

General Certificate of Secondary Education

Geography 3031 *Specification A (Full Course)*

3031/2H Higher Tier

Mark Scheme

2006 examination -June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate;
- use specialist vocabulary where appropriate.

Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organization; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar.
Text is legible.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organized, demonstrating detailed linkages and the inter-relationships between factors
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must **not** be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardization Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

Question 1: Population

- (a) (i) Birth rate minus death rate / difference between birth rate and death rate / Birth rate is more than death rate **1 mark**

- (ii) Level marking
Must use Figure 1

Level 1 Basic (1-2 marks)

Simple statements

Single statements without any appreciation of the uneven distribution.

LEDCs grow rapidly / MEDCs grow more slowly.

Remain in Level 1 if deal with only LEDC or MEDC

Level 2 Clear (3-4 marks)

Linked statements. Must refer to both LEDCs and MEDCs.

MEDCs and LEDCs grew steadily until 1900. Both types of countries grew between 1900 and 1950. Very rapid growth in the LEDCs from 1950 onwards which is expected to continue until 2060, when the rate of growth is expected to slow down. The MEDCs will continue to grow at a much lower rate but they will also tend to increase at about the same time.

4 marks

- (iii) Level marking

Level 1 Basic (1-2 marks)

Simple statements

Birth control / improved education / careers for women/ better healthcare.

If write about MEDC, Max Level 1

Level 2 Clear (3-4 marks)

Linked statements but little elaboration

Birth control leads to a decline in the birth rate/ careers for women mean that women marry later/ improved health reduces infant mortality so less need to have many children.

If wrong country for one child policy e.g. Japan, remains at Level 2.

Level 3 Detailed (5-6 marks)

Linked and elaborated statements referring to examples

It is estimated that there will be no population growth in China by 2070, South east Asia by 2090 and Latin America by 2100. People who are better educated get better jobs and careers and so do not want to be burdened with large families. Better-educated women are more likely to understand how to use contraceptives effectively / Contraceptives are more readily available and therefore there is less unprotected sex and so fewer children are born.

As more careers become available for women they put off having children until later and so there is less opportunity for them to have large families. Improved health care reduces the infant mortality rate. People are therefore more certain that fewer children will die, and so they do not keep trying for children as an insurance to ensure some survive to look after them in old age. Credit China one child policy.

6 marks

- (b) (i) 4 x 1 Must be ideas from Figure 2, but not necessarily identical words.
Push factors – landless labourers in S China/Vietnam boat people.
Pull factors – Philippine domestics / W European professionals / Chinese joining relatives in HK. **4 marks**
- (ii) Level Marking Must refer to the advantages and disadvantages to a country or region not to the people.
Advantages (A), Disadvantages (D)

Level 1 Basic (1-2 marks)

Simple statements

More people to work / greater variety of foods / more people to pay taxes / bring certain skills / racial tension/ competition for jobs

Level 2 Clear (3-4 marks)

Elaborated or linked statements

Can reach top of Level 2 if only dealing with advantages or disadvantages

Immigrants are prepared to work at low paid jobs that the native population refuse/ introduction of takeaways widens the diet of the receiving country/ Many immigrants have skills and can be doctors or nurses in a country where there is a shortage. There may be tension between different racial groups.

Level 3 Detailed (5-6 marks)

Elaborated and linked statements covering both advantages and disadvantages.

Mexicans crossing into the USA are prepared to take low paid work such as fruit picking in the Central valley of California. These are jobs which the more educated white Americans refuse to do. Many of these immigrants have entered the country illegally and so do not contribute much in the way of taxes, as they are not registered with the authorities. They tend to form ghettos in deprived parts of American cities such as Los Angeles and this can lead to racial tension.

6 marks

- (c) Level marking

Level 1 Basic (1-2 marks)

Simple statements – no credit given for human factors.

Agreeable climate / fertile soil/mineral wealth

Level 2 Clear (3-4 marks)

Elaborated or linked statements. Must have more than 1 factor for Level 2.

Agreeable climate with no extreme temperature or rainfall means crops grow well. Fertile soil produces high yields of crops so plenty of food. Mineral wealth means jobs – mining.

4 marks

Total

25 marks

Question 2 Settlement

- (a) (i) The expansion of towns and cities not “the growth of cities” **1 mark**
(It is not population growth but the increase in size of the built up area)
(ii) Level marking

Level 1 Basic (1-2 marks)

Simple statements without any real appreciation of the variations.

All increasing at the same rate / MEDCs are the most urbanised

Level 2 Clear (3-4 marks)

Linked statements Must refer to at least 2 of the lines at Level 2

MEDCs are the most urbanised but South America now has a very similar amount of urbanisation. In both these areas the rate of urbanisation is slowing down. Africa is the most rapidly urbanising continent and is now more urbanised than Asia. Despite the rapid rate of urbanisation both Africa and Asia are still c25% less urbanised than the MEDCs and South America.

4 marks

- (b) (i) 4 x 1 Must use Figure 4, although not necessary to use exactly the same words
Physical factors – Soil erosion in the Himalayas. Long dry season in Bihar. Flooding along Bay of Bengal.
Human factors – High B.R in city. Hospitals and doctors so low D.R. Bangladesh densely populated. Farmers very poor in Bihar and Uttar Pradesh. Straight lifts acceptable if both human and physical factors mentioned.

4 marks

- (ii) Level marking

Level 1 Basic (1-2 marks)

Simple statements If MEDC, Level 1 max

Growth of shanty towns/ increased traffic congestion/ crime/ specified form of pollution/ unemployment/ lack of piped water/ insufficient sewage systems.

Level 2 Clear (3-4 marks)

Elaborated or linked statements Must have more than 1 effect for Level 2

Shantytowns developed because they were not able to build enough houses for the people / there was a break down in the infrastructure as the sewage and water supply systems were unable to cope with the increased traffic leading to congestion./ Many remained unemployed as they did not have the skills to work in the offices or factories / Increased traffic congestion leads to increased air pollution. Could be positive effects e.g. more people arriving in city, taking jobs and paying taxes so city can provide more families.

4 marks

(iii) **Level 1 Basic (1-2 marks)**

Simple statements with no real indication of the advantages or disadvantages.

Build more houses / put in a water supply/ sewage system / self help schemes.

Encourage more people to move.

If use an MEDC plan e.g. green belt.

Max level

Level 2 Clear (3-4 marks)

Elaborated or linked statements

Can reach the top of Level 2 if only dealing with advantages or disadvantages.

Self help schemes have been introduced where the inhabitants of the shantytowns are given materials to complete the building of their houses.

Building proper sewage systems in shantytowns has reduced diseases like cholera. The existence of more houses may encourage more people to move.

Level 3 Detailed (5-6 marks)

Linked or elaborated statements that cover both advantages and disadvantages referring to at least one example which can be a location or a particular scheme.

Site and service schemes were used to improve shantytowns. A group of people in Lusaka were given a water standpipe and 8 hectares of land. They completed their houses with materials provided by the authorities. The advantages of this way, which provides cheap housing in the cities is that, because they were involved they had pride in their work and felt involved in the improvements. A disadvantage of schemes which provide housing in the cities, is that they may encourage more people to leave the countryside and migrate to the towns. This has happened in Singapore.

Detail must be of the scheme rather than the location

If write about china's one child policy, it must relate to the impact on city growth

6 marks

(c) **Level 1 Basic (1-2 marks)**

Simple statements

Diagrams with little description or description of the two models with no comment, or only one model described.

Two separate accounts with no attempt to compare, Max Level 1

Level 2 Clear (3-4 marks)

Linked statements but little elaboration

Will concentrate on either the similarities or the differences.

The poorest part of the city in the MEDC is next to the CBD, whereas the poorest part of a city in an LEDC is on the outskirts.

Level 3 Detailed (5-6 marks)

Linked and elaborated statements Must have differences and similarities for Level 3

In cities in both MEDCs and LEDCs there is a CBD usually near the centre of the city. The poorer part of the MEDC city is in the inner city and the zone of transition, which are close to the CBD. In an LEDC city the poorest people live in shantytowns. Many of these are on the outskirts of the city but others are found near to transport routes or where there are unfavourable physical sites such as on steep slopes.

Diagrams are not essential.

6 marks

Total

25 marks

Question 3 Agriculture

- (a) (i) The growing of fruit and vegetables (not ‘crops’). Flowers salad (only 1 needed) **1 mark**
- (ii) Level marking
Accept anywhere in British Isles, but max level, if elsewhere

Level 1 Basic (1-2 marks)

Simple statements with little attempt to relate to the impact of the distribution. Description of the distribution using the map provided there is evidence of appropriate geographical terminology.

Light soils / mild winters / close to the market.

Level 2 Clear (3-4 marks) Must have more than 1 factor for Level 2

Linked statements relating the factor to the distribution of the main areas of production.

The areas of light sandy soils which warm up quickly in the spring and so the crops are ready for the market earlier/ the mild frost free winters in Cornwall mean they are able to produce early flowers and vegetables which gain a high price and so help pay for the high transport costs/ the very fertile silt and peat soils of the Fens produce high yields of these crops/ the main areas of production have to have easy access to markets, so they need to be near large centres of population or have good transport routes because these crops are perishable and decay quickly.

4 marks

- (iii) *Intensive* because there are high inputs/outputs into or from the system **1 mark**
- (b) (i) 4 x 1 A skills question, accept only what is on the photograph
Large amount of labour or intensive / planting or picking / by hand or no mechanisation or no technology / in water or flooded fields or padi fields or irrigated or marshland / fields separated by banks or bunds **4 marks**
- (ii) Accept reference to an intended change such as the Green Revolution or the deterioration in farm production in some areas, the problems of drought and soil erosion, poverty and disease etc.
An example of a location, scheme or technical change and effects on farmer

Level 1 Basic (1-2 marks)

Simple statements.

Adding fertiliser / irrigating / greater use of mechanisation / different crops being grown.

MEDC max Level 1

Level 2 Clear (3-4 marks)

Elaborated or linked statements.

HYV of rice are being grown which need large amounts of fertiliser / land is being irrigated so that more than one harvest can be gained each year/ Cash crops such as cotton are being grown instead of food crops.

Level 3 Detailed (5-6 marks)

The Green Revolution led to improved strains of rice which lead to increased yields of 300%. Faster growing varieties have allowed an extra crop to be grown each year. The yields have become more reliable as many of the varieties are resistant to disease. HYV crops have shorter and stiffer stems making them more resistant to wind and rain. Irrigation has ensured that the crops have a reliable source of water and not totally dependent on monsoon rains.

6 marks

(c)

Level marking

Max Level 1, if choose a policy not on Figure 7

Level 1 Basic (1-3 marks)

Lifts from Figure with some description of what they mean but not related to impact on farming.

Quotas tell farmers how much they can produce. Set aside is land that is not cultivated.

Level 2 Clear (4-6 marks)

Government policy linked to impact on farming.

Set aside. Farmers had to set aside 10% of their land if they were to receive the arable area payments, which have replaced guaranteed prices for arable crops. The set aside land can be used for grazing but no food crops produced upon it. Arable area payments are made per hectare for growers of cereal crops, oil seed rape, sunflower seeds, soya beans, peas, beans and linseed. Farmers can claim for woodland if it was previously arable land. Woodland grant scheme gives grants to farmers who wish to plant woods on their land. In environmentally sensitive areas farmers can be paid for protecting the environment.

Level 3 Detailed (7-9 marks)

Linked elaborated statements linked to a particular EU policy or the impact of the policy on a particular farming system in the EU.

In East Anglia in order that they can claim arable area payments they have had to set aside 10% of their land. This means they do not cultivate this land and this has given them the opportunity to diversify their business. The land has to be used for another type of farming but often it is the least productive land that is set aside and so it is left fallow and it returns to nature to provide habitats for birds and animals. As the farmer is no longer guaranteed a particular price for his crops he has to look for other forms of income. This has led to diversification into tourist and leisure activities such as golf courses etc.

9 marks

Total

25 marks

Question 4 Industry

- (a) (i) Manufacturing industry / an industry that turns raw materials into finished products / they make something / assembling / processing **1 mark**
- (ii) Can relate to any secondary industry. No credit for primary or tertiary industry.

Level marking

Level 1 Basic (1-2 marks)

Simple statements with no attempt to relate to decline.

Raw materials run out / Foreign competition / use of fewer materials.

Level 2 Clear (3-4 marks)

At least 2 factors explained for Level 2

Linked statement relating factor to decline of a particular industry. If not named, assume it is the steel industry.

Industry has declined because of competition from abroad where they can produce the goods more cheaply.

Local raw materials have run out so they have to be imported making them more expensive. Plastics and other materials have replaced the products of heavy industry.

4 marks

- (b) (i) 4 x 1
Large number of trees / large number of car parks / next to motorway / next to houses or labour / large number of flat buildings / greenfield site / edge of town / lots of space for development / landscaped / ring road inside park **4 marks**
- (ii) 2 x 1
Not restricted to a particular site / location being near to heavy raw materials **1 mark**

(c) **Level 1 Basic (1-3 marks)**

Max Level 1 if not a factor on Figure 10

Simple statements. Simple lifts with some development.

Lifts from Figure 10 with some description of what they mean but not related to location of industry. *Industry will locate near to a source of energy. The government can encourage industry to move to an area.*

Industry needs to be where it can get raw materials.

Level 2 Clear (4-6 marks)

Linked statements which shows impact an industrial location

Heavy industry needs large amounts of bulky raw materials so the industry will be found near to these raw materials or a good transport system. A heavy industry needs a flat site to build the factory on. Government policy can encourage industry into an area of high employment by means of grants and retraining.

Level 3 Detailed (7-9 marks)

Linked and elaborated statements with reference to least on example of a factor influencing industrial location or an area where these factors apply.

Iron and steel make use of large amounts of bulky raw materials such as coal, iron ore and limestone, so it needs to be located near a source of these raw materials or on the coast so that they can be easily imported. Where there is a high level of unemployment, government can start retraining schemes, so that redundant workers from heavy industry are skilled enough to work in newer lighter industry.

9 marks

- (d) N.B can be either land or sea pollution but must be linked to industry.
Do not credit both land and sea pollution.
If done both, give credit to the best

Level 1 Basic (1-2 marks)

Simple statements

Slag heaps / derelict buildings / dumping waste / poisonous fumes

Level 2 Clear (3-4 marks)

Linked or elaborated statements.

Oil tankers delivering oil for industry can spill oil which can contaminate beaches and destroy wildlife/ Industrial waste such as chemicals can be dumped in the sea / Where the sea is toxic or rich in nutrients due to pollution it causes algae to grow quickly / In coal mining areas the waste materials are left as slag heaps which are unsightly and can be unstable / When deindustrialisation takes place the area can be left with derelict buildings and industrial waste.

Level 3 Detailed (5-6 marks)

Linked elaborated statements with reference to at least one example of a specific form of pollution or detail of a location where the pollution has taken place.

The inland sea of Japan has become heavily polluted because waste materials from oil refineries, chemicals and steel works and engineering plants in Kobe and Hiroshima have been dumped there. Mercury escaped from a chemical plant at Minamata, which killed many fish and sea birds.

The area in the Ruhr industrial area of Germany became unsightly and dangerous because of the mining in the area. Lakes and marshes were caused by mining subsidence. Slag and waste heaps were left over from the derelict steel works and coal mines.

6 marks

Total

25 marks

Question 5 Managing Resources

- (a) 3 x 1 or 2 + 1 (1 with dps)
 There are many resources that can be reused again by recycling (1). This will reduce the amount of waste (1) – Transport and processing of waste may cause (air) pollution (1) time factor aspect (1) costs outweighing advantages **3 marks**
- (b) Causes not effects
Level 1 Basic (1-2 marks)
 Simple statements including direct lifts from the stimulus.
Greenhouse gases / burning fossil fuels / heat trapped / temperatures rise.
- Level 2 Clear (3-4 marks)**
 Linked or elaborated statements.
The greenhouse gases are given out when fossil fuels are burnt. This keeps the earth warm by preventing the escape of heat that would normally be lost to the atmosphere. These gases let heat in but prevent most of it from getting out. As the amount of gas increases the temperature of the earth increases.
- Level 3 Detailed (5-6 marks)**
 Linked and elaborated statements with some details.
The greenhouse gases of water vapour, carbon dioxide, methane and nitrous oxides are increasing in the atmosphere. This is because of the burning of fossil fuels such as coal and oil. Also the rain forests are being cut down and this reduces the amount of carbon dioxide taken out of the atmosphere. This stops the long wave radiation escaping back to the atmosphere and so there is a build up in heat causing global warming. **6 marks**
- (c) (i) 2 x 1
 Near the Equator/ high temperatures / near the sea / coral islands or reefs or atolls / for one named appropriate activity / see native culture (fishing villages) / many resorts / uninhabited islands / airport **2 marks**
- (ii) It is not destroying the environment (1) for the next generation (1). It is making full use of existing scarce resources (1). Benefiting local people (1) respecting local tradition and culture (1) sustainable (1) **2 marks**
- (iii) 3 x 2 2 x 1 or 1 and 1dp for each.
Must refer to rules given. No number – no mark If number does not relate to rule – no mark.
No resorts could be built without first carrying out a study of the impacts on the environment – This is to find out what effect the building of the resort will have on the environment – and to change plans if it was felt to have a harmful effect.
Resorts are to build incinerators to deal with waste that does not decay naturally – This will remove any waste and so it does not build up and be a source of pollution.
Resorts to build facilities to deal with sewage waste – this will stop another source of pollution as there would be a danger of the sewage getting into the water supply and causing a health hazard.
Factories to turn seawater into fresh water are to be built at newer resorts – to increase the amount of fresh water, and so with the increased demand the existing fresh water supplies would not become scarce. **6 marks**

(iv) **Level 1 Basic (1-2 marks)**

Simple statements

Traffic congestion / unskilled jobs / seasonal/ destroying local culture / specified pollution.

Max Level 1 for MEDC.

Level 2 Clear (3-4 marks)

Linked or elaborated statements

Many of the jobs produce are seasonal and are unskilled such as cleaners and waiting staff / the influx of westerners from MEDCs bring ideas and dress which is alien to the population in the LEDCs. Many of the hotels are western in type and do not fit into the local landscape. Increased amount of traffic from cars and aeroplanes leads to air pollution.

Level 3 Detailed (5-6 marks) Need at least 2 disadvantages for Level 2

Linked and elaborated statements with reference to at least one example.

In Kenya, there are so many visitors going on safaris that the minibuses are destroying the vegetation. This means that in the rainy season there is a great deal of erosion. The minibuses get too close to the animals and this can affect their mating habits. On the Mombassa coast anchor chains are rubbing against the coral, which destroys it. People are giving up their traditional way of life to work in the tourist trade even though many of the jobs are poorly paid and seasonal.

6 marks

Total

25 marks

Question 6 Development

- (a) 3 x 1 or 1 + 2 (1 + dp) **3 marks**
 Must relate to Figure 14
 That the giving of aid is not always effective in helping the poor in LEDCs.
 Can be direct from the stimulus.
 The aid may be conditional (tied) / image to MEDC or aid givers / giving aid but getting a lot back / charity begins at home / inappropriate use of aid doesn't help the poorest people.
- (b) (i) 2 x 1 **2 marks**
 Low technology / uses local materials / uses traditional skills / costs little to introduce / technology which local economy can support / realistic (1) in terms of local people being able to quickly learn how to use / sustainable no marks for egs.
- (ii) 3 x 2 **6 marks**
 1 x 2 or 1 + 1 dp. Number must match if no number, no marks.
It reduces the amount of smoke produced – It is healthier and they cause less air pollution.
There is less deforestation – The trees protect the soil and so less is washed or blown away and so the farming is not affected.
It is made locally by women – The women now have a job which they can do and they can sell the stoves and gain more money for the family. They can teach others how to make them.
Women spend less time preparing food for the family – They are less tired and it gives them the opportunity to do something else.
- (c) Level marking. **6 marks**
 Examples can be location or scheme. Max level for MEDC
Level 1 Basic (1-2 marks)
 Simple Statements.
 Building dams / sewage systems / wells / irrigation
- Level 2 Clear (3-4 marks)**
 Linked or elaborated statements.
Dams are built to provide water all year. Wells are being dug to tap underground water supply. Sewage works to improve quality of water.
- Level 3 Detailed (5-6 marks) Must have an e.g. for Level 3**
 In Kenya, water pumps have been built. These are based on windmills which allow water to be pumped from underground. Multi purpose schemes like the Aswan dam provide irrigation water so that crops can be grown all the year round. **6 marks**
- (d) (i) Need to mention both countries when making a comparison. Can make comparison of the value of foods. **2 marks**
 Comparisons made or inferred differences
 Malawi dominated by primary whereas
 Japan dominated by secondary.(1)
 Almost ¼ of Japan's exports are consumer goods whereas Malawi exports no consumer goods (1)

(ii) **Level 1 Basic (1-2 marks)**

Simple statements

LEDCs mainly export primary products / LEDCs mainly export agricultural products / MEDCs mainly export secondary products.

Level 2 Clear (3-4 marks)

Linked or elaborated statements need not have to refer to both advantages and disadvantages

LEDCs mainly export primary products, which are low in value and subject to great price fluctuations / LEDCs mainly export agricultural products, which are subject to damage by the weather and other problems. MEDCs mainly export secondary products which have greater added value.

Level 3 Detailed (5-6 marks)

Linked or elaborated statements. Must refer to advantages and disadvantages.

The West Indian islands export large quantities of bananas. This is a primary product, which is subject to great price fluctuations. The harvest can suffer if the weather conditions are poor. If these islands try to put up the price to gain more from their exports the MEDCs will buy from another area like Central America where the bananas are cheaper. Bananas are not an essential food in the MEDCs so if they are too expensive people will not buy them. The West Indian islands have little industry and so they have to buy manufactured goods, which are expensive, from MEDCs. Manufactured goods are value added so the LEDCs suffer a trade deficit.

6 marks

Total

25 marks