



GCSE

Geography (Specification A)

90302F Unit 2 Human Geography

Mark scheme

9030

June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk.

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 organisation; 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.

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' or 'L2' 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 L2, detail and balance here.*

Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

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.

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via the 8 mark questions. 3 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance (2 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance (3 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

SECTION A

Question 1: Population Change

1 (a) (i) Exponential [1 mark]

AO1 – 1

1 (a) (ii) [2 marks]

AO3 – 2

All continents are expected to increase in population between 2030 and 2050.	
The most rapid increase in population is expected to be in Africa between 2013 and 2050.	✓
Total world population is expected to increase by more than 2 billion between 2013 and 2050.	✓
Europe's population is expected to increase between 2013 and 2030.	

If 3 boxes ticked, allow 1 mark. If all 4 boxes ticked, no marks allowed.

1 (a) (iii) 1 + 1 [2 marks]

First mark for statement, second for elaboration. The rate of growth will slow down (1) as there is less need for children's labour in cities (1) / more education for women / availability of contraception means they choose not to have children (1).
More rapid population growth (1) due to young migrants being of child bearing age(1) / more rapid natural increase (1)

AO1 – 1
AO2 – 1

Credit other elaborations if they can be linked to the range of opportunities available in the city.

1 (a) (iv) (C) 1x3, or (1+1) + 1 [3 marks]

A range of answers are possible but the key aspect is that the change in farming practice and improvement in yields is

AO1 – 1
AO2 – 2

linked to the impact upon population. Candidates should comment on how improved technology and / or agricultural practice saves labour and therefore reduces growth by removing the need for children. They may also link reduced agricultural labour demand to creation of a potential industrial workforce which then drives economic and social development and thus a reduced emphasis on family size. Accept logical development of increased yields supporting an increase in population.

1 (b)

Only description of the strategies required, and full coverage is not necessary for full marks, only clarity of the answer. Likely examples are China and Kerala, India (accept as country even if Kerala only named).

[6 marks]

AO1 – 6

For China: The emphasis here is on coercion. There might be mention of the “one child policy” and elaboration of this to include fines for second children and the pressure to terminate and discrimination at work / refusal of citizenship. There is no need for the more recent changes such as the second child if both parents are only children but this can be credited if the key initial policy elements are clear.

(SPaG 3 marks)

For Kerala: The emphasis here has been on social welfare. Candidates might mention investment in health care, childhood vaccination programmes, education, with all children now going to school until they are 16 and land reform.

No credit for pro-natal policies.

Level 1 (Basic) (1-4 marks)

Simple comments or statements with no development. Listed points with no additional elaboration or description. Max Level 1 if no exemplar or exemplar is not experiencing rapid population growth but the strategies described could apply.

Level 2 (Clear) (5-6 marks)

Linked statements showing development of idea and clarity. Must be named country. Must have >1 strategy or aspect of the overall strategy for access to level 2.

Spelling, Punctuation and Grammar**[3 marks]****SPaG****Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

	<p>Intermediate performance</p> <p>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	<p>2</p>
	<p>High performance</p> <p>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>3</p>
<p>1 (c) (i)</p>	<p>3x1</p> <p>The [South West / North East] includes several desirable places for retirement. There are few desirable places for retirement locations [near London / along the east coast].</p> <p>One [third / half] of the most desirable towns for retirement are in Greater London.</p>	<p>[3 marks]</p> <p>AO2 – 1 AO3 – 2</p>
<p>1 (c) (ii)</p>	<p>Any valid reason, needs only be stated. Answers might focus on the perceived advantages of the countryside vs the city such as peace and quiet, better scenery along with no longer needing to go to work each day; equally might focus on returning to holiday destinations, possibly abroad, for similar reasons.</p>	<p>[1 mark]</p> <p>AO2 – 1</p>
<p>1 (d) (i)</p>	<p>One where the proportion of the population who are elderly is increasing. Accept idea of more older and fewer younger people/increasing average age.</p>	<p>[1 mark]</p> <p>AO1 – 1</p>
<p>1 (d) (ii) (C)</p>	<p>1 + 1</p> <p>First mark for statement, second for elaboration. Requirement is only to outline, they need not explain how the method increase the birth rate, though this can be credited as elaboration. Exemplar not required though it may add to an answer. Increased length of parental leave (1) so parents can take time off with young children (1). Full time nursery care is provided (1) so children are less expensive in early years (1). Child benefit payments increase with each child (1) so there is an incentive to have more children (1).</p>	<p>[2 marks]</p> <p>AO1 – 1 AO2 – 1</p>
<p>1 (d) (iii) (C)</p>	<p>Needs to show use of figure 3 through reference to something in the extract, this may be slight such as quoting a specific cost. A wide range of problems may be mentioned</p>	<p>[4 marks]</p> <p>AO1 – 1</p>

such as: the increasing cost of medical and social care and the need for this in increased amounts; the increasing cost of providing state pensions; the declining tax receipts for the government; the wider impact on the economy of a shrinking workforce and the need for more housing as often single person elderly households remain in large homes.

AO2 – 2
AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements or listed points with no development. Use of figure or own knowledge only. Likely to be assertions and / or direct lifts from the figure without demonstrating understanding.

Level 2 (Clear) (3-4 marks)

Use of figure and own knowledge, though balance not required. In addition points will be expanded and developed to show clarity and understanding.

Question 2: Changing Urban Environments

2 (a) (i) The increasing **proportion / percentage** of population living in towns and cities. Words to that effect with the important aspect being some idea of ratio, such as the words shown in bold, not just amount. [1 mark]
AO1 – 1

2 (a) (ii) [2 marks]
AO3 – 2

There were no megacities in Africa in 2000.	
Asia had the highest number of megacities in 2000 and is predicted to have the highest number in 2025.	✓
North America and South America had the same number of megacities in 2000.	✓
South America is predicted to have fewer megacities than Europe in 2025.	

If 3 boxes ticked, allow 1 mark. If all 4 boxes ticked, no marks allowed.

2 (a) (iii) (C) 3x1, or (1+1) + 1 [3 marks]
AO1 – 2
AO2 – 1

Comments should focus on the differences between rich and poor. Two reasons are needed for full credit. Max 1 for separate accounts. Content likely to be as follows: Lower rates in the richer countries as they have already urbanised; higher rates in poorer countries as still industrialising and therefore concentrating population in cities; mechanisation of agriculture still taking place in poorer countries and driving people off the land into cities; rural to urban migration vs counter-urbanisation due to relative perception of opportunity vs problems. Accept natural population increase if linked to cities. Max 1 for rich or poor only. Max 1 for description of differences only.

2 (b) (i) (C) [2 marks]
AO3 – 2

Part of city	Letter
Inner City	C
Suburbs	A

2 (b) (ii)	Central Business District. All three correct for the mark.	[1 mark] AO1 – 1
2 (b) (iii) (C)	Needs to show reference to figure 6 through something visible, though this may be slight. Own knowledge may be evidenced through terminology and elaboration. There is no need for the answers to recognise that this is an inner city scheme. Expect comment on derelict housing being brought back into use; improvement of quality of life and / or environment; cars that people now have are provided for; retaining existing housing / street pattern to reduce cost. Also possible to focus on size with smaller houses for younger families / professionals. Clearly a brownfield development which is needed to re-use derelict land / housing in the inner city; possible comment on schemes such as this being better received than previous clearance based approaches. Level 1 (Basic) (1-2 marks) Simple statements or listed points with no development. Use of figure or own knowledge only. Likely to be assertions and / or direct lifts from the figure without demonstrating understanding. Limited or no concept of how housing needs are met. Level 2 (Clear) (3-4 marks) Use of figure and own knowledge, though balance not required. In addition points will be expanded and developed to show clarity and understanding. Some clear reference to meeting housing needs.	[4 marks] AO1 – 1 AO2 – 2 AO3 – 1
2 (c) (i)	1x2, or 1 + 1 Areas of housing that is informally / self / poorly built / lacking infrastructure which occupy an area of land illegally / have no right to be there. Credit reference to materials used and specific locations such as near rubbish dumps. No credit for “outskirts of city”.	[2 marks] AO1 – 2
2 (c) (ii)	Any reasonable problem such as: higher crime, risk of disease, lack of clean water / sanitation, cramped conditions. Need only be stated for the mark.	[1 mark] AO1 – 1
2 (c) (iii)	3 x 1 Rapid urbanisation is increased by the process of rural – urban migration. The migrants are poorly educated and so have few employment options. They will seek to earn money for themselves through jobs which are not taxed and are therefore not part of the formal economy.	[3 marks] AO1 – 1 AO2 – 2

2 (c) (iv) The emphasis must be on how the actions taken improve the quality of life and / or standard of living of the inhabitants. This may be addressed through illustrative use of a number of examples or just as well with a single case study. A case study is required by the specification and should be expected. Likely examples: Favela-Bairro project in Rio de Janeiro, assorted charitable schemes in Kibera, Nairobi. A range of improvements might be expected such as: legal ownership of land to improve security; training schemes to foster skills and employment; improvement of physical fabric of dwellings to increase safety; water and sanitation to reduce disease; daycare centres so that parents can go to work; increased policing to reduce crime and increase feelings of safety.

[6 marks]

AO1 – 4
AO2 – 2

[SPaG 3 marks]

Level 1 (Basic) (1-4 marks)

Simple comments or statements with no development. Listed points with no additional explanation or link to how the action affects lives. Max level 1 if no exemplar or exemplar inappropriate but comments could still apply.

Level 2 (Clear) (5-6 marks)

Linked statements showing development of idea(s) and clarity. Must be named place based example. Clear links drawn to how the action taken offers an improvement to standard of living and / or quality of life.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

Question 3: Changing Rural Environments

- 3 (a) (i)** 11p (unit required) [1 mark]
AO3 – 1
- 3 (a) (ii)** [1 mark]
supermarket milk processor farmer
AO2 – 1
- 3 (a) (iii) (C)** 1x3, or (1+1) + 1 [3 marks]
AO1 – 1
AO2 – 2
 Max 1 for simply stating the loss of money or calculating the loss. The source and / or effect of this loss is what needs to be developed. A range of responses are possible provided the key element of the answer is farmers' dissatisfaction with the "farm gate" price of milk vs that which the supermarkets in particular are charging eg. this is not fair on farmers as they are making a loss / are producing the milk but making the least money. Candidates might also mention the profit made by processors, though this is less than half the amount per two litres than the supermarkets. They may even comment on the relative amount of work at each stage of the chain vs the money made. This situation means that farmers' constant losses may lead them to go out of business. This is not fair on farmers as they are making a loss / are producing the milk but making the least money.
- 3 (a) (iv) (C)** 1x2 [2 marks]
AO2 – 1
AO3 – 1
 First mark for statement, second for elaboration. The answer should be positive in nature, with a number of possible routes to success. The banner suggests the farmer sells to a big producer (Hovis) (1) which means that the market is guaranteed (1). The banner states the farmer is proud of this link (1) which suggests that the impact is beneficial (1). The mention of the "British farmers' Loaf" implies the food processor is selling a distinct product (1) which adds value to the wheat sold(1) which increases awareness of British farm produce (1).
- 3 (b) (i)** 3 x 1 [3 marks]
AO1 – 2
AO2 – 1
 As towns and cities have become **noisier and more congested** people want to move to somewhere with a pleasant environment. Transport has become **faster and more efficient** which means people can live in nearby villages and still **commute** to work.

3 (b) (ii)

2 x 1

[2 marks]

AO1 – 2

Village schools are closed	
New housing estates are built	✓
The number of newcomers is far less than the original population	
Old buildings are still found in the centre of the village	✓

3 (c) (C)

Reference to the headings not essential but should be credited if seen, and explanation may be evidenced through exemplars and / or elaboration of the nature of the problem(s) chosen. If using the resources candidates might comment on the rising cost of housing due to incomers driving up prices, especially in attractive areas and the shortage of new housing being built in green belt / countryside which pushes up cost due to limited supply and lower rural wages making buying houses out of reach of many. The need for high speed internet access may be seen as essential for many businesses so its lack precludes economic growth and investment, it may also lead to difficulty in accessing services and lead to a sense of isolation. Equally other difficulties not shown here such as the lack of public transport would be a valid focus.

[4 marks]

AO1 – 2

AO2 – 1

AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements or listed points with no development. Likely to be unsupported statements without evidence from the resource or own knowledge. No reference to how the issue makes rural living difficult.

Level 2 (Clear) (3-4 marks)

Points will be expanded and developed to show clarity and understanding. Some clear reference to how the issue adds to the difficulty of living in rural areas.

3 (d) (i)

2 x 1

[2 marks]

Simple, low-cost technologies that can be made and maintained using local resources and expertise so they are not reliant on outside support in the form of help or resources such as fuel / parts.

AO1 – 2

Look for some mention of cost / simplicity (1) and then self-reliance / no need for external support (1) with flexibility on the wording if the sense is conveyed and understood. Max 1 for example other than provided in next 2 questions.

3 (d) (ii) **Tractor** **pesticide** **hand-operated pump** [1 mark]
AO1 – 1

3 (d) (iii) The answer needs to focus on the way innovation and improvement leads to change. The specification refers to irrigation and appropriate technology, so accept an example of irrigation if its characteristics are appropriate. A case study or exemplar is not required but should be credited if used, equally own knowledge may be evidenced through clarity of the cause – effect process. Expect comment on the simplicity of the approach outlined (no tools / inputs / expertise) and how it leads to substantial increases in soil fertility and yields. This then leads to the possibility of surplus for sale and more commercialised agriculture. May argue that the change to commercial agriculture is negative. Candidates may also comment on the scope for diversification as the push / pull crops both can be used as fodder, allowing animals to be a greater part of the farm system. A wide range of own knowledge is possible and may be distinct from the push – pull system, it need not be integrated. [6 marks]
AO1 – 2
AO2 – 2
AO3 – 2

[SPaG 3 marks]

Level 1 (Basic) (1-4 marks)

Simple comments or statements with no development. Listed points. No additional explanation or link to how the change impact upon the agriculture. Max Level 1 if figure or own knowledge only. Max Level 1 if not tropical or subtropical but comments could apply

Level 2 (Clear) (5-6 marks)

Linked statements showing development of information provided and / or own knowledge. Must use figure and own knowledge. Clear links drawn as to how the innovation leads to agricultural change.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

Question 4: Development Gap

4 (a) (i) Should have upper left to lower right inclination and be roughly in the centre of the scatter. Straight line only. [1 mark]

AO3 – 1

4 (a) (ii) 2x1 [2 marks]

The graph shows a **negative** correlation.

AO1 – 1

This means that **as GDP goes up / increases infant mortality goes down / decreases.**

AO2 – 1

4 (a) (iii) 3x1, or (1+1) + 1 [3 marks]

(C)

No credit for simply describing the relationship, candidates need to offer and / or develop reason(s) for it. There are many possibilities and credit should be given to any reasonable link. Examples range from the simplistic: higher incomes means more money available for better standard of living / more doctors / spent on health care and so mortality rates fall, to the more detailed: GDP increase will suggest that money can be invested in basic infrastructure such as clean water supplies and sanitation which will prevent the simple infections from which many infants die, GDP increase allows governments to spend on programmes such as vaccination so that fewer children die and as initiatives such as these take hold adults will have fewer children in the knowledge that survival rates are better, allowing more care of those children they do have and thereby reducing mortality.

AO1 – 1

AO2 – 2

4 (b) The answer needs to focus on the way in which a hazard can halt or even retard development, rather than simply describing the damage done by a hazard event. Expect comment on the need for repairing damage and rebuilding infrastructure which prevents spending on more developmental projects; the need for imports of food due to crop loss / materials and expertise to repair meaning possible indebtedness; falls in GDP due to loss of exports / production so the affected country / area is even further behind. Specification requires a case study so an example should be forthcoming with likely ones being: Haiti earthquake, Boxing Day tsunami, Hurricane Mitch, Typhoon Haiyan. [4 marks]

(C)

AO1 – 3

AO2 – 1

Level 1 (Basic) (1-2 marks)

Simple comments or statements with no development. Description of hazard event and effects only. Listed points. No link to how the event impacts on the level of development. Max level 1 if no exemplar.

Level 2 (Clear) (3-4 marks)

Linked statements showing development of information provided. Example given. Clear link established as to how the development is hindered.

4 (c) (i) 2x1 [2 marks]

The new stove is safer because there are no open flames	✓
The new stove takes up a larger area	
The new stove is made from local materials	
The new stove uses less fuelwood	✓

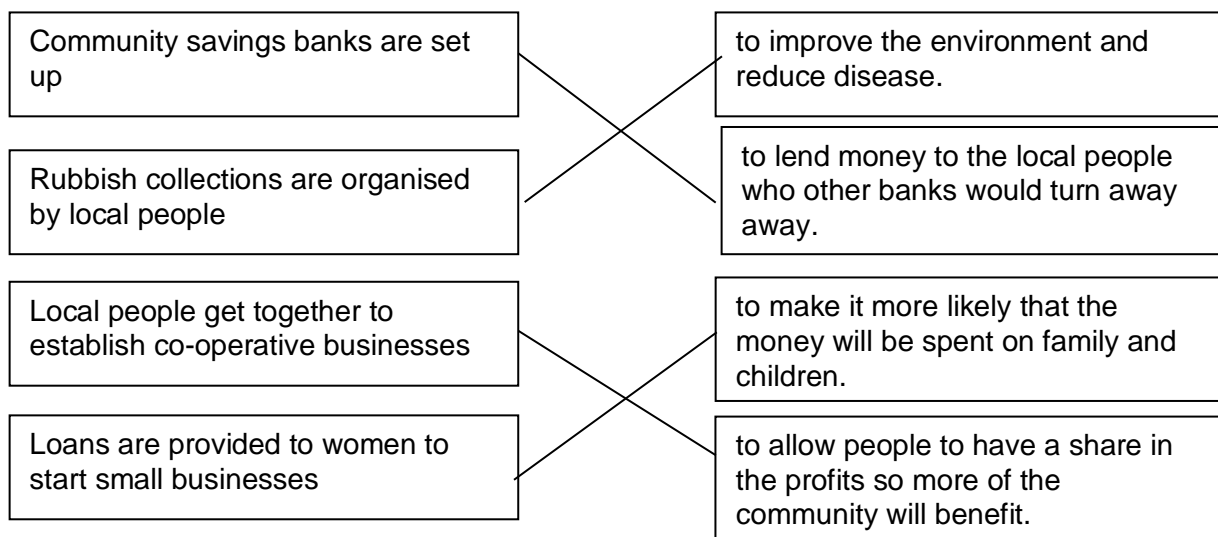
AO3 – 2

4 (c) (ii)

[3 marks]

AO1 – 2

AO2 – 1



1 mark for one correct
 2 marks for two correct
 3 marks for all correct

4 (d)(i) 2x1

[2 marks]

The photograph shows UN soldiers from South Korea delivering water to a refugee camp. Answers should describe even if the correct terminology isn't used, credit any reasonable descriptive comments. The aid is clearly emergency (1) / short term (1); is focussed on meeting immediate needs (1) / providing water (1); provided by soldiers (1) who might be from another country / organisation (1)

AO2 – 1

AO3 – 1

4(d)(ii) 1 + 1 [2 marks]

First mark for statement, second for elaboration. No credit for stating the type / describing as that was the previous question. There are a range of possible comments, credit anything which can be seen / inferred from the photograph. The aid comes from the UN / NGO (1) so is reliant on countries giving money which they may not (1), it does not last for long / once the water is drunk there is no more (1) so the problem is not fully solved (1), there may be a limited amount of water / money (1) whereas the problem is clearly huge so the aid cannot cope (1).

AO2 – 1
AO3 – 1

4 (e) Only description is required, and neither full coverage nor more than one action required for full marks, only clarity of the answer. [6 marks]

Likely examples are: **Urban II fund** – focussed on social and economic regeneration through creating jobs, improving living conditions, reducing crime; **SAPARD (Special Accession Programme for Agriculture and Rural Development)** – investing in agricultural improvement; **Structural Funds** – improving infrastructure, especially transport. Credit clear description even if not a named policy. Allow general actions that have reduced inequalities eg free movement of people/goods.

AO1 – 5
AO2 – 1

[SPaG 3 marks]

Level 1 (Basic) (1-4 marks)

Simple comments or statements with no development. Listed points. Max level 1 if no named strategy / unclear which policy being referred to. Generic comments with no sense of strategy / EU.

Level 2 (Clear) (5-6 marks)

Linked statements showing development of ideas. Must be named strategy or clear inference from description. Clear sense of EU strategies being described and / or named.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

Question 5: Globalisation

- 5 (a) (i) (C)** The process of the world's economies becoming increasingly integrated. Look for notion of integration/links/connections and the global element for the mark, not necessarily the exact wording above. [1 mark]
AO1 – 1
- 5 (a) (ii) (C)** 1x3, or (1+1) + 1 [3 marks]
No credit for re-stating the definition, candidates need to focus on the process(es). A range of answers possible, expect comment on: There is now an increased dependence between countries to share goods and services. The huge growth in global communications, especially the internet, has meant that companies can now locate all around the world to meet needs such as low cost / resource supply yet still communicate instantly. For example TNCs operate independently of national boundaries. . The rise in global trade also means that countries are more able to exchange their requirements with others. Credit illustration of point(s) with exemplars such as named TNCs and SEA-ME-WE cable.
AO1 – 1
AO2 – 2
- 5 (b) (i)** 2x1 [2 marks]
Correct completion of each bar (height of bar only, width can be ignored). Max 1 if shading incorrect or no alternative key.
AO3 – 2
- 5 (b) (ii)** 1 + 1 [2 marks]
First mark for statement, second for elaboration. May be answered from a perspective of G8 decline or BRIC rise. G8 economies have been in decline since the end of WWII (1) as: they are increasingly unable to compete on costs (1); they suffer from industrial inertia (1); they have exhausted their raw material supplies (1). BRIC countries have had rapidly growing economies in the last 20/25 years (1) due to numerous benefits such as low wages / absent health and safety legislation / the prevalence of a work culture / low taxes for companies / more modern locations (1) which have allowed them to compete on price (1) and so companies now locate there and add to their economic size (1). Credit more general reasons such as reference to natural disasters/physical constraints/lack of resources.
AO1 – 1
AO2 – 1
- 5 (c) (i) (C)** Needs to show reference to figure 15. Own knowledge may be through other impacts or elaboration. There is no need for both positive and negative though both are stated in the table. The emphasis of the answer needs to be on how the impacts shown and / or suggested have been caused by a rise in demand. For example there are jobs created by the industry that expands to [4 marks]
AO1 – 1
AO2 – 2
AO3 – 1

meet demand but water contamination may lead to illness and discontent. The reduced costs will ease household budgets whilst the traffic jams can make these locations unpleasant to live in.

Level 1 (Basic) (1-2 marks)

Simple statements or listed points with no development. Use of figure not readily apparent. Likely to be assertions and / or direct lifts from the figure without demonstrating understanding. Social or economic impacts only.

Level 2 (Clear) (3-4 marks)

Use of figure and own knowledge. In addition points will be expanded and developed to show understanding of how the impact is related to energy use. Both social and economic covered.

5 (c) (ii) 1 + 1 [2 marks]

Any **other** valid environmental impact. First mark for statement, second for elaboration. E.g. Land will be in demand for new land for power plants (e.g. wind farms) (1) so there will be unsightly developments (1). Increased energy use will burn more carbon (1) so problems of climate change will continue (1).

AO1 – 2

5 (d) (i) 1 + 1, 2 x 1 [2 marks]

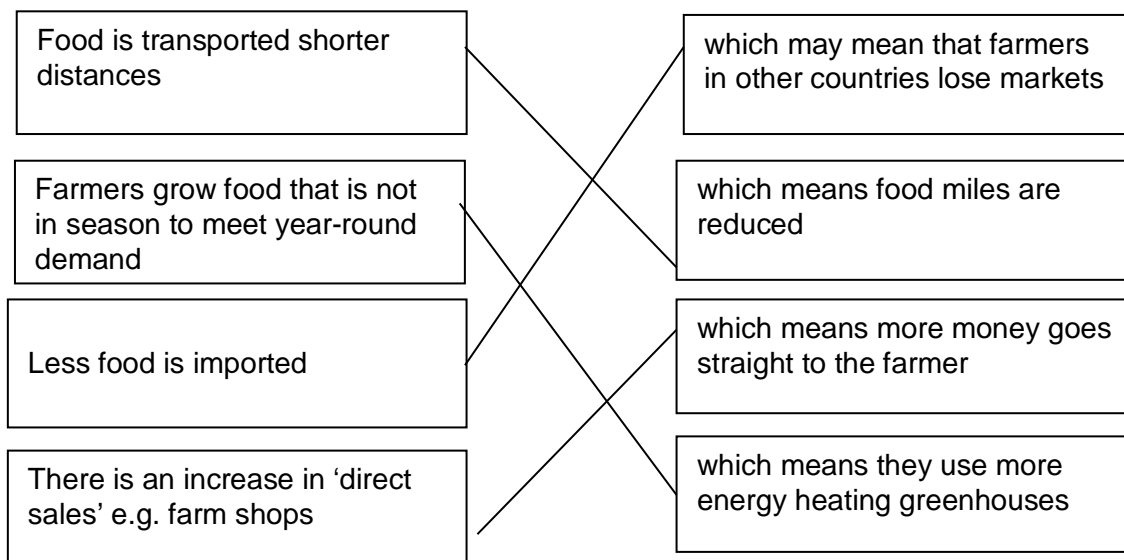
First mark for statement, second for elaboration, or two separate points. Needs to show some reference to figure 16 to be clear the candidate has referred to it. A number of possible answers, credit any that show / argue social benefit e.g. the environment in Todmorden is better with plants growing in so many places such as the towpath (1) means people will be happier living there (1); The scheme creates a sense of community (1) because everyone is encouraged to take part (1); all members of the community benefit (1) due to the participation of mental health and job-training groups (1). Helps to provide skills training (1).

AO2 – 1
AO3 – 1

5 (d) (ii)

[3 marks]

AO1 – 2
AO2 – 1



1 mark for one correct
2 marks for two correct
3 marks for all correct

5 (e)

Candidates need to show use of figure 17 through reference to one or more of the issues therein. Own knowledge may be evidenced by elaboration and explanation and need not be exemplar based. Candidates should describe issues such as move onto marginal land and therefore environmental degradation; the vulnerability to world markets and uncertain incomes; the poverty trap of buying seeds and fertilisers to meet market demand; the rising carbon footprint of food; and the political ramifications of 'water wars'.

[6 marks]

AO1 – 4
AO2 – 1
AO3 – 1

[SPaG 3 marks]

No credit for positive consequences

Level 1 (Basic) (1-4 marks)

Simple comments or statements with no development. Listed points. Use of figure or own knowledge only. No connection between statements and global food search.

Level 2 (Clear) (5-6 marks)

Linked statements showing development of ideas. Both figure 18 and own knowledge. Clear sense of consequence being linked to global food search.

Spelling, Punctuation and Grammar**[3 marks]****SPaG****Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1**Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2**High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

Question 6: Tourism

6 (a) (i) (C) Correct plotting of point, joined with a line. [1 mark]

AO3 – 1

6 (a) (ii) (C) 3x1, or (1+1) + 1 [3 marks]

Annotation should be clearly linked to a point on the graph and a reasonable suggestion, for either increase or decrease in numbers. More than one reason needed for full marks. Likely suggestions: rising global prosperity 1993 -2000 hence increase; 9/11 events for 2001 drop; 2006-7 steady – after effects of 7/7 bombings / wet summer in UK; 2009 drop – post 2008 crash / global recession; 2012 rise due to Olympics. Max 1 for labels without development.

AO2 – 2

AO3 – 1

6 (a) (iii) 1 + 1 [2 marks]

First mark for statement, second for elaboration. Any reasonable impact. Visitors will create demand for hotels (1) and so increase the number of jobs in the service sector (1). They will spend money in shops and restaurants (1) which increases the tax revenue to the government (1). Additional indirect jobs are created in industries which are linked to tourism (1) so that there are indirect jobs / is a multiplier effect (1). Only credit jobs/money if qualified.

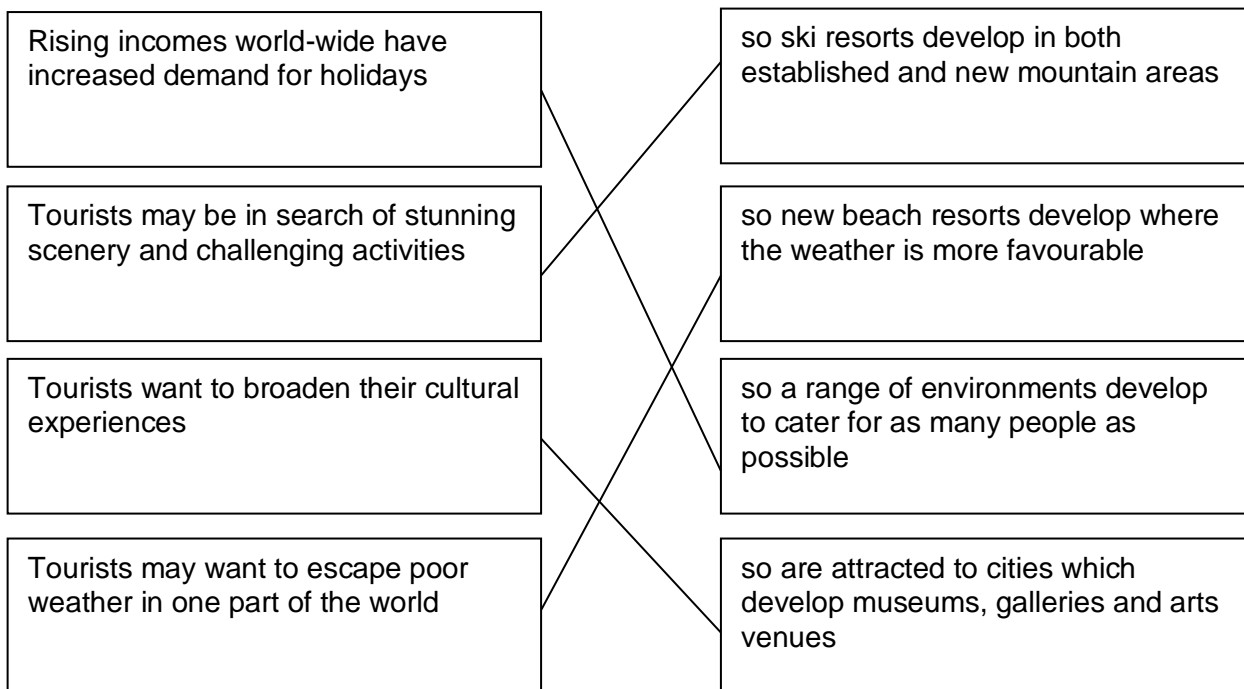
AO1 – 1

AO2 – 1

6 (b)

[3 marks]

AO1 – 2
AO2 – 1



1 mark for one correct
2 marks for two correct
3 marks for all correct

6 (c) (C)

Needs to show reference to either figure 19a or 19b through something visible, though this may be slight, equally own knowledge may be evidenced through terminology and elaboration and need not be place based. However, it is likely that candidates will draw parallels with their own case study. Key element is that the development / initiative is linked to maintaining tourism success eg. the widening of NP boundaries will create additional visitor areas / reduce pressure on existing ones to prolong their lifespan / attraction; re-opening attractions will provide something new and different and give people a reason to visit again.

[4 marks]

AO1 – 2
AO2 – 1
AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements or listed points with no development. Use of figure or own knowledge only. Likely to be assertions and / or direct lifts from the figure without demonstrating understanding. Limited or no concept of why action will ensure continued success. Max level 1 if not National Park or coastal resort, or non-UK, but comments could apply.

Level 2 (Clear) (3-4 marks)

Use of figure and own knowledge, though balance not required. In addition points will be expanded and developed to show clarity and understanding. Some clear reference to how action will ensure continued success.

6 (d) (i) 2 x 1 [2 marks]

Any two features: Large numbers of people / organised / often package holidays / all to same destination / all at same time / many in a peak season.

AO1 – 2

6 (d) (ii) 1 + 1 [2 marks]

First mark for statement, second for elaboration, or two separate points. Effect(s) needs to be visible in / reasonably inferred from the photograph. E.g. Animals are disturbed (1) because people congregate in one spot (1); ground / tracks are eroded (1) due to the number of vehicles (1). Credit environmental effects at any scale.

AO2 – 1

AO3 – 1

6 (d) (iii) 1 + 1 or 2x1 [2 marks]

First mark for statement, second for elaboration, or two separate points. Effect(s) needs to be visible in / reasonably inferred from the photograph. National parks are created (1) to control the numbers / organised groups (1); damage to the environment is limited in scope / area (1) because the group is organised / stays together; Groups such as this will probably spend a large sum to visit (1) which can be used for conservation (1). Credit environmental effects at any scale.

AO2 – 1

AO3 – 1

6 (d) (iv) [6 marks]

Only description of the effects is required and full coverage is not necessary, only clarity of the answer. Exact content will clearly depend on the case study selected, with likely examples being: Kenya, Jamaica, Thailand. Whichever case study is chosen, likely effects are:

AO1 – 6

(SPaG 3 marks)

Positive: foreign currency earnings; opportunity for widening basis of economic activity; creation of jobs, especially labour intensive service industry.

Negative: Leakage of profits to foreign companies; growth of 'all-inclusive' reduces direct local spending; many jobs low-paid.

Level 1 (Basic) (1-4 marks)

Simple comments or statements with no development. Listed points with no additional elaboration or description. Positive or Negative only. Max Level 1 if no exemplar or exemplar is not tropical but the effects described could apply.

Level 2 (Clear) (5-6 marks)

Linked statements showing development of ideas and clarity. Must be named example which can be country or region /

specific location. Must have both positive and negative for access to level 2.

[3 marks]

Spelling, Punctuation and Grammar

SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3