



**General Certificate of Secondary Education
June 2013**

Geography A **40302H**

(Specification 4030)

Unit 2: Human Geography (Higher)

Final Mark Scheme

Mark Scheme

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

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

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GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

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

Candidates will be required to:

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

Levels Marking - General Criteria

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

Level 1: Basic

Knowledge of basic information
Simple understanding
Little 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

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

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

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

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

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.

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.

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.

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.

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) Africa (1 mark)

AO3 – 1

1(a)(ii) -0.1 – 0% (1 mark)

AO3 – 1

1(a)(iii) 3x1 (3 marks)

There needs to be some evidence of the use of Figure 1. This can be through place names or details of the pattern. Max 2 for isolated points with no attempt at pattern. Reserve full marks for the full range of changes.

AO2 – 2

AO3 – 1

The higher rates of increase are generally in the poorer countries (1), although there are some notable exceptions such as Australia and Norway (1). The highest rates of increase are in Sub-Saharan Africa / Central Africa (1). The majority of the developed / richer countries have low or negative rates of growth (1). Eastern Europe and Russia is the largest area of negative population growth / population decline (1). There are some examples of negative growth in the poorer parts – credit locational description of Cuba / Guyana (1).

1(b)(i) Candidates do not have to refer to the results shown in Figure 2. Other reasonable consequences are acceptable. The key for the question is to link rapid population growth to the result. The command is “outline”. (4 marks)

AO1 – 3

AO2 – 1

Level 1 (Basic) (1-2 marks)

Simple statements of a connection with no real development or attempt to link clearly.

Too many people mean they can't afford many schools. Lots of people mean that shanty towns develop. They want the government to do more to help them.

Level 2 (Clear) (3-4 marks)

Linked statements with some recognition of the result being caused by the rapidity of population change.

With a fast increasing population it is harder for the government to provide enough schools to cope with large numbers of children. The population grows faster than the amount of food they can grow so there are food shortages.

1(b)(ii)

Candidates do not have to choose or state a case study, though if they do it is likely to be Kerala or perhaps Indonesia. Candidates should show how the features of the policy have been applied and how they contribute to sustainable development. This could be through such things as addressing the population / resource balance; controlling expenditure and the need to feed an increasing population, developing human resources to increase economic potential and therefore improve wealth. Detail may be achieved through clear explanation of policy workings in abstract. Credit pro natal policies or pro migration policies in countries such as France/Germany (developed economies) which refer to economic sustainability.

Kerala: Improved education, particularly for girls. Family planning advice and education, with free contraception. Better health care with vaccination programmes for children. Land reform.

Indonesia: transmigration policy. Movement of people from densely to less densely populated islands. Migrants given land to farm.

(8 marks)

AO1 – 6

AO2 – 2

Level 1 (Basic) (1 – 4 marks)

Simple statements and / or listed points with no real explanation with no reference to sustainability.

In Kerala they have free contraception. There is better education. There are health care clinics.

Level 2 (Clear) (5 – 6 marks)

Linked statements with some explanation and perhaps some direction to sustainability.

Max L2 for clear description of policy only.

In Kerala, India, there is better schooling so girls are more literate and choose to have fewer children so there are fewer mouths to feed. Land reform means people are able to grow more food so they are healthier and more productive and perhaps able to sell a surplus. Health clinics and vaccination reduce mortality rates. This means more children survive and their parents don't have to have more to be sure that some will live to be older. It also means adults are more economically productive.

Level 3 (Detailed) (7 – 8 marks)

Detailed information with good reference to sustainable development.

Must link to sustainable development/future of country.

Education programmes in Kerala mean that literacy rates are now 97% and many women go to university. This means that they also contribute to the economy and help the country to develop.

They are also less likely to have many children as they will want a career. This helps development as there will be fewer children for the country to provide for. Land reform makes the countryside more productive. It will be less of a subsistence economy. This also means that fewer people will migrate to the cities and there will be less strain on resources and infrastructure to cope with them in shanty towns.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	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
1(c)(i)	There need to be some evidence of the use of figure 3 by reference to the figures. Responses should cover changes in the structure with increasing elderly and decreasing proportion of children and the economically active.	(4 marks)
		AO2 – 1 AO3 – 3
	Level 1 (Basic) (1 – 2 marks)	
	Simple statements, largely lifted from the resource. <i>Ageing population. More old people. Fewer young people. In 2050 there are 20 green figures</i>	
	Level 2 (Clear) (3 – 4 marks)	
	At least 2 changes for top of L2. Linked statements showing awareness of the changes. Must show evidence of use of Figure 3. <i>There is predicted to be a 50% (accept 8%) increase in the percentage of elderly / over 65 by 2050. Only just over half the population will be of working age in 2050. Smaller percentage of children in 2050.</i>	

1(c)(ii) 2×2 or 1×3 + 1×1 **(4 marks)**

No marks for restating or rewording the list.

AO1 – 2

AO2 – 2

More healthcare services needed – money needs to be spent on looking after the elderly; this increases the cost so money cannot be spent on other things such as infrastructure. There is less money available for things such as schools and universities so the skills of the population and their ability to earn are reduced.

Fewer people paying taxes – this reduces the income for the government so it cannot invest / spend on things which will help the economy.

More pensions need to be paid – this becomes an increasing burden and has no benefit to the economy. Many companies have huge debts because of their pension commitments and so will go bankrupt, harming economic growth.

No marks for restating the list.

Total for question 1: 28 marks

Question 2 Changing Urban Environments

2(a)(i) 2x1 (2 marks)

Main bus station (tourist) information centre / University /
convergence of main roads / cathedral / Town Hall / Museum / inner
ring road. **AO1 – 1**
AO3 – 1
Not places of worship, not historical buildings.

2(a)(ii) (4 marks)

There should be evidence of the use of the OS map extract – this
can be by the use of specific grid references and / or place names
or locations. The candidate should show that they recognise
characteristic land-uses within the rural-urban fringe. The
command is to “describe” not “list”. Level 1 only for list. **AO1 – 1**
AO2 – 1
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with no apparent reference to the map.
*There are housing estates. There are industrial estates. There are
recreational activities. There are two golf courses. There is a zoo.*

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of recognition of the rural-urban
fringe and use of the map extract. Qualification or development, in
relation to map features for Level 2.
*There are modern housing estates with cul-de-sacs in square 3534.
There are two golf courses e.g. in 3532. There are two country
parks e.g. the Camperdown Country Park. There are lots of
recreational activities such as the picnic site and the visitor centre in
3634.*

2(b)(i)	<p>Needs to show use of Figure 5 through reference to something in the photograph, this may be slight. However there should also be evidence of the candidate going beyond this with their own knowledge to show why the photo illustrates some of the problems associated with brownfield sites. They may make reference to the physical problems of constrained sites and the smaller number of houses that can be built. Environmental problems such as the less attractive environment and the proximity to poor quality existing housing may also occur. Social issues such as resentment from poorer inner city dwellers who are displaced and can't afford housing are also valid areas of comment.</p> <p>Level 1 (Basic) (1-2 marks) Simple statements, either lifted from the resources or just their own knowledge. <i>The site is very cramped. It's unattractive.</i></p> <p>Level 2 (Clear) (3-4 marks) Must use own knowledge and resources to access L2. Must have more than one disadvantage for top L2. Linked statements showing use of the resource and own knowledge. <i>The photo shows new housing which the residents of the tower block probably can't afford. Brownfield sites are often unattractive as they are near old factories and buildings. This means that it can be difficult to get people to go and live there.</i></p>	<p>(4 marks)</p> <p>AO1 – 2 AO2 – 1 AO3 – 1</p>
2(b)(ii)	<p>2x2 or 1x3 + 1x1</p> <p>Conserve the historic and natural environment – Once buildings are knocked down they are gone. These are resources that if they are used up by people today they will not be available for future generations to use.</p> <p>Provide adequate open space – Existing areas like parks need to be left alone because they are important for people's social well-being. If they are built on, they will be difficult to restore for the future.</p> <p>Include local people in the decision making process – People are much more likely to support ideas if they feel part of a community and therefore they are more likely to be successful into the future.</p>	<p>(4 marks)</p> <p>AO1 – 2 AO2 – 2</p>
2(c)(i)	<p>Formal Primary <u>Informal</u></p>	<p>(1 mark)</p> <p>AO2 – 1</p>
2(c)(ii)	<p>2x1 or 1x2</p> <p>She now earns enough to buy food so they will be less hungry. There are more opportunities for her and her children so they are likely to have a better life. She earns 4-6 times as much (accept figures) so will be better off.</p>	<p>(2 marks)</p> <p>AO2 – 1 AO3 – 1</p>

2 (c)(iii)	<p>Case study can be location or scheme. Location must be a named city.</p> <p>Content will depend on the case study chosen. Likely cities are Rio de Janeiro, Lima, Mumbai, Nairobi. The question is quite broad so improvement could take any form from site and service type schemes to large private enterprise schemes such as the proposal for Dharavi. The emphasis should be on how the settlement is being improved.</p>	(8 marks)
		AO1 – 6 AO2 – 2
	Level 1 (Basic) (1 – 4 marks)	
	<p>Simple statements and / or listed points with no real explanation and no names settlement or improvement project.</p> <p><i>They have built houses out of breeze-blocks. Stand pipes have been provided for each street.</i></p>	
	Level 2 (Clear) (5 – 6 marks)	
	<p>Linked statements with some explanation and at least the name of a settlement or improvement project.</p> <p><i>In Rio the streets have been paved and widened. Basic services have been provided so that there is now clean water and an electricity supply. There is also a weekly rubbish collection. The worst shacks have been replaced with brick and breeze block houses.</i></p>	
	Level 3 (Detailed) (7 – 8 marks)	
	<p>Detailed case study information with good development of the points.</p> <p><i>The Favela Barrio project in Rio de Janeiro allows residents to apply to legally own their property so they have greater security. There are adult literacy classes to improve the skills of the people and help them work their way out of poverty. Residents in the favela have chosen what they want to happen so they feel involved and they also staff the projects. This makes it cheaper to run and also gives them skills.</i></p>	
SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	<p>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.</p>	1
	Intermediate performance	
	<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>	2
	High performance	
	<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>	3

Total for question 2: 28 marks

Question 3 Changing Rural Environments

3(a)(i) A village located in the rural-urban fringe / where most of the inhabitants commute to work in nearby towns or cities. **(1 mark)**

AO1 – 1

3(a)(ii) There should be evidence of the use of the OS map extract – this can be by the use of specific grid references and / or place names or locations. The candidate should show that they understand the factors that cause villages to grow and are able to identify these on the map. The command is “suggest” not “describe”. Level 1 only for description. **(4 marks)**

AO1 – 1

AO2 – 1

AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements of factors with no apparent reference to the map.

There are good roads / motorways. There is nice countryside nearby. There is a railway line.

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of recognition of the growth linked to factors and use of the map extract.

There are large roads such as the A38 and the M6 toll. These make it easy for people to live in the village and travel to work elsewhere. There is a railway station at 106046 which commuters could use to travel to nearby cities. The village is surrounded by countryside so is attractive for people to live in instead of the city.

3(a)(iii) There should be evidence of use of the photographs. The candidate should show that they understand why the features they comment on are typical and make reference to other places in the process. The photos show: **A** New housing estate **B** Tesco Express **C** Redeveloped / Food-led pub **(4 marks)**

AO2 – 1

AO3 – 3

Level 1 (Basic) (1-2 marks)

Simple statements. No comment on typicality.

There are new housing estates. The shops are bigger. The pub looks redeveloped.

Level 2 (Clear) (3-4 marks)

2 out of 3 photos must be used for top L2.

Linked statements with evidence of use of the photographs and comment on typicality.

Photo A shows a new estate which has been built as the village has expanded. They appear to be large detached houses which are typical of commuter villages. The pub looks like it sells food as a big feature. This happens a lot in expanded villages as commuters want somewhere to eat in evenings and weekends.

3(b)	<p>Responses will depend on case study selected. Likely examples are Snowdonia and Cornwall, though it need not be from the UK. Can be at any level of development. Can be effects / changes on receiving area. The focus should be on the social and economic problems. Shops, post offices and pubs close, leaving areas without services. Public transport is limited. Communities become isolated with an increasing elderly population and few newcomers, except retirees. Rural depopulation, especially of the young. Substantial numbers converted into second homes and holiday lets in the attractive areas, with associated increases in house prices, often out of the reach of locals. Unemployment can be high. Jobs are often low paid and seasonal in agriculture and / or tourism.</p>	(8 marks)
	<p>AO1 – 6 AO2 – 2</p>	
	<p>Level 1 (Basic) (1-4 marks)</p>	
	<p>Simple statements and / or listed points with no real explanation and no named area. <i>The shops / pub / PO have shut. Large parts of rural areas have only old people left. Locals can't afford to buy houses in the countryside. There are lots of second homes. There are no good jobs for people.</i></p>	
	<p>Level 2 (Clear) (5-6 marks)</p>	
	<p>Linked statements with some explanation and at least the name of an area. Largely generic in content. Will probably only address social or economic problems. <i>Lots of the young people have left so the villages are mainly full of elderly residents. You have to own a car even if you can't afford it because there is not enough custom for the bus routes, so it costs more to live in the countryside.</i></p>	
	<p>Level 3 (Detailed) (7-8 marks)</p>	
	<p>Detailed case study information with good development of explanation. Could access bottom of the level through detailed explanation of just social or economic problems. Must have both top L3, may be imbalanced. <i>Services such as pubs and post offices have shut in more remote rural areas because they lack customers. The young, who are attracted to the facilities of cities move away. This means that many remote rural areas have more elderly people. Depopulation creates a supply of vacant properties which are then bought as second homes which locals cannot afford. Only wealthy retirees can afford the properties altering the balance of rural areas. The sense of community may suffer.</i></p>	

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	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
3(c)(i)	Growing crops for sale / commercially	(1 mark)
		AO1 – 1
3(c)(ii)	3x1 or 1x2 + 1x1	(3 marks)
	Must be more than one benefit for full marks.	AO1 – 1
		AO2 – 2
	Must be benefits to the country rather than individuals. Allows economy to diversify from primary production (1) this will allow development / a more stable economy (1). Gain in export income / crops can be sold (1) which is in valuable foreign currency (1) which can then be used to develop (1). Can build links with foreign countries (1) which can encourage aid / investment (1). Need to develop infrastructure to export (1) which allows development of further industry (1).	
3(c)(iii)	2x2 or 1x3 + 1x1	(4 marks)
	Incomes can be uncertain – cash crops are traded worldwide so they cannot control the price for their crop. Prices can drop suddenly and this can be a problem if they rely on the one crop.	AO1 – 2
		AO2 – 2
	More food may need to be imported – there is not as much food being produced locally so food has to be brought in from elsewhere.	
	Increased health risks for agricultural workers – demands to increase production / quality means that more chemicals / industrial methods are used. These are often used without safety measures which is dangerous for the workers.	

Total for question 3: 28 marks

SECTION B

Question 4 Development Gap

4(a)(i) Best fit line should have left to right inclination and be roughly in the centre of the scatter. Straight line only. **(1 mark)**

AO3 – 1

4(a)(ii) 2x2 or 1x3 + 1x1 **(4 marks)**

Candidates need to show how quality of life improves. Maximum 1 mark each for naming way either quality or quantity improves.

AO1 – 3

AO2 – 1

Quality – water purification, treatment works, covering of wells, filtering, separation from sewage.

Quantity – wells, boreholes, dams, stand pipes in shanty towns.

Improvements in quality of life can relate to such things as reduced illness and disease, less time spent fetching water, reduced stress / danger and increased ability to work and earn as a result of any of the former.

4(a)(iii) Candidates should show an awareness of how using a single measure can be misleading for any number of reasons. These might include the fact that they are averages and so don't reflect elites or spatial variations, that different aspects develop at different rates, a country might score well on one measure but not another. Credit use of examples to illustrate. **(4 marks)**

AO1 – 2

AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements indicating the disadvantages but no attempt to explain.

It is misleading to use just one because it is an average figure. A country might score better on one thing than another and you could look at the wrong thing.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the disadvantages. Max 3 marks for one disadvantage clearly explained. Must have 2 or more disadvantages for full marks.

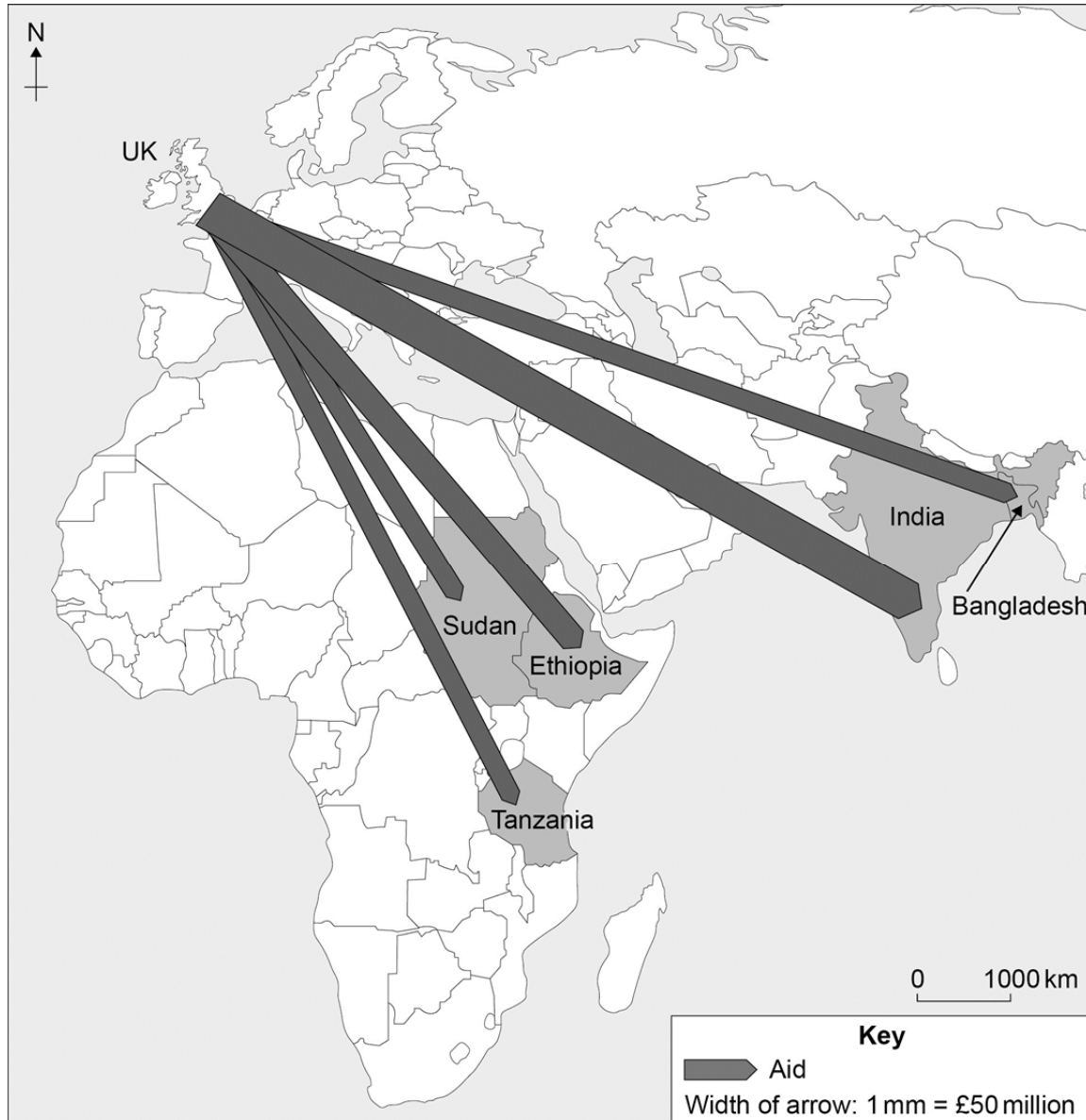
The measures are misleading because they are an average for the country e.g. Saudi Arabia where the GNP is high but most of the money is held by a very few extremely rich people. This might mean you get the impression it is more developed than it is. Some aspects of development change before others such as death rate which falls before birth rate so if you just looked at death rate you would not really be able to tell which stage of development a country is at.

4(b)(i)

Correct width of the arrow (should be $\frac{1}{2}$ the width of India).
Should be straight lines 3mm apart with arrow starting in UK and ending in Bangladesh.
No tolerance on width measurements.

(1 mark)

AO3 – 1



4(b)(ii)

3 x1 or 1x2 + 1

(3 marks)

Must be advantages to the donor and need more than one for full marks. Mark for any advantage and a second for developed points. Must be 2 or more advantages for full marks. e.g. Improves relations between Bangladesh and the UK (1) which could be useful in the future (1) this may increase the flow of skilled workers (1) e.g. to the NHS (1). The aid could be tied giving the UK a benefit in the long term (1). Aid develops trade links (1) improving the UK's economy (1).

AO2 – 2

AO3 – 1

4(c)	<p>There should be evidence of the use of the newspaper article. The candidate should show that they understand the link between future development and political instability such as the reversing of development progress and the hindering of education. They may also mention the lack of willingness of foreign countries to engage or invest in unstable areas. The command is to “explain” not “describe”. Level 1 only for description / direct lifts.</p>	(4 marks)
	<p>Level 1 (Basic) (1-2 marks)</p>	<p>AO1 – 2 AO2 – 1 AO3 – 1</p>
	<p>Simple statements of effects with no / limited reference to the article. <i>There are lots of refugees. The schools will not be open. There will be no security.</i></p>	
	<p>Level 2 (Clear) (3-4 marks)</p>	
	<p>Linked statements with evidence of recognition of the link and clear use of the article. <i>The fighting means there are many refugees, so these people are unable to work and earn money for the country. The schools are closed because it is unsafe to open, therefore children will fall behind and the level of education in the country will suffer. Development will have to start again after the war, putting the country back where it started.</i></p>	
4(d)	<p>No case study Max L1. Must be a natural hazard - no marks for man-made hazard. Responses will depend upon case study selected. Answers could cover a country at any stage of development since the question does not specify. Likely answers are hurricanes in the Caribbean, Katrina, earthquakes in Haiti, and the boxing day / Japanese tsunami. Candidates should show how the damage has impacted upon future development. Costs related to GNP and other uses the money could have put to. Long-term infrastructure damage and resulting prospects, especially transport and water systems.</p>	(8 marks)
	<p>Level 1 (Basic) (1-4 marks)</p>	<p>AO1 – 6 AO2 – 2</p>
	<p>Simple statements and / or listed points with no real development and no named natural hazard. More concerned with the effects than the implications for development. <i>There were lots of deaths. Many homes were lost. The road network was damaged.</i></p>	
	<p>Level 2 (Clear) (5-6 marks)</p>	
	<p>Linked statements with some explanation and at least one name of an event / area. Some indication of the link between the hazard and the future prospects. <i>Hurricane Mitch swept away many bridges which cost money to rebuild. Honduras is a poorer country so this is money they couldn't really afford. Hurricane Mitch had such a big impact that later hazards have had a bigger impact than they should have had.</i></p>	

Level 3 (Detailed) (7-8 marks)

Detailed case study information with good development of explanation showing more explicitly the link to development.

The Japanese tsunami has wiped out the Fukushima nuclear power station. This means that Japan will have to spend money on other energy sources to power its industry. This may harm economic growth during world recession.

After Hurricane Mitch, the number of children working in Honduras rose by 8%. This will make it harder for them to get good jobs and contribute to the economy of the country later in life.

SPaG

Spelling, Punctuation and Grammar

(3 marks)

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

Total for question 4: 28 marks

Question 5 Globalisation

5(a)(i) Need the global element plus 1 of “links” or “increasing” for 2 marks. **(2 marks)**
 The increasing link between countries throughout the world and the resulting increase in interdependence. Credit description of which links increase e.g. capital, technology, global business operations. **AO1 – 2**

5(a)(ii) Candidates should be showing recognition of the pattern in terms of the greater level of globalisation of the most developed countries and the very low levels of the least developed, especially sub Saharan Africa and parts of Asia. They may also comment on the levels of development and the access to communications, trade and technology that result. They may also comment on export / import balances. **(4 marks)**
AO2 – 2
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements, probably just description. Isolated points with no / limited sense of pattern.

Europe is very globalised. Much of Africa has low levels of globalisation. The most globalised are the most developed.

Level 2 (Clear) (3-4 marks)

Must have reasons for access to L2. Must have 2 or more reasons for top L2.

Linked statements showing some sense of pattern. Clear effort to offer reasons.

The most developed countries are the most globalised, this is because they trade the most and have the most links with the world. Either side of the Equator in Africa has a lower index of globalisation because they do not have many links with the rest of the world as they have poor economies.

5(b)(i) 13% **(1 mark)**
AO3 – 1

5(b)(ii) 2x2 or 1x3 + 1x1 **(4 marks)**

Candidates need to show awareness of both social and economic. Must mention both for full marks. Maximum 1 mark each for simply stating an impact as the command is to “outline”. Some impacts could be social or economic but don’t double credit.

Social – Power plants / wind farms / cooling towers are unsightly (1) so people may object (1). Nuclear power has safety risks (1) so people will be frightened of its use (1). Energy becomes expensive as demand increases (1) so some may experience fuel poverty (1). Qualified pollution linked to health (1).

Economic – Countries with large energy reserves get richer (1) because other countries have to buy from them (1). Credit the opposite. Increased cost of energy (1) because there is more competition for decreasing reserves (1) leads to more fuel poverty for individuals (1). Credit effects such as job creation in renewable technology/power generation.

5(c)	<p>If more than one example covered, credit the best. Case study must be a named energy source / accurate location of a renewable scheme for access to L2. If not renewable - 0 marks. Renewable energy in general Max L1.</p> <p>Responses will vary according to the energy source selected. Likely to be determined by the coverage in textbooks with wind energy a common choice. The question asks for awareness of the link between the energy source and sustainable development. Expect comment on sustainability in terms of reduced / zero emissions and therefore impact on climate change / environmental damage, the use of a renewable resource vs fossil fuels for the future. Economic sustainability in terms of creating green jobs and powering future industrial growth and development.</p>	(8 marks)
	Level 1 (basic) (1-4 marks)	AO1 – 6
	<p>Simple statements and / or listed points with no real development. Energy source may be unclear. No mention of sustainability.</p> <p><i>There are no gases given off. Wind power will always be there. It is renewable.</i></p>	AO2 – 2
	Level 2 (Clear) (5-6 marks)	
	<p>Linked statements with some development and sustainability implicit.</p> <p><i>Wind turbines produce zero emissions so they help reduce global warming. Wind energy will always be there so we can continue to power our homes and industry into the future.</i></p>	
	Level 3 (Detailed) (7-8 marks)	
	<p>Detailed case study information with good development of explanation showing more explicitly the link to sustainability.</p> <p><i>The UK is investing in offshore wind farms to meet its climate change targets. This is because, once built, the turbines will not emit any greenhouse gases. This makes a good contribution to sustainable development in the UK because we will be able to meet our power needs without harming the planet for future generations.</i></p>	
SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	<p>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.</p>	1
	Intermediate performance	
	<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>	2
	High performance	
	<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>	3

5(d)(i) List of places Max L1. **(2 marks)**
 The candidates need to show evidence of connecting the information on the map and the photograph. All the food is local (1) with majority from within 20km (1) some is homegrown (1) credit use of scale.
AO2 – 1
AO3 – 1

5(d)(ii) Expect reference to supporting local farmers and businesses, consumers being able to know where their food has come from. Food grown locally likely to be of higher standard because it has not had to be picked early to allow for transport / much local food also organic / more sustainable. Reduced carbon emissions / footprint from reduced food miles. Higher welfare standards for animals with reduced transport. Promotion of rare / local breeds and conservation issues. **(4 marks)**
AO1 – 2
AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with limited awareness of the local aspects.
Shoppers can know where their food is from. It is better for you. The food is nicer. Emissions are reduced.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the link between locality and benefits.
Local food has spent less time travelling so it is fresher. This means it is better for you. Local food will have a lower carbon footprint as it has not travelled far. Events such as farmers' markets support the farmers. This means money goes directly to them and not a supermarket so that they make more money.

Total for question 5: 28 marks

Question 6 Tourism

- 6(a)(i)** There should be evidence of the use of the OS map extract – this can be by the use of specific grid references and / or place names or locations. The candidate should show that they identify the features on the map and describe their attractions to tourists, e.g. walking in the woods / long distance footpaths, use of the beach, the pier, camping and caravan sites, museum, zoo park. **(4 marks)**
- AO2 – 2**
AO3 – 2
- Level 1 (Basic) (1-2 marks)**
Simple statements of attractions with limited reference to the map.
No real description of the attraction.
There are caravan parks. There is a large beach. They could visit the pier.
- Level 2 (Clear) (3-4 marks)**
Linked statements with evidence of description of the attraction, its appeal to tourists and clear use of the map extract.
There are some long distance paths such as the Weavers' Way which would appeal to walkers. The pier in square 2142 would be an attraction because this is a traditional feature of seaside resorts.
- 6(a)(ii)** A graph must be drawn and the points made through labelling. This should show a steady rise in numbers as the resort develops until there are a substantial number of tourists. At the apex of the line there should be two (or three) possible lines drawn to show continued growth / (stagnation) / decline. This may depend on the version of the model the candidate has seen. **(4 marks)**
- AO1 – 2**
AO3 – 2
- Labels should reflect these stages.
1 mark for shape including the alternative endings.
1 mark for correct labelling of axes. (Horizontal axis – time or years; vertical axis – number of visitors.)
Up to 2 marks for labels
Maximum 1 mark if all labels / information only is in the correct sequence.
- 6(b)(i)** London. **(1 mark)**
- AO3 – 1**
- 6(b)(ii)** 2×2 or $1 \times 3 + 1$ **(4 marks)**
- Maximum 2 for points stated only with no development. Candidates need to show awareness of the factors and then how the factor impacts on UK visitor numbers. Weather is not an external factor. Expect a range of responses such as: fear of terrorism, world recession causing a drop in numbers as people cannot afford to come; volcanic ash from Iceland meant no planes landed for a week. Credit positive comments such as variations in the exchange rate, reduction of political barriers.
- AO1 – 3**
AO2 – 1

- 6(b)(iii)** Candidates should show an understanding of the different contributions of tourism to the economy. They should refer to things such as the development of infrastructure, widening the economic base, the support of local industries and the value of foreign currency. They may comment on this as both negative and positive and either is acceptable. May well refer to a poorer country, but do not have to. Credit use of examples and figures to illustrate. Could be the home (origin) or destination economy. **(4 marks)**
- AO1 – 2**
AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements indicating contributions but no attempt to explain.

Jobs and money as single statements are not credited. More jobs = L1 (low).

Tourists spend a lot of money. Jobs in hotels are created. There is a multiplier effect.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the contribution.

Tourism accounts for 15% of Kenya's economy this is quite a large percentage. The money made can be used to develop the country such as building roads. Tourists also create a market for local handicrafts such as Masai bracelets which can keep people in work. The money brought in is foreign currency such as dollars which has more value than Kenyan money and so this makes the economy stronger.

- 6(c)** Content will depend on example used. Expect reference to Galapagos, rainforests and Masai / Safaris. Candidates should be able to highlight the features of the tourism and make the link to their contribution to sustainable development such as local employment, education programmes for the visitors, investment in facilities such as clinics and schools for the locals, high costs to keep visitor numbers and therefore impacts smaller, use of renewable energy and local food. No marks if case study is not ecotourism but if comments could relate to ecotourism, max L1. **(8 marks)**
- AO1 – 6**
AO2 – 2

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no named example. More concerned with description.

General generic tourism in management = L1.

Eco-lodges in places like the Amazon gives the local jobs. Most eco-tourism uses renewable energy.

Level 2 (Clear) (5-6 marks)

Linked statements with the name of a place / scheme. Some explanation and understanding of how the tourism form contributes to sustainable development.

There is an eco-lodge in Brazil which is owned by locals. The local people receive the profits and can choose how to spend them. It has been built from local materials which means there is something for the future. The lodge uses local food so the money for it goes straight to the locals.

Level 3 (Detailed) (7-8 marks)

Detailed case study information with good development of explanation showing more explicitly the link between ecotourism and sustainable development.

The Tataquara lodge in Brazil is owned as a co-op by the local tribes. This helps them develop sustainably because the money goes straight into the local economy and there is no leakage to foreign tour companies. It also means they can spend profits on things like education and health clinics to improve their prospects for the future and their quality of life. They sell traditional crafts which helps to preserve their culture for the future generations. This is more sustainable development because it doesn't damage the environment which means it should last for a long time and be more secure for the future.

SPaG

Spelling, Punctuation and Grammar

(3 marks)

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Total for question 6: 28 marks