2226 – 3322M

Diploma Programme
Programme du diplôme
Programa del Diploma

Markscheme

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Geography

Higher and Standard level

Paper 2

17 pages

Paper 2 Section C markbands

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	**AO3: Synthesis and evaluation**	**AO4: Selection, use and application of a variety of appropriate skills and techniques**
0	The work does not reach a standard described by the descriptors below.		
1–2	**The response is too brief, lists unconnected information, is not focused on the question and lacks structure.** • The response is very brief or descriptive, **listing** a series of unconnected comments or largely irrelevant information. The knowledge and understanding presented is very general with large gaps or errors in interpretation. Examples or case studies are not included or only **listed**. • There is no evidence of analysis. • Terminology is missing, not defined, irrelevant or used incorrectly.	• No evidence of evaluation or conclusion is expected at this level.	• Information presented is not grouped logically (in paragraphs or sections). • Maps, graphs or diagrams are not included, are irrelevant or difficult to decipher (only if appropriate to the question).
3–4	**The response is too general, lacks detail, is not focused on the question and is largely unstructured.** • The response is **very general**. The knowledge and understanding presented outlines examples, statistics, and facts that are both relevant and irrelevant. Links to the question are listed. • The argument or analysis presented is **not relevant** to the question. • Basic terminology is defined and used but with errors in understanding or used inconsistently.	• If appropriate to the question, the conclusion is irrelevant. • There is no evidence of critical evaluation of evidence (examples, statistics and case studies).	• Most of the information is not grouped logically (in paragraphs or sections). • Maps, graphs or diagrams included lack detail, are incorrectly or only partially interpreted without explicit connections to the question (only if appropriate to the question).

<table>
<tr><td>5–6</td><td colspan="3">The response partially addresses the question, but with a narrow argument, an unsubstantiated conclusion, and limited evaluation.</td></tr>
<tr><td></td><td>• The response describes relevant supporting evidence (information, examples, case studies et cetera), outlining appropriate link(s) to the question.
• The argument or analysis partially addresses the question or elaborates one point repeatedly.
• Relevant terminology is defined and used with only minor errors in understanding or is used inconsistently.</td><td>• If appropriate to the question, the conclusions are general, not aligned with the evidence presented and/or based on an incorrect interpretation of the evidence.
• Other perspectives on evidence (examples, statistics and case studies) and/or strengths and weaknesses of evidence are listed.</td><td>• Logically related information is grouped together (in sections or paragraphs) but not consistently.
• Maps, graphs or diagrams included do not follow conventions, and include relevant and irrelevant interpretations in the text (only if appropriate to the question).</td></tr>
<tr><td>7–8</td><td colspan="3">The response addresses the whole question, the analysis is evaluated and the conclusion is relevant but lacks balance.</td></tr>
<tr><td></td><td>• The response describes relevant supporting evidence correctly (information, examples and case studies) that covers all the main points of the question, describing appropriate links to the question.
• The argument or analysis is clear and relevant to the question but one-sided or unbalanced.
• Complex terminology is defined and used correctly but not consistently.</td><td>• If appropriate to the question, the conclusion is relevant to the question, aligned with the evidence but unbalanced.
• Other perspectives on evidence (examples, statistics and case studies) and/or strengths and weaknesses of evidence are described.</td><td>• Logically related information is grouped together (in sections) consistently.
• Maps, graphs or diagrams included contribute to/support the argument or analysis (only if appropriate to the question).</td></tr>
</table>

9–10	**The response is in-depth and question-specific (topic and command term); analysis and conclusion are justified through well-developed evaluation of evidence and perspectives.**		
	• The response explains correct and relevant examples, statistics and details that are integrated in the response, explaining the appropriate link to the question. • The argument or analysis is balanced, presenting evidence that is discussed, **explaining complexity, exceptions and comparisons**. • Complex and relevant terminology is used correctly throughout the response.	• If appropriate to the question, the conclusion is relevant to the question, balanced and aligned with the evidence. • Evaluation includes a systematic and detailed presentation of ideas, cause and effect relations, other perspectives; strengths and weaknesses of evidence are discussed; (if appropriate) includes **justification of the argument and conclusion**.	• Response is logically structured with discussion (and if appropriate to the question, a conclusion) focusing on the argument or points made, making it easy to follow. • Maps, graphs or diagrams are annotated following conventions and their relevance is explained and support the argument or analysis (only if appropriate to the question).

Section A

1. Changing population

(a) **(i)** State which country had the largest number of internally displaced people in 2022. **[1]**

Colombia

(ii) Estimate the percentage of the total number of internal displacements in Haiti caused by disaster. **[1]**

18-22%

(b) Explain **one** way in which disaster may lead to internal displacement of people. **[2]**

*Award **[1]** for a valid disaster and **[1]** for the development explaining how it may lead to displacement of people.*

For example: Homes destroyed by erupting volcano **[1]**, people have nowhere to live **[1]**

Other possibilities may include:

- Drought leads to crop failure **[1]**, so people move to find food/work **[1]**.
- Earthquakes destroy buildings / infrastructure **[1]**, people move for shelter/work **[1]**.
- Flooding destroys housing/farmland **[1]**, people more for shelter/work/new farmland **[1]**
- Extreme weather such as storms/hurricanes **[1]** destroy homes/livelihoods **[1]**
- Landslides and mudslides bury settlements/communities **[1]** people move to find new homes
- Industrial accidents cause explosions/leaks of toxic gas **[1]** area becomes unsafe to live in due to contamination **[1]**
- Environmental contamination from mining/oil spills **[1]** damages land/water resources so communities have to move **[1]**

(c) Explain **one** reason why internal displacement often leads to the growth of informal settlements in the destination area. **[2]**

*Award **[1]** for the reason and **[1]** for further development.*

For example: Displaced people may have limited financial resources **[1]**, formal housing too expensive/not available **[1]**.

Other possibilities may include:

- High demand for housing **[1]**, so formal supply is insufficient **[1]**.
- Discrimination against refugees **[1]**, leading to ethnic segregation away from formal settlement **[1]**.
- Immediate need for shelter **[1]**, so temporary camps established by NGOs can become informal settlements **[1]**.
- Governments lack resources to provide emergency housing **[1]** no coordinated resettlement plans/programs **[1]**
- Proximity to informal work **[1]** displaced people often take informal jobs e.g. construction and cannot afford to travel **[1]**
- Displaced people have no legal documentation for formal housing **[1]** have to use land that does not require legal rights **[1]**
- Displaced people move to areas with familiar or kinship communities **[1]** provide a sense of security/safety **[1]**

(d) **(i)** Explain **one** challenge faced by elderly people who are internally displaced. **[2]**

*Award **[1]** for the challenge faced and **[1]** for development.*

For example: Mobility limitations of the elderly **[1]** make it difficult for elderly people to journey from the place of origin/navigate new surroundings / access essential services / participate in daily activities **[1]**.

Other possibilities may include:

- Older adults may have chronic health conditions **[1]** that are exacerbated by displacement/care is interrupted **[1]**.
- Social isolation/loneliness **[1]** means that elderly people lose their support networks/relationships **[1]**.
- Loss of access to pensions/overreliance on pensions/loss of financial support from family **[1]**, leading to financial hardship **[1]**.
- Not being able to speak the language of their new community **[1]** makes it difficult to communicate / access services / integrate **[1]**.
- Difficulties in finding suitable housing **[1]**, such as accessibility features or proximity to healthcare services **[1]**
- Loss of identity and status **[1]** loss of position as community leaders **[1]**
- Mental trauma/depression/anxiety **[1]** new surroundings/lack of specialized geriatric mental services **[1]**,
- Risk of abuse and neglect/dependence on care givers **[1]** chaotic environments of displacement camps **[1]**
-

(ii) Explain **one different** challenge faced by children who are internally displaced. **[2]**

*Award **[1]** for the challenge and **[1]** for development.*

For example: Disruption of education **[1]**, unable to continue school/missing school records/curriculum mismatches **[1]**.

Other possibilities may include:

- Separation from family **[1]** parents or family left behind/ children left unguided **[1]**
- Risk of trafficking **[1]** unaccompanied children are vulnerable to exploitation or forced recruitment to militia **[1]**.
- Limited access nutrition **[1]** rely on aid or charity and limited availability/hunger and malnutrition **[1]**.
- Psychological trauma/mental health conditions/toxic stress **[1]** severe psychological consequences for children, including anxiety, depression, and post-traumatic stress disorder (PTSD) **[1]**.
- Gender based violence **[1]** girls have heightened risk of sexual assault/exploitation **[1]**
- Risk of disease increases **[1]** children's immune systems are still developing/overcrowded camps **[1]**
- Loss of stability and routine as friendship/family/community disrupted **[1]** emotional development and security hindered **[1]**
- Limited access to child specific healthcare e.g. vaccination/immunization, nutrition and growth, development **[1]** can result in delayed development, impaired growth, ongoing medical problems **[1]**

2. Global climate — vulnerability and resilience

(a) Describe the trend in carbon dioxide (CO_2) emissions between 1950 and 2022 in lower–middle-income countries. **[2]**

*Award **[1]** for identifying the overall trend of increase over time **[1]** for identifying the fluctuation/periods of decline [1] for changes in rate of increase.*

NB. Quantification is required for full marks.

(b) Explain **two** different ways in which changes in trade have led to increased greenhouse gas emissions. **[2+2]**

*Award **[1]** for a valid reason associated with change in trade and **[1]** for development that explains how this has resulted in an increase in greenhouse gas emissions.*

NB. Possibilities must be linked to increased greenhouse gas emissions.

For example: As the global trade volume increases supply chains are extended **[1]**, more fuel is needed to move container ships from China to the Middle East **[1]**.

Other possibilities may include:

- Use of non-renewable energy / fossil fuels for transport **[1]** releases carbon dioxide (CO_2) **[1]**.
- Increased use of transportation of goods by ships/planes/trains/trucks **[1]**, resulting in increased diesel consumption / carbon dioxide (CO_2) / nitrous oxide (N_2O) emissions **[1]**.
- Expanded transportation networks/port infrastructures **[1]**, leading to higher fuel consumption/ fossil fuel consumption **[1]**.
- Deforestation for trade goods **[1]** releases carbon dioxide (CO_2) stored in trees/soil into the atmosphere **[1]**.
- Global trade leads to expansion of manufacturing **[1]** factories use fossil fuel as power which produces greenhouse gases
- Trade increases refrigeration/packaging/warehousing/waste **[1]** these consume additional energy and create emissions such as CO2 and methane **[1]**
- Carbon leakage - shifting manufacturing to countries with weak emissions control **[1]** developed nations emissions fall but over they increase **[1]**
- Growth of e-commerce **[1]** requires extra packaging/returns increase emissions **[1]**

(c) **(i)** Explain **one** impact of climate change on human health. **[2]**

*Award **[1]** for a valid impact of climate change and **[1]** for associated link to human health.*

For example: Climate change leads to prolonged higher temperatures / heat waves **[1]**, which can cause heat stress / respiratory diseases in humans **[1]**.

Other possibilities may include:

- Changes in rainfall patterns / flooding **[1]** increase the risk of waterborne diseases like cholera / food insecurity **[1]**.
- Air pollution from increased wildfires/emissions/dust from drought **[1]** worsens respiratory conditions/asthma **[1]**.
- Increased occurrence of extreme weather episodes **[1]** leads to increased death and injury/destroys health infrastructure such as hospitals **[1]**.
- Food insecurity and malnutrition **[1]** reduced crop yields from drought leads to shortage/higher prices **[1]**
- Water shortages and unsafe water **[1]** leads to dehydration/poor hygiene **[1]**
- Mental health issues from anxiety/depression **[1]** fear of loss of homes/repeated disasters/displacement
- Melting of permafrost releases viruses **[1]** reactivates ancient/dormant pathogens e.g. anthrax and “zombie” viruses **[1]**
- Increase temperature/rainfall expand the zones of vector borne diseases **[1]** new breeding habitats/lengthened breeding seasons exposes populations to malaria/ dengue/ Lyme disease **[1]**
-

(ii) Explain **one different** impact of climate change on limits of cultivation. **[2]**

*Award **[1]** for a valid impact of climate change and **[1]** for associated link to limits of cultivation.*

For example: Climate change causes warmer temperature **[1]**, leading to shift of cultivation zones further north/south of the equator **[1]**.

Other possibilities may include:

- Increasing temperatures / changing temperature patterns **[1]** lead to desertification / arable land becoming too dry for cultivation/warmer winters threaten peach production in Georgia, USA **[1]**.
- Changing precipitation totals and patterns **[1]** limiting the growth of crops as unpredictable growing seasons/changes type of crop grown/as irrigation management more difficult **[1]**.
- Increases in extreme weather such as heatwave/storms/wildfire **[1]** repeated events force farmers off marginal land/decrease productivity **[1]**
- Melting glaciers can increase water in short term/decrease water availability in long term **[1]** can lead to increases/expansion in production or threats to agriculture that relies in glacial meltwater input **[1]**
- Climate change can degrade soil by erosion/salinization **[1]** reduces land available for cultivation **[1]**
- Warmer climates can allow spread of pests and diseases **[1]** threatens crop production in new regions **[1]**
- Altitudinal shift due to warmer temperature **[1]** limits of some crops climbing to grow higher up e.g. coffee escapes heat stress **[1]**

3. Global resource consumption and security

(a) Outline what is meant by *ecological footprint*. **[2]**

The theoretical measurement of the amount of land and water a population require to produce the resources it consumes [1] and to absorb its waste [1] under prevailing technology .

(b) Explain **two** ways in which poverty reduction may lead to an increase in the availability of food. **[2+2]**

*In each case, award **[1]** for a valid reason for how poverty reduction increases food availability and **[1]** for an associated link to explanation/exemplification.*

For example: People can afford to invest in irrigation systems **[1]**, so more food can be grown in dry periods **[1]**.

Other possibilities include:

- Reducing poverty provides households with higher disposable incomes **[1]** to afford better, more nutritious food more consistently to improve food security at the household level **[1]**.
- Individual farmers can now access more funds/have access to credit and financial services **[1]** to invest in technology/fertilizers/better seeds , e.g. a tractor that increases the amount of land one person can cultivate **[1]**.
- Countries/governments now have access to more funds to adopt innovative techniques, such as vertical farming and hydroponics/rural development programs **[1]**, that will increase food production without expanding agricultural land **[1]**.
- More investment in education and training **[1]** – improved knowledge and skills / technologies for large-scale food production **[1]**.
- Less poverty gives a larger market for farmers **[1]** incentives the production of more food **[1]**
- Wealthier economies can invest in infrastructure such as roads/storage facilities/refrigeration **[1]** moves food efficiently to consumers/reduces food waste **[1]**
- Poverty reduction may increase the mobility of individuals and families **[1]** enabling migration to areas with more secure and reliable food supplies **[1]**

(c) Explain **two** factors that improve water security for **one named** country. **[2+2]**

*For a named country, award **[1]** for a valid factor that improves/increases water security and **[1]** for an associated link to explanation/exemplification that is relevant to the named country.*

NB. Both factors should relate to the same country. If no identified country or the factors are valid but not applicable to the stated country or two different countries are stated max 2

For example: In Somalia (named country), government investment in water infrastructure / the building of more dams/reservoirs **[1]** to store water to ensure continuous availability for domestic, agricultural, and industrial activities **[1]**.

Other possible factors include:

- Provision of more water treatment plants **[1]** to ensure fresh water sources are resourcefully processed/ purified to increase the availability of safe drinking water **[1]**.
- Intensive research to discover more drought-resistant crops / water-smart agriculture systems **[1]** to minimize the influence of water shortages on agriculture/livelihoods **[1]**.
- Reusing and recycling wastewater for agricultural/industrial activities **[1]** to minimize the demand for freshwater resources /make more non-potable water resources now available for varied activities **[1]**.

- Preserve wetlands, forests and natural watersheds **[1]** to preserve water quality and regulate water cycles / reduce the influence of floods and droughts **[1]**.
- Develop groundwater resources **[1]** exploit a separate section of the water cycle **[1]**
- Reduce water waste **[1]** fix leaking pipes/use drip irrigation **[1]**
- Manage demand and pricing/set usage limits/charge overuse **[1]** prevents shortages caused by excessive demands **[1]**
- International aid e.g. WaterAid **[1]** funds infrastructure, improves water management, funds watershed restoration **[1]**
- Water imports as physical transfers or virtual water trade **[1]** meet domestic demand, importing water intensive goods preserves domestic supply, relieves seasonal pressures **[1]**

Section B

4. (a) (i) State the age group **and** weight status for males that lose 10.0 healthy years to obesity. **[1]**

Age: 30–39 Weight status: Severely overweight

(ii) State the range of healthy life expectancy for females in the most deprived areas. **[1]**

0.9 (57.5–56.6/56.6-57.5)

(b) Explain **one** reason why healthy life expectancy may decrease. **[2]**

*Award **[1]** for a valid reason for the decrease and **[1]** for relevant explanation of how the reason causes decreasing healthy life expectancy.*

For example, the COVID-19 pandemic **[1]** led to disruptions in healthcare services / delayed diagnoses, treatments, and preventive care **[1]**.

Other possibilities may include:

- Increasing prevalence of chronic diseases due to lifestyle changes **[1]**. Obesity, sedentary lifestyles, and unhealthy diets contribute to the rise of chronic diseases like diabetes and heart disease **[1]**.
- Ageing populations **[1]**. In older populations the incidence of chronic diseases increases **[1]**.
- Changes in socioeconomic characteristics, such as income or access to healthcare **[1]**, may cause levels of poverty to increase, which leads to poorer diet / decrease in investment to healthcare facilities means diseases not treated **[1]**.
- Increase in environmental pollution/changing climate **[1]**. Exposure to air, water, and soil pollution can lead to chronic diseases and reduce healthy life expectancy/impact of consequences of climate change **[1]**.
- Increase in violence or conflict **[1]**. More fatalities due to war/destruction of health facilities in conflicts **[1]**.
- Increase in mental health issues **[1]** increases cardiovascular disease, acerates ageing/higher suicide rates **[1]**
- Reductions in government funding **[1]** health infrastructure/prevention and cure does not address medical problems **[1]**

(c) To what extent does the evidence in the infographic support the view that lifestyle is the main factor influencing healthy life expectancy? **[6]**

*Award **[1]** for each valid point of support/non-support. Award **[1]** for use of evidence from the infographic that validates the point made, up to a maximum of **[5]***

*Award the final **[1]** for an overall appraisal, which weighs up the infographic as a whole*

*If only one side of the argument is given award a maximum of **[5]** , Award **[4]** for valid points and support and **[1]** for an overall appraisal.*

Support for the view comes from the examination of lifestyle bar chart and obesity chart:

- The bar chart shows that lifestyle alterations can reduce the risk of death by a range of percentages; physical activity is the highest, combinations of lifestyle alterations reduce the risk of death by higher percentages.
- The obesity chart shows that being overweight decreases the healthy life expectancy by a range of years according to age group.
- The obesity chart also shows that age is a factor – older age groups have fewer healthy years to lose.
- Use of data to support the link – quantification.

Opposition to the view is found in:

Evidence to oppose the view comes from examination of expenditure:
- The scatter graph shows a positive correlation between healthy life expectancy and the amount of health expenditure.
- The deprivation graph shows that where there is more money in an area there is higher healthy life expectancy.
- The scatter graph also shows that it is not always the case – the highest healthy life expectancy is not the highest expenditure, there is a range of expectancies on $2200–2300, 70 has a range of expenditures.
- Use of data to support the link – quantification or named countries.

Evidence to oppose the view comes from deprivation graph and obesity chart:
- The deprivation graph shows that healthy life expectancy is usually lower for males than females, in both most and least deprived areas.
- The obesity chart shows that years lost are higher for males than females.
- Use of data to support the link – quantification.

Evidence to oppose the view comes from examination of the map:
- This shows that location is a factor.
- Eastern Europe has lower healthy life expectancy / Western Europe has higher healthy life expectancy.
- NW Europe higher healthy life expectancy than SE Europe.
- Use of data to support the link – quantification.

Section C

Answer **one** question.

Where relevant, answers should refer to case studies or examples, and where appropriate include well-drawn maps or diagrams.

5. "Non-governmental stakeholders provide the most effective strategies for addressing global climate change." To what extent do you agree with this statement? **[10]**

Marks should be allocated according to the markbands on pages 3–5.

Possible **applied themes** (AO2) demonstrating **knowledge and understanding** (AO1):

- Examples of "non-governmental **stakeholders** may include **transnational corporations (TNCs)** such as TESLA, Unilever, Microsoft and Google; **non-governmental organizations (NGOs)** such as World Wildlife Fund (WWF) and Greenpeace; and **civil society organizations (CSOs)** such as Amnesty International. **Named individuals** such as Al Gore (former American Vice President); the "Inconvenient Truth"; David Attenborough, United Kingdom, broadcaster, using documentaries such as "Our Planet" and "Life on Our Planet" to raise awareness/advocacy.
- Responses should show knowledge and understanding of **non-governmental stakeholders' strategies to address global climate change.**
- Responses **may** make references to a **case study** of the response to climate change in **one or more countries** focusing on the actions of non-governmental stakeholders.
- Responses could show knowledge and understanding of why perspectives and viewpoints may be different about the need for practicality and urgency of action on global climate change by non-governmental stakeholders.
- NGOs such as 350.org., Greenpeace, and WWF are leading efforts to tackle climate change using strong advocacy campaign networks, promoting sustainable conservation practices, and grassroots activism, influencing global climate policies.
- TNCs such as TESLA, Unilever, Microsoft, and Google are at the frontline of corporate efforts to tackle climate change by driving innovative technologies to source raw materials, reduce waste, minimize energy consumption and ensure suppliers adhere to environmental standards.
- Some TNCs have targets to achieve carbon neutrality or net-zero emissions within a specific timeframe. Strategies include adopting energy efficiency processes to reduce carbon footprints, transitioning to renewable energy sources, and offsetting remaining emissions through carbon credits or investing in carbon capture technologies.
- Some CSOs such as WWF, Nature Conservancy and Climate Action Network (CAN) conduct and disseminate research on climate change impacts, mitigation strategies and adaptation measures, thus providing crucial evidence-based climate action data to inform policy.
- Environmental pressure groups such as NextGen Climate engage politically with youth network groups climate change and clean energy issue advise potential voters on which politicians share their environmental concerns.
- **Possible opposing arguments:**
  - Non-governmental stakeholders lack the political influence on national policy / limited financial resources to promote nationwide changes without the cooperation of governmental and Intergovernmental agencies.
  - Non-governmental stakeholders depend on donor support that compromises advocacy efforts to combat climate initiatives as they may avoid actions that could alienate donors.
  - Non-governmental stakeholders most often focus on advocacy, as they do not have strong enforcement strategies.
  - Non-governmental stakeholders lack the legal and policy leverage to hold governments accountable for their climate-related policies.

- Fragmented strategies, as different stakeholders implement their individualistic prioritized strategies with limited sufficient other stakeholders, weakening the overall progress on climate mitigation as a consequence.

Good answers may be **well structured** (AO4) and may additionally offer a **critical evaluation** (AO3) which focuses on the relative importance of the non-governmental strategies in addressing climate change. Responses may address relevant key concepts in their discussion.

For 5–6 marks, expect a weakly evidenced outlining of at least one of the non-governmental strategies for addressing climate change.

For 7–8 marks, expect a well-structured account, which includes:

- either a well-evidenced synthesis that considers a range of ideas
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

For 9–10 marks, expect both of these traits.

6. "All countries face the same pressures on resource security." To what extent do you agree with this statement? **[10]**

Marks should be allocated according to the markbands on pages 3–5.

Possible **applied themes** (AO2) demonstrating **knowledge and understanding** (AO1):

- Responses might show knowledge and understanding of detailed examples **of two countries with contrasting levels of resource security**.
- Responses could show knowledge and understanding of how **perspectives** on, and priorities for, national resource security vary between **places** and at different **scales**.
- Responses may show knowledge and understanding of how pressure on resources affects the future security of **places**.
- All countries face the following pressures to a greater or lesser extent:
    - Climate change; growing population; increasing demand for goods and services by the growing middle class; increased demand for resources, environmental pollution, geopolitical issues from competition and ownership of scarce resources; internal division.
- However, variability in the pressure would result from different **places** having a varied combination of these pressures and having varying **scales** of political, physical and economic conditions.
- Pressures on resource security **are evidenced by:**
    - depletion of natural resources endowments
    - water scarcity / water stress due to overuse / over-abstraction for agriculture and industrial processes
    - food insecurity due to unsustainable agricultural practices / rapid population growth
    - energy insecurity from the rising prices / geopolitical conflicts over access to energy resources
    - worsening resource insecurity due to climate change leads to lower crop yields, a higher frequency of extreme weather events
    - declining water availability, resulting from factors such as climate change, over-extraction, or mismanagement poses challenges to potential energy insecurity.
- Typically, energy sources in some countries are dependent on the available water supply, therefore declining water availability due to global climate change, over-extraction, or mismanagement poses challenges to potential energy insecurity unlike countries having multiple sources of energy.
- Variability between **places** and at different **scales** would be triggered by factors such as size and growth of a country's population, physical resource endowments of a country, climate change adaptability and mitigation, wealth/income differential access within a country /lifestyle livelihood of the growing middle class in a country / changing demands for goods and services produced within or imported, resource depletion/substitution (and rate thereof), conflict, gender / age.

Good answers may be **well-structured** (AO4) and may additionally offer a **critical evaluation** (AO3) which focuses on the relative pressures on resources faced by **countries with contrasting levels of resource security** Responses may address relevant key concepts in their discussion.

For 5–6 marks, expect a weakly evidenced outlining of one or more of the pressures on resources faced by countries with contrasting levels of resource security.

For 7–8 marks, expect a well-structured account, which includes:

- either a well-evidenced synthesis that considers a range of ideas
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

For 9–10 marks, expect both of these traits.