life is measured through life expectancy. - Figure 9c shows how the knowledge dimension is measured through expected years of schooling. - Figure 9c shows how the decent standard of living is measures through GNI per capita.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9(f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • Human welfare of a country can be affected by a range of factors economic, social, technological, and cultural. • Growth in GDP and other economic indicators are often associated with improved human welfare. • Improvements in human welfare are often associated with improvements in life expectancy, mortality rates. AO3 • Development is often understood through economic terms through GDP etc. which does not necessarily reflect overall development of a country in terms of quality of life. • Social measures of development could include inequality which may more accurately portray the overall development of a country rather than an increase in wealth, which could have been fuelled by discovery of natural resources, or growth in a particular industry. • Patterns of development are often discussed at the national level, whereas there are significant variations within social and economic experiences within countries. • Human welfare issues are complex and while improvements in economic terms at the national scale may suggest development, the pattern may be uneven. Improvements to housing, education and healthcare are key social issues that lead to increased human welfare, but they all have an economic cost. AO4 • Figure 9b shows variations in the number of people who experience food insecurity in 2015-2019. • Figure 9b shows how many of the selected countries in Africa have a consistent level of people who experienced food insecurity during 2015-2019. • Figure 9b shows how Nigeria has had a rising number of people who experience food insecurity in 2015-2019. • Figure 9c shows how the human development index has three key dimensions.

Question number	Indicative content	
	- Figure 9c shows how the dimension of living a long and healthy life is measured through life expectancy. - Figure 9c shows how the knowledge dimension is measured through expected years of schooling. - Figure 9c shows how the decent standard of living is measured through GNI per capita.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) B – number of deaths before age 1, per 1,000 live births in a year.(1) The answer cannot be A, C or D as these are not correct definitions of infant mortality rate.	(1)
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Question number	Answer	Mark
9 (a)(ii)	AO1 (1 mark) A – birth rate (1) The answer cannot be B, C or D as these are not factors that directly affect natural increase in a population.	(1)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 mark) Award 1 mark for a suitable reason: • Colonialism (1) • Patterns of migration (1) • Resource availability (e.g. minerals/forests) (1) • War (1) Accept any other appropriate response.	(1)

Question number	Answer	Mark
9(b)(i)	A03 (2 marks) Award 1 mark each of the following answers. • India (1) • Venezuela (1)	(2)

Question number	Answer	Mark
9(b)(ii)	AO2/AO3 (4 marks) Award 1 mark for a pattern identified, and a further mark for explanation of the reason, up to a maximum of 2 marks per idea. - Higher fertility rates tend to be concentrated in central Africa (1) this may be due to need for family members to work/this may be due to lack of access to contraception (1). - Lower fertility rates in North America (1) due to access to contraception/education/increased focus on career (1). - North America and Europe/HICs have comparatively lower fertility rates (1) this may be due to cultural norms of having small families (1). - Middle East and North Africa range from 2.1-6 (1) potentially due to differences in cultural norms (1). - Low fertility rates in East Asia, like China and Japan (1) as people spend more time caring for ageing relatives rather than having children (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(c)	AO1/AO2 (4 marks) Award 1 mark for identification of an advantage, and a further mark for an explanation or development, up to a maximum of 2 marks. - Bottom-up development projects tend to be more focused on including local people (1) which means they are more likely to have some control of the impact of the project (1). - Bottom-up projects often work with NGOs (1) who will provide not only financial assistance but technical expertise (1). - Bottom-up projects tend to be more sustainable (1) because they focus on the needs of the local communities (1). - Tend to be lower in cost than top down (1) which avoids creating debts (1). - Smaller scale projects (1) which can be completed quickly to support people (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(d)(i)	A04 (2 marks) Award 1 mark for the correct method, and 1 mark for the correct answer. 1.58-0.36 (1) Larger number – smaller number 1.22 (1) Accept answer that range from 1.19-1.25	(2)

Question number	Answer	Mark
9(d)(ii)	A02 (1 mark) /A03 1 mark Award 1 mark for identification of a trend, and further mark for further description which could include the use of data, up to a maximum of 2 marks. - GDP for all countries shown has increased (1) but the size of growth is largest for Australia and Indonesia (1). - Ghana has experienced the lowest growth (1) rising from 0.02 to 0.07 US\$ billion (1). - Australia increased (1) with a more rapid increase in 2008 to 2011 (1). Accept any other appropriate response.	(2)

Question number	Indicative content
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 - Human welfare has many different aspects. It can be defined as a general condition of a population or society, but it is more difficult to define than this. It is essentially a consideration of the quality of life for people in a society. - There are different physical (e.g. diet, housing), social (e.g. education), economic (e.g. income and employment) and psychological (e.g. health and happiness) aspects to human welfare.

	• The factors that affect human welfare are often interrelated, for example availability of a secure reliable job will affect someone’s ability to have a stable income and therefore ability to buy nutritious food. • It is difficult to measure human welfare overall, but considering indicators which relates to some of the factors above may indicate aspects of human welfare. AO4 • Figure 9c shows there 6 potential factors that can affect human welfare. • Figure 9c shows how human welfare can be affected by social, economic and environmental factors. • Figure 9c shows how there could be many routes to improving human welfare.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (f)	A02 (4 marks), A03 (4 marks), A04 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A02 • There are a range of economic, demographic, social, cultural, political and environmental indicators which can be used to measure development. • Progress in development can be understood using a range of different indicators which may relate to economic (GDP) or social (literacy rate) aspects of society or a mixture (e.g. HDI). • Economic indicators of development often include: GDP, GDP per capita, GNP, and employment levels. • Gross Domestic Product (GDP) is a measure of economic activity in a country. It is calculated by adding the total value of a country's output of goods and services in one year. • Different factors contribute to the development of a country / region: cultural, technological, social, economic as well as wider measures such as stability and water availability. • Human Development Index which uses several indicators (years of schooling/life expectancy and GDP per capita) to understand overall levels of development. A03 • Many economic measures such as GDP do not take into account the living standards which are an important social aspect of development. • Some composite measures such as HDI recognise that the criteria for measuring development should be more than just economic growth alone. Trends in HDI show progress in development across the world (with minor reductions in 2019-20), although this doesn't necessarily match the trend shown by GDP. • Most economic indicators do not even capture all economic activity. For example GNP per capita does not take in to account the value of subsistence production. • Many indicators which are used to understand global development use measurements for the national scale. This masks uneven development within countries. There may be regions of some countries which have seen great progress, but these are not usually presented through national economic indicators. A04 • Figure 9b shows how have been increases in GDP for many countries around the world since 1990.

Question number	Indicative content	
	- Figure 9b shows how the level of GDP growth varies significantly around the world. - Figure 9b shows how higher rates of growth are not only experienced by developed countries, but developing and emerging countries too. - Figure 9c shows there 6 potential factors that can affect human welfare. - Figure 9c shows how human welfare can be affected by social, economic and environmental factors. - Figure 9c shows how there could be many routes to improving human welfare.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



9(a)(i)	AO1 (1 mark) D literacy rate (1) The answer cannot be A, B or C as these are not social indicators or development.	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (1 mark) C debt relief (1). The answer cannot be A, B or D as these are not top down development.	(1)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 mark) Award 1 mark for a suitable disadvantage. • Does not necessarily take into account local perspectives (1). • Often very expensive / which lead to national debts (1). • Do not usually involve the views of local people (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
9(b)(i)	AO3 (2 marks) Award 1 mark for each of the following: • Cuanza Sul, Angola (1) • Cabo Delgado, Mozambique (1)	(2)

Question number	Answer	Mark
9(b)(ii)	AO2/AO3 (4 marks) Award 1 mark for identification of a pattern, with a further mark for development with reference to the resource, up to a maximum of 2 marks. - Variation within countries (1) which could be due to development focusing on where the urban areas are located (1). - Human development Index is higher towards the south (0.66-0.82) (1) which could be due to more development of settlements on the coastline (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(c)	AO1/AO2 (4 marks) Award 1 mark for identification of suitable way, with a further mark for development or explanation, up to a maximum of 2 marks. - Trade agreements between countries can improve development by increasing the GDP (1) which can be used to invest in key services such as education and healthcare (1). - World Bank and IMF support countries with loans (1) so that they can fund projects to improve development and reduce poverty (1). - Organisations like the United Nations Conference on Trade and Development (UNCTAD) support countries to become more engaged in the global trade system (1) which enables them to generate more profits to support development (1). - The World Food Programme supports countries with food assistance (1) to help increase food security (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(d)(i)	A04 (2 marks) Award 1 mark correct method. Award 1 mark for correct answer. • $(25.0 + 12.7 + 3.7 + 1.7) / 4 = 43.1 / 4$ (1) • 10.775 / 10.78 / 10.8 / 11 (1)	(2)

Question number	Answer	Mark
9(d)(ii)	A04 (2 marks) Award 1 mark for the identification of suitable pattern and a further mark for description, which could include the use of data, up to a maximum of 2 marks. • There is correlation between infant mortality rate and maternal mortality rate (1) as seen in India which has the highest in both categories 25 & 103 (1). • There is a significant decline in infant mortality between the countries shown (1) with a range of 23.3 (1). Accept any other appropriate response.	(2)

Question number	Indicative content
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • Regardless of which indicators used to explore development there remains significant differences in between the world's richest and poorest countries. • There are a range of interrelating factors that can affect the development of countries and their ability to reduce the development gap. • Some physical factors can affect a country's development including particular climates/topography which do not lend themselves to urbanisation and the typical processes related with development. Climate change can also be considered to be exacerbating the development gap if they are significantly affected, as this diverts

		funds for mitigation and adaptation that might otherwise be used to support quality of life improvements or poverty reduction. - A range of interrelated economic and social factors that affect a country's ability to develop, the country's ability to trade and develop its economy and provide access to technology, to uneven patterns of investment or uneven access to food and water. More generally there are historical factors such as the legacies of colonialism which have affected the particular ways in which economies have developed. AO4 - Figure 9c shows how there are a range of different factors that can affect the development gap. - Figure 9c shows how the development gap can be affected by physical geography, legacies of colonialism, access to technology, ability to trade with others, uneven access to reliable food and water. - Figure 9c shows how the majority of factors affecting development are caused by humans (economic/political/social), although some physical factors can play a role.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 - Human welfare of a country can be affected by a range of factors economic, social, technological, and cultural. - Food security is the idea that people have physical, social and economic access to sufficient, safe and nutritious food for an active and healthy life. It is estimated by the UN that around 2.3 billion people are moderately or severely food insecure. - Water security refers to the availability of water, in adequate quality and quantity. It is estimated by the UN that around 2 billion people do not have access to clean drinking water. AO3 - Human welfare issues are complex and while improvements in economic terms at the national scale may suggest development, this pattern may be uneven and may not provide the basic needs for all of its population. - Economic improvements, via investment in education and healthcare may allow people to secure more highly skilled jobs to create more financial security which means they may be able to reduce vulnerability to food and water security. AO4 - Figure 9b shows how there is a positive correlation between infant mortality rate and maternal mortality rate. - Figure 9b shows how developing and emerging countries tend to have much higher infant mortality rates/maternal mortality rates than developed countries. - Figure 9b shows how there is a huge range in the levels of infant mortality rate and maternal mortality rate between countries. - Figure 9c shows how there are a range of different types of factors that can affect the development gap. - Figure 9c shows how the development gap can be affected by physical geography, legacies of colonialism, access to technology,

Question number	Indicative content	
	ability to trade with others, uneven access to reliable food and water. Figure 9c shows how the majority of factors affecting development are caused by humans (economic/political/social), although some physical factors can play a role.	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark) B Norway GDP per capita US\$89,242 It cannot be A, C or D as these have a lower GDP per capita. Countries with the highest GDP per capita are considered to be more developed.	(1)
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Question number	Answer	Mark
9(a)(ii)	AO1 (2 marks) Award 1 mark for a suitable feature: • Age (1) • Gender/sex (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 marks) D quality of healthcare services (1) The answer cannot be A, B or C as these do not have a direct impact on maternal mortality rates.	(1)

Question number	Answer	Mark
9(b) (i)	AO3 (1 mark) Award 1 mark for the following answer. • Saudi Arabia (1)	(1)

Question number	Answer	Mark
9(b)(ii)	AO2/AO3 (2 marks) Award 1 mark for identification of a pattern shown on the resource, and a further mark for a description of this pattern, up to a maximum of 2 marks per idea. • There is significant variation from extremely high to low experiences of water stress in Africa (1) with most of central Africa thought to experience low to medium water stress (1).	



	The north and south of Africa are expected to experience high and extremely high-water stress (1) with the exception of Egypt (1). Accept any other appropriate response.	(2)
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Question number	Answer	Mark
9(b)(iii)	A02/A03 (2 marks) Award 1 mark for identification of a pattern shown on the resource, and a further mark for a reason for this pattern, up to a maximum of 2 marks per idea. - Low levels of industrial water use (1) which means supplies are more suitable for population demand (1). - Presence of water sources such as the Nile in Egypt (1) which means there may be lower risk of water stress (1). - Climate of area is wet/rainfall is common (1) so areas along Equator have low stress/water security (1) - Climate of area is dry/arid (1) so areas in North of Africa has high stress/water insecurity (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)(iv)	A02/A03 (2 marks) Award 1 mark for identification of a way this pattern could affect human welfare, and a further mark for development, up to a maximum of 2 marks per idea. Areas with high water stress may lead to people experiencing health conditions (1) caused by water scarcity / loss of crops (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)	A02 (2 marks) Award 1 mark for identification of each suitable strategy. (International/bilateral) aid (1) - Multi-lateral aid (1) - Intergovernmental agreements (1) - Fair trade (1)	

	• Debt relief (1) • Government policy/NGOs investment/SEZ/EPZ/trade (1) • Bottom-up strategy (1) • Top-down strategy (1) • Intermediate technology (1) • (Increased access to) education (1) Accept any other appropriate response.	(2)
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Question number	Answer	Mark
9(d)	A01(2 marks)/A02 (2 mark) Award 1 mark for initial point about the HDI and measures of inequality, and further mark for further development, up to a maximum of 2 marks. • Human Development Index: ◦ The HDI is a composite index (1) which means it takes into account different indicators rather than just income (1). ◦ Includes several indicators (1) which take into account education and income (1). • Measures of inequality: ◦ Can take into account distribution of wealth (1) which may be a more suitable measure of development than just income which may not be distributed equally (1). ◦ Gini equality index (1) considers more than just how much money a country has (1). ◦ Corruption index (1) considers how fairly money has been managed in a country (1) Accept any other appropriate response.	(4)

Question number	Indicative content
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • There are a range of factors that have led to uneven development between countries including social, historic and economic. • Whichever indicator is used there is significant differences in development globally.

		- GDP per capita ranges from US\$127,046 per capita in Luxembourg, to as low as US\$4238 in Burundi. This demonstrates the scale of differences in economic development. - Historic trade ties between countries, a legacy of colonialism, the development of contemporary economic trade blocs lead to some countries being more engaged in the global economy, providing more opportunities for economic growth. - There are physical factors why some countries may not be as developed. There are some countries which are landlocked (e.g. Bhutan), which can restrict trade routes. AO4 - Figure 9b shows how there are both physical and human factors that can affect global uneven development. - Figure 9b shows how physical factors that can affect uneven development include the presence of mountains and deserts, and the availability of natural resources. - Figure 9b shows how human factors that can affect uneven development include historic colonialism and trade relationships.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance

Question number	Indicative content
	The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • There are various efforts to address the global development gap from international aid and intergovernmental agreements to smaller scale bottom-up development projects. • There are different views on how the development gap should be tackled from international organisations, governments, non-governmental-organisations (NGOs) and individuals. • The IMF has provided financial support many developing/emerging countries to help reduce the development gap. This has often been in the form of loans as well as policy advice. • The World Bank leads many activities which are designed to target the development gap including financing loans at various scales, developing strategies to target different aspects of development including economic development but also reducing equality. AO3 • The patterns of global development are often linked to historical colonial ties which have a lasting legacy. This requires significant investment to address these differences. • More effective trade relationships have the potential to support greater economic development which may increase GDP but this would not necessarily improve broader human welfare. • While an improved economy may lead to improved human welfare through increased funding for healthcare and education for example this may be uneven within countries. • Efforts to improve economic development tend to be large scale top down projects, or financial arrangements through aid or trade, which does not necessarily improve the lives of people within the country directly. AO4 • Figure 9a shows how there is significant variation in the predicted experience of water stress by 2040. • Figure 9a shows how there is no clear divide between developed and developing countries related to the experience of water stress. • Figure 9a shows how countries around the equator are expected to experience extremely high levels of water stress by 2040, with nearly all of the middle east, and much of north Africa, with the exception of Egypt. • Figure 9b shows how there are both physical and human factors that can affect global uneven development. • Figure 9b shows how physical factors that can affect uneven development include the presence of mountains and deserts, and the availability of natural resources. • Figure 9b shows how human factors that can affect uneven development include historic colonialism and trade relationships.

Question number	Indicative content	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

9(a)(i)	AO1 (1 mark)	
	D Sweden – HDI score – 0.947	(1)



	It cannot be A, B, or C as these have a lower Human Development Index Score.	
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Question number	Answer	Mark
9(a)(ii)	AO1 (2 marks) Award 1 mark for each suitable factor, up to a maximum of 2 marks. • Healthcare/ Hospitals (1) • Food security/ Malnutrition/ Poor Diet (1) • Education (1) • Vaccination rates (1) • Fertility Rate/ Birth Rate (1) • Clean Water (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(a)(iii)	AO1 (1 marks) D Gini Equality Index (1) The answer cannot be A, B or C as these are not indicators to measure inequality. A (carbon), B (environmental damage), or (trade).	(1)

Question number	Answer	Mark
9(b) (i)	AO3 (1 mark) Award 1 mark for the following answer. • Madagascar (1)	(1)

Question number	Answer	Mark
9(b)(ii)	AO2/AO3 (2 marks) Award 1 mark for identification of a pattern shown on the resource, and a further mark for a description or use of data, up to a maximum of 2 marks per idea.	



	- North America has generally high levels of food security (1) with USA/Canada with a score 81-100 (1). - Northern North America seems to have the highest food security (1) whereas more southern countries are slightly lower with a score of 50-70 (1). Accept any other appropriate response.	(2)
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Question number	Answer	Mark
9(b)(iii)	AO2/AO3 (2 marks) Award 1 mark for identification of a pattern shown on the resource, and a further mark for a reason for this pattern or use of data, up to a maximum of 2 marks per idea. - Higher income countries have options to secure food sources (1) which increases their food security across many of the elements included in the index (1). - Reduced crop yields in some countries (1) may lead to greater experiences of food insecurity as there will be less food available which may increase prices (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)(iv)	AO2/AO3 (2 marks) Award 1 mark for identification of a simple idea, and a further mark for development or explanation, up to a maximum of 2 marks per idea. - High food insecurity can lead to health issues (1) such as malnutrition if people do not have access to a varied diet (1). - Poor access to food can affect other aspects of life (1) such as the ability to go to school/work (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(c)	AO2 (2 marks) Award 1 mark for identification of each suitable organisation. - United Nations (1) - World Health Organisation (1) - Food and Agriculture Organisation (1)	



	• World Food Programme (1) • International Monetary Fund (1) • World Bank (1) Accept any other appropriate response.	(2)
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Question number	Answer	Mark
9(d)	A01(2 marks)/A02 (2 mark) Award 1 mark each reason identified, and further mark for further development, up to maximum 2 marks for each reason. ○ Longer life expectancy/greater proportion of older people (1) as access to health care improves (1). ○ Generally younger age groups become smaller (1) as people start families later/greater access to contraception (1). ○ Women focus on their careers (1) so have fewer children (1). Accept any other appropriate response.	(4)

Question number	Indicative content
9(e)	A03 (3 marks)/A04 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: A03 • There are a range of factors that have led to uneven development within countries including social, historic and economic but can also be categorised into human and physical. • Whichever indicator is used there are significant differences in how development varies within countries globally. • There are physical factors why some areas may not be as developed. High mountain ranges prevent as much development of transport infrastructure. Typically many countries have developed settlements along river courses. • Areas rich in natural resources (such as energy sources or fertile soil) have developed settlements more rapidly which is where investment has been concentrated. • Areas closer to the coast have developed as points of access for trade (e.g. coastal cities in China).

	• AO4 • Figure 9b shows how there are both physical and human factors that can affect uneven development within countries. • Figure 9b shows how physical factors that can affect uneven development include the presence of mountains and deserts, and the availability of natural resources. • Figure 9b shows how human factors that can affect uneven development include employment opportunities and education.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Question number	Indicative content
9 (f)	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO2 • There are a range of ways to tackle the development gap including top down and bottom up projects.

Question number	Indicative content
	• Different factors contribute to the development of a country / region: cultural, technological, social, economic as well as wider measures such as stability and water availability. • International aid is given to countries (sometimes via grants or loans) to support development which could be through investment infrastructure, industry or a specific sector, or to contribute to debt relief. This is often coordinated through organisations such as the World Bank or IMF as part of international collaborations, but can also be between countries. • While top down development approaches focus on the actions of governments and international organisations, bottom up approaches tend to be smaller in scale and involve local communities and organisations. A03 • Top down projects often led by international agencies or government organisations often focus on economic investment/debt, large scale infrastructure or systems that can help foster economic development with the benefits trickling down through regions to local people. These are not always the most appropriate methods for tackling the development gap. • E.g. The Nigeria Coastal railway designed to link up major cities and settlements near the coast, and encourage development in the delta. • Bottom-up development projects usually involve more grassroots based approaches, focusing on helping people improve their lives. This often involves NGOS and individuals and can include providing financial support (but on a small scale), technical expertise or equipment needed. • E.g. Water aid in Kenya provides appropriate technology to improve access to safe drinking water in local communities. • A focus on education can lead to an increase in skilled workers who can obtain jobs with higher wages. This can lead to increased quality of life. A04 • Figure 9a shows how there is significant variation in the global food security index in 2022. • Figure 9a shows how there is no clear divide between developed and developing countries relating to food security, although much of central Africa has low index scores. • Figure 9a shows how the highest food security index scores are experienced in North America, Europe, east Asia and Australia/New Zealand, with index scores above 70. • Figure 9b shows how there are both physical and human factors that can affect uneven development within countries. • Figure 9b shows how physical factors that can affect uneven development include the presence of mountains and deserts, and the availability of natural resources. • Figure 9b shows how human factors that can affect uneven development include employment opportunities and education.

Question number	Indicative content	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)