
GCSE

Geography (Specification A)

90302H 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.

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

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) Some notion of the increased rapidity needed for credit: A faster and faster rate of population growth / as the population has got larger the growth is faster. Rapid increase must be qualified by time scale. [1 mark]
AO1 – 1

1 (a) (ii) There are a number of aspects of the graph which might be commented upon, not all are required for full marks. For example: There is clearly a trend of continuing Global growth 2013 – 2050 and this is at a steady rate on a global scale. However the rate is not consistent across the world with Africa showing a very rapid rate of growth whilst that in North America, South America and Oceania is broadly steady. Accept Europe as either consistently steady or slight decline 2030 to 2050. [4 marks]
AO2 – 2
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements and / or isolated points or figures with no change apparent. Possibly separate descriptions of each time point and / or only covering one time period.

Level 2 (Clear) (3-4 marks)

A clear sense of change across the times shown and awareness of the contribution of different regions to the overall pattern. Whole range of times covered, with points being developed and expanded. Figures when quoted are used in context of description.

1 (a) (iii) (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 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. **AO1 – 1**
AO2 – 2

1 (b) Candidates need to draw a link between the issue and the strategy adopted to be “accounting for”. They should identify and explain how the strategy will seek to address either the birth rate or the problems associated with a burgeoning [8 marks]
AO1 – 8

population. Likely examples are China and Indonesia.
Credit best answer if more than one chosen.

[SPaG 3 marks]

China: Forcible reduction in number of births through numerical limit enforced by law and strong social pressure. Also delaying the age of marriage through law to reduce total fertility. Credit coverage of more nuanced application of the policy in rural areas where the issue was less acute.

Indonesia: Redistribution of the population to less densely populated islands in order to achieve a better population / resource balance and the social and economic problems of poverty and lack of services created by the rapidly rising population.

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no / ineffective attempt to link policy to problem/birth rate. Possibly descriptive of the strategy only. Max level 1 for no exemplar or exemplar where there is not rapid population growth but the comments made could apply.

Level 2 (Clear) (5-6 marks)

Developed comments with some attempt to link the actions taken to the problems of rapid growth/birth rate. Country / place exemplar is named. Must have more than one strategy or more than one element of the overall strategy.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to justify the strategies as a reaction to the problems/birth rate. Specific detail of policy and / or problems for the named country.

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

3

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.

1 (c) 1x3 or (1+1) + 1 [3 marks]

There are a number of aspects of the map pattern that could be commented upon: The general distance decay of popularity of retirement locations further north; density of southerly coastal locations; close to London; limited number in Wales. Description need not be complete for full marks but should convey some sense of pattern and show use of the map.

AO2 – 1 AO3 – 2

1 (d) (i) (C) 1 + 1 [2 marks]

First mark for statement, second for elaboration. Requirement is only to outline, they need not explain how the method increases 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).

**AO1 – 1
AO2 – 1**

1 (d) (ii) (C) 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 [4 marks]

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.

**AO1 – 1
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) There are number of changes that might be commented upon, not all are required for full marks. For example: There is an increasing concentration of megacities in SE Asia, particularly China and India. All continents show an increased number of megacities during the period e.g. N America 3-4, S America 3-5, Europe 1 (0) – 2 (4) (figure in brackets as they may not view Moscow / Istanbul as European). Increasing concentration and domination of the world pattern by SE Asia. Increasing concentration of coastal locations. Credit observation of where there are few / none also e.g. most of Europe and Oceania. [4 marks]

AO2 – 2
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements and / or isolated points or figures with no change apparent. Possibly separate descriptions of each map and / or only covering one map.

Level 2 (Clear) (3-4 marks)

A clear sense of change between the maps. Sense of an overall pattern with clear global i.e. at least 3 continents comment.

Points developed and expanded. Figures when quoted are used in context of supporting points.

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

Comments should focus on the differences between rich and poor. Two reasons are needed for full credit. Max 1 for separate accounts or rich or poor only. Max 1 for description of differences only

AO1 – 2
AO2 – 1

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.

2 (b) (i) (C) [2 marks]

AO3 – 2

Part of city	Letter
Inner City	C
Suburbs	A

2 (b) (ii)	Any reasonable land use, which should be visible on the map: recreational use e.g. golf courses; country park; farms.	[1 mark] AO2 – 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.	[4 marks] AO1 – 1 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. 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.	
2 (c) (i)	1x3, or (1+1) + 1 What is important for this answer is that the candidate connects those who undertake rural – urban migration to this form of economic activity. They should mention the lack of skills and education of the migrants so that they cannot find formal employment and so engage in activity to earn money that is not taxed / regulated and so informal. They may also mention the speed / scale of the urban growth being too great for the economy of poorer countries to respond rapidly enough with employment opportunities. Credit examples of informal activities e.g. rubbish collectors / food stalls / road side sellers / shoe shining as elaboration. Max 1 for example.	[3 marks] AO1 – 3
2 (c) (ii)	Content will depend on the case study chosen. Likely cities are Rio de Janeiro, Mumbai, Nairobi etc. If more than one city used credit the best example. The question is quite broad so the redevelopment could be at any scale and take any form from site and service type schemes to large private enterprise schemes such as the proposal for Dharavi. The emphasis	[8 marks] AO1 – 6 AO2 – 2 [SPaG 3 marks]

should be on making the link between the problems and how these are resolved by the actions taken. For example that water-borne diseases are addressed with standpipes and improved sanitation / street clean ups / toilet systems; informal employment with adult education to improve skills; illegality and insecurity with rights of ownership and tenure and crime with increased police action.

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no / ineffective attempt to link problems to the resultant actions. Possibly descriptive of the actions taken only. No case study offered. Max level 1 if unsuitable place but actions could be applicable.

Level 2 (Clear) (5-6 marks)

Developed comments with some attempt to link the actions taken to the problems of the squatter settlements. Place exemplar is provided which may simply be a suitable city. Must have more than one problem mentioned.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to justify the redevelopment actions as a reaction to the problems. Specific detail of policy and / or problems for the named city so that the answer “rings true” with a sense of place.

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) 27p [1 mark]

AO3 – 1

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

Max 1 for simply stating 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. 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.

AO1 – 1

AO2 – 2

3 (a) (iii) (C) 1x2 [2 marks]

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) increases the awareness of British farm produce (1)

AO2 – 1

AO3 – 1

3 (b) A wide range of characteristics might be commented upon and the answer need not be exhaustive for full marks. Only description required. Key characteristics for comment might be: [4 marks]

Social – More professional / higher income groups, more families with children, newcomers outnumber locals, possible social division between groups. Villages may be empty during the day and busy at weekends.

Economic – Some light industry may develop on village outskirts, closure of local shops and influx of chain convenience stores and / or specialist shops, high or increasing house prices

Environmental – Growth of new housing estates / change in housing type and appearance, increase in noise and air pollution, loss of green space / farmland.

AO1 – 4

Level 1 (Basic) (1-2 marks)

Simplistic answer, consisting of statements without elaboration and / or listed points. Unclear if the village is expanding or comments not unique to expanding villages. Only one characteristic mentioned.

Level 2 (Clear) (3-4 marks)

Points developed and expanded so that there is clear description which relates explicitly to an expanding village. More than one characteristic described.

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)

1x3, or (1+1) + 1

[3 marks]

AO1 – 2
AO2 – 1

Max 1 for general impacts with no link to traditional farming.
 Max 1 if not tropical or sub tropical but the comments could apply. Answers may be positive or negative, though the latter is more likely. Candidates may mention the availability of jobs in these industries which then removes a farm labour pool and may reduce productivity, they may link forestry to clearance and the change to ranching and commercial agriculture which displaces small scale farmers so that they may have a smaller and less viable area for subsistence agriculture. This may lead to overgrazing and over-cultivation so that the traditional agriculture declines. Chemicals used in mining may leach into the soil and local rivers so that the effects are felt more widely and fertility, yields and income decline.

3 (d) (ii)	<p>The answer should focus on the positive outcomes of agricultural innovation and change. The specification refers to irrigation and appropriate technology so accept low-cost/low-tech/small scale irrigation techniques as addressing both these aspects. Credit candidates who argue for small scale/appropriate as more advantageous than large scale capital intensive systems. A case study or exemplar is not required but should be credited if used; equally own knowledge may be evidenced through explanation of the way in which benefits accrue as a result of the change(s), showing understanding of the natures of traditional farming systems. Expect comment on the way in which for minimal input / cost, which is a benefit in itself, the example shows how yields can be increased and arable can become more of a mixed farm system as fodder is a by-product. This will also make the agriculture more viable as manure will be available, and also a protein source for the population. The 'trap' plants deal simply with the pests which are a common problem in these areas.</p>	<p>[8 marks]</p> <p>AO1 – 3 AO2 – 3 AO3 – 2</p> <p>[SPaG 3 marks]</p>
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Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no / ineffective attempt to link appropriate technology to benefits. Descriptive only. Max Level 1 if not clearly related to tropical agriculture.

Level 2 (Clear) (5-6 marks)

Developed comments with some attempt to link the appropriate technology to benefit. Both figure and own knowledge and both irrigation and appropriate technology. Some attempt to clarify change as a benefit. Must have more than one benefit mentioned.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to connect the benefits that occur to the technology chosen. Developed sense of tropical and sub-tropical agriculture.

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) (C) 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) 1 + 1 [2 marks]

Marks can be achieved either through developed or separate points: Negative correlation / relationship (1), which means that as GDP goes up, infant mortality goes down (1) countries with a low GDP have a high infant mortality (1). Credit figures if used in support of statement of the relationship. Credit accurate reference to anomalies.

AO1 – 1**AO2 – 1**

4 (a) (iii) (C) 3x1, or (1+1) + 1 1x3 [3 marks]

No credit for simply describing the relationship, candidates need to offer and / or develop reasons 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) (C) 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]

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) 3x1, 1 x 3, or (1+1) + 1 [3 marks]

The comment must relate to quality of life improvements. Credit to be given to any reasonable annotations which infer the impact on the stove user of the improved version. Arrows must locate comment and not be to the photo in general. Expect comments on reduced respiratory disease with less smoke; reduced bending so less back pain; better safety for both user and family as a whole with no exposed fire; time / money saved by reduced collection of / need for fuelwood which can then be used for other things.

AO2 – 1
AO3 – 2

4 (d) Needs to show use of Figure 14 through reference to something visible in the photograph, though this may be slight. Own knowledge may be evidenced through exemplars and / or elaboration of the nature of the situation regarding short term aid and the nature of a refugee crisis. Must be for the recipient country. There are a great many possible aspects for the candidates to mention and credit should be given for any reasonable suggestion. Expect comment on: [4 marks]

Advantages – a number of countries acting in concert will be more effective than individually, the UN will be allowed to go where donor countries might not be welcome, water is the most essential need so this will help the immediate problem and keep people alive.

AO1 – 1
AO2 – 1
AO3 – 2

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 comment on advantage .

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 of the advantages of the aid shown rather than aid in general. Must have more than one advantage.

4 (e) This is an open question with a large range of potential opportunities for answering. Whatever aspect(s) is / are explored there should be some recognition of the need for transfer of resources in order to address imbalances in development. The specification requires a case study of a [8 marks]

AO1 – 6
AO2 – 2

development project. Such a case study may well be the popular avenue of approach at a range of scales and will likely be focussed on long-term aid as a means of development. Equally valid would be other case studies if they addressed the question: Fair trade and trading groups as a means of resolving current imbalances in the world pattern; Debt write offs / conservation swaps so that poorer countries have fewer payments and can spend money on development instead; the need for aid from richer countries, e.g. the UN 0.7% GDP pledge to redistribute global wealth; multilateral and NGO aid and their focus on sustainable development to address long-term issues.

[SPaG 3 marks]

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no / ineffective attempt to link the action taken to addressing inequality. Probably descriptive of the actions taken only. Max level 1 if no example or element of international action evident or intra continental only e.g. within Europe.

Level 2 (Clear) (5-6 marks)

Developed comments with some attempt to link the actions taken to addressing inequality. International element must be evident. Example specified. Clear sense of the developmental element of the action / project.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to justify the redevelopment actions as a means of resolving inequality. Detailed use of example(s) . More developed and readily apparent sense of the necessity for International involvement.

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

Question 5: Globalisation

- 5 (a) (i) (C)** The process of the world's economies becoming increasingly integrated. Look for notion of integration 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)** 3x1, or (1+1) + 1 [3 marks]
Description only. Both groups of countries show growth in their economies. Whilst each group grows at a different rate, that rate is approximately constant for G8 for the time period shown, the rate of growth is clearly faster for the BRIC vs G8. In 2040 BRICs overtake the G8. Credit use of figures and data manipulation as elaboration.
AO2 – 1
AO3 – 2
- 5 (b) (ii)** 1+1 [2 marks]
First mark for statement, second for elaboration. Credit any reasonable explanation of de-industrialisation e.g. 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).
AO1 – 2
- 5 (c) (C)** Needs to show reference to Figure 16, 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 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. [4 marks]
AO1 – 1
AO2 – 2
AO3 – 1

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 clearly apparent 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 (d)

Needs to show use of Figure 17 through reference to something visible in the extract, though this may be slight. Own knowledge may be evidenced through other exemplars and / or elaboration of the benefits and how they are accrued. Expect comment on: the social benefit of increased community participation and the skills gained by the un / underemployed; the environmental benefit of the 'greening' of towns, which may even be argued as a carbon sink; the reduced carbon footprint of local food vs imported; money remaining locally and going direct to producers to increase their income. Other possibilities exist and should be credited if clear.

[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 comment on the benefits. No link between local scale and benefit stated.

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. Clear sense of how the local nature of food leads to the benefit stated. More than one benefit needs for L2

5 (e)	Candidates need to show use of Figure 18 through reference to one or more of the comments made. Own knowledge may be evidenced through either additional issues / exemplars or elaboration of the processes involved. Whilst the comments are broadly negative, there is a possible positive interpretation of the first (moving L-R). A range of consequences are possible, full marks are possible for two, one positive and one negative.	[8 marks]
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AO1 – 5
AO2 – 2
AO3 – 1

[SPaG 3 marks]

Comments may include:

Positive: increased incomes from commercial farming; widening of markets and opportunities for poor world farmers; increased export earnings for poor countries which brings foreign currency.

Negative: environmental degradation of marginal lands; conflict over water rights; vulnerability to world markets; poverty trap of seed / fertiliser purchase; food miles increase with consequences for carbon emissions.

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points. Figure or own knowledge only. Positive or negative consequences only. Limited or no attempt to link the consequence to global food search.

Level 2 (Clear) (5-6 marks)

Developed comments with some attempt to link the consequence to global food search. Both figure and own knowledge. Both positive and negative.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to connect the consequences to the global food search. Both figure and own knowledge. Both positive and negative with fuller elaboration of at least one, though balance not required. Stronger sense of an attempt to discuss.

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]
AO2 – 2
AO3 – 1
- Annotation should be clearly linked to a point on the graph and a reasonable suggestion, not necessarily correct 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 with no development.
- 6 (b)** The focus of the answer should be on what these areas have to offer and therefore why tourists might visit them. E.g. **Mountains** - scenery, snowsports and adventure sports. **Cities** – culture, architecture and history. These attractions should then be linked to why people would visit them and how tourism grows as a consequence. Answers may also be linked to rising global demand and the search for the new, expanding potential in otherwise less visited areas that offer these attractions. [4 marks]
AO1 – 2
AO2 – 2
- Level 1 (Basic) (1-2 marks)**
Simplistic answer, consisting of statements without elaboration and / or listed points. Unclear what the potential of the areas is to develop tourism. Only one environment mentioned.
- Level 2 (Clear) (3-4 marks)**
Points developed and expanded so that there is clear explanation which relates explicitly to tourism potential. Both mountains and cities covered.

6 (c) (C)	<p>Needs to show reference to either Figure 20a or 20b 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 e.g. 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. Max L1 if not National Park, Coastal Resort or non UK resorts. but comments may apply.</p> <p>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.</p> <p>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.</p>	<p>[4 marks]</p> <p>AO1 – 2 AO2 – 1 AO3 – 1</p>
6 (d) (i)	<p>2 x 1</p> <p>First mark for statement, second for elaboration.</p> <p>Must be difference for credit, but credit either perspective from which the difference is described. Mass tourism has larger numbers (1) and so has a more negative impact (1) Mass tourism will be in larger accommodation (1) which is much less likely to be traditional to the area (1).</p>	<p>[2 marks]</p> <p>AO1 – 2</p>
6 (d) (ii)	<p>3x1, or (1+1) + 1</p> <p>Suggestions need to be visible in / reasonably inferred from the photograph. Both positive and negative are acceptable. Question is plural so more than one effect is needed for full marks. Possible comments: erosion of tracks / land surface due to concentration of vehicles; Air and noise pollution from vehicles; disturbance of breeding / behaviour patterns due to presence of groups; creation of national parks to provide safe habitats / conserve the landscape and animals; group looks organised which will limit / regulate impacts to conserve environment.</p>	<p>[3 marks]</p> <p>AO2 – 1 AO3 – 2</p>
6 (d) (iii)	<p>Exact content will clearly depend on the case study selected,</p>	<p>[8 marks]</p>

with likely examples being Kenya, Jamaica, Thailand. Any form of tourism in a tropical area is acceptable. Whatever the specifics, expect comment on:

AO1 – 6

AO2 – 2

Controlling numbers so that whilst income is still received the effects will be reduced, this can be achieved through the use of permits for certain activities e.g. wildlife safaris which also have the benefit of increasing income. Companies may be forced to pay a certain amount for each customer into an environmental fund which can then be used for conservation such as funding national parks. Developers of tourist facilities may have to provide a number of jobs for locals. Restrictions may be placed on buildings such as hotels so that they do not spoil the appearance of the area and limits may be placed on the extraction of water to prevent over use.

[SPaG 3 marks]

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points. Limited or no attempt to link impact reduction to continued income. Max level 1 for no exemplar or where exemplar not tropical but comments could apply.

Level 2 (Clear) (5-6 marks)

Developed comments with some attempt to link impact reduction to continued income. Named tropical exemplar which could be at any scale, though answer may remain generic, especially at the lower end of this level.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to connect the continued income with impact reduction. Detailed use of appropriate case study so that the answer 'rings true' with a sense of place.

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

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2

High performance

Candidates spell, punctuate and use the rules of grammar with

3

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.