



General Certificate of Secondary Education (Short Course)
June 2011

Geography A

40304F

(Specification 4031)

**Unit SC1: Physical and Human Geography
(Foundation)**

Pre-Standardisation

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

Level 2: Clear

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

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.

The following is a list of the unit-specific annotations available on the CMI+ system:

| | | | |
|-------|------------|------|--------------|
| desc. | - describe | egr | - example |
| exp. | - explain | cs. | - case study |
| ben. | - benefots | ldfm | - landform |
| prob | - problems | Gl. | - global |

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 Standardisation 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.

SECTION A

Question 1: The Restless Earth

- 1 (a)** Oceanic crust can be destroyed - **True** (3 marks)
Oceanic crust is generally lighter than continental crust - **False** AO1 - 3
Continental crust is generally older than oceanic crust - **True**
- 1 (b) (i)** X – crater/different layers/layers of ash/ash; (3 marks)
Y – rim/edge (of crater) (crater if not named for X); AO2 – 1
Z – steep sides/ash-like material. AO3 – 2
- 1 (b) (ii)** Composite Shield (1 mark)
- 1 (b) (iii)** Statement must match diagram. Any valid statement; statements should be different and sequential. 1 mark per box. (3 marks)
Box 1 – plates move apart / plates move due to convection currents / one plate moves west, while other moves in opposite direction. AO1 – 1
Box 2 – plates move apart and resulting gap between plates is plugged / magma rises (not lava). AO2 – 1
Box 3 – continued movement / rising magma leads to new layers of magma / magma cools/volcano forms/volcanoes get bigger. AO3 – 1
- 1 (c) (i)** There should be reference to a very large scale / a mega (colossal) eruption / where at least 1000cubic km of material is erupted (so very large eruption). (2 marks)
May note caldera / not classic volcano shape – tend to be sunken AO1 – 2
surrounded by area of higher land.
1 mark for size – 1 mark for shape.
- 1 (c) (ii)** A case study is not needed but Yellowstone is likely example that would be referred to. Effects likely to refer to impact in immediate area of an eruption (6 marks)
– many deaths (87000 predicted), large ash cloud rising 40-50km into atmosphere, destruction of 10000 square km of land, ash 15cm thick covering buildings within 1000km, flights suspended, livestock and farmland affected. The UK would see the arrival of the ash 5 days after the eruption. temperatures would fall between 12 and 15 degrees. Parts of Europe and America and Asia would see constant snow cover for 3 years, crops would fail, monsoon rains would fail, 40% of population could face starvation. AO1 – 3
AO2 – 3

Level 1 (Basic) 1-4 marks

Describes effects of a supervolcano eruption.

Statements are general in a random order.

Lots of people will die. There will be huge amounts of ash. People will choke to death. Buildings will collapse. Crops and animals will die. People will starve. In Yellowstone, there would be no planes.

CMI annotation

- **L1 Describes effects**
- **L1 Describes variety of effects**

Level 2 (Clear) 5-6 marks

Effects are clearly described, in an organised way.

There is clear reference to global aspect.

Statements are linked.

One in three people will be killed within 1000km of an eruption. Buildings would collapse within this area due to the weight of the ash. This would ground planes and make road transport difficult. Livestock would die as they would choke in hot ash. England would see the arrival of the ash about 5 days later. This will circle the Earth, changing the climate. Temperatures will fall by over 10 degrees and this will make it difficult to grow food in many areas. Certain parts of northern Europe will be snow covered for 3 years, so no food will be able to be grown.

CMI annotation

- **L2 Links statements. Worldwide aspect has clear focus**

| | | |
|-------------------|---|--|
| 1 (d) (i) | Only one photograph to be referred to. Should describe what can be seen on photograph and consider how area is being used, e.g. for C. The area appears to be mined / quarried / dug out. There maybe reference to the very large scale / the number of buildings / equipment. The impact on the environment may be considered – large hole / loss of vegetation / scar on landscape. 3×1; 1+(1+1) | (3 marks) AO2 – 1 AO3 – 2 |
| 1 (d) (ii) | There may be reference to using lower lying areas only for farming or settlement; creating flatter areas by terracing slopes; using animals to transport things, such as llamas in Andes and Himalayas; building roads / railways as technology has improved access but funicular railways and cable cars are not just a tourist attraction, allowing access for farmers. | (4 marks) AO1 – 2 AO2 – 2 |

Level 1 (Basic) 1-2 marks

Describes problems and/or how people have coped.

Aspects are separate.

Statements are general in a random order.

It is very cold in high mountainous areas. The slopes are very steep.

Farming is difficult as is travelling about. There are some roads and cable cars go up the steep mountain sides.

CMI annotation

- **L1 Describes conditions**
- **L1 General statements**

Level 2 (Clear) 3-4 marks

Problems and how people have coped are clear.

Statements are linked.

There is a clear sequence to statements.

The height makes it very cold and difficult to farm, so in the Alps farming is best in the valleys where cattle are kept and can remain all year. High pastures are used only in the summer. Some very steep areas cannot be farmed unless people make steps out of them to hold the soil and water in place; this is known as terracing. .

CMI annotation

- **L2 Clear description**
- **L2 Links made / clear sequence**

Question 2: Water On The Land

2 (a)

(3 marks)

| Erosion process | Statement |
|------------------|---|
| Hydraulic action | occurs when some types of rock are dissolved in the river. |
| Abrasion | occurs when material carried by the river knocks into other pieces of load. |
| Attrition | occurs when the force of the water hits the bed and banks. |
| Solution | occurs when the load carried by the river hits the bed and banks. |

AO1 – 3

Hydraulic action – occurs when the force of the water hits the bed and banks (1st process – 3rd statement).

Abrasion – occurs when the load carried by the river hits the bed and banks (2nd process – 4th statement).

Attrition – occurs when material carried by the river knocks into other pieces of load (3rd process – 2nd statement).

Solution – occurs when some types of rock are dissolved in the river (4th process – 1st statement).

All correct = 3; 2 correct = 2; 1 correct = 1.

2 (b) (i)

Any valid label, e.g. meander, narrow neck of meander / swan's neck meander, contrast in how exaggerated meanders are, possible ox-bow lake, flat valley floor / flood plain.

(3 marks)

3×1

AO1 – 1

AO2 – 1

AO3 – 1

2 (b) (ii)

Cross-section should show asymmetrical profile and label the inside bend and the outside bend. The following characteristics are likely to be noted – gentle slip-off slope on the inside bend, where the water is shallow. There is deeper water on the outside bend. A steep slope in the form of a river cliff, which is often undercut by the river is found here.

(4 marks)

NB There is no credit for process here.

AO1 – 1

AO2 – 1

AO3 – 2

Level 1 (Basic) 1-2 marks

Simple diagram – may be a sketch or plan.

Simple labels e.g. steep slope, material left.

Some confusion between inside and outside bend.

CMI annotation

- **L1 Simple diagram and labels**
- **L1 Partly correct**
- **L1 One part of bend only**

Level 2 (Clear) 3-4 marks

Clear cross-section that shows asymmetrical shape.

Cross-section has clear labels e.g. river cliff, deposited material on inside bend.

Contrast between inside and outside bend is clear.

CMI annotation

- **L1 Clear diagram, differences clear via labels**

- 2 (b) (iii)** (4 marks)
- The fastest flow of water is on the **inside** / **outside** bend of the river. This results in **erosion** / **deposition**. The outside bend moves closer together as the meander neck becomes narrower. When there is a very **high** / **low** discharge, the river cuts across the neck and takes a straight course. The former meander is left as a **long straight** / **horseshoe shaped** ox-bow lake.
- 4×1
- 2 (c) (i)** (2 marks)
- Physical cause – heavy rain, wettest June, saturation of ground, frozen ground.
Human cause – building on flood plain, deforestation.
- 2×1
- 2 (c) (ii)** (3 marks)
- Snow melt – this gives a lot of extra water quickly, infiltration cannot take place at the same pace (especially when ground saturated due to previous rain) so water runs over surface to rivers quickly and results in flooding.
- AO1 – 2
AO2 – 2
AO1 – 1
AO3 – 1
AO1 – 1
AO2 – 1
AO3 – 1

- 2 (d)** Hard engineering strategies in the specification are dams and reservoirs and straightening of rivers. (Building up levees are not mentioned, but if present are valid). There should be recognition that building dams and creating reservoirs behind them leads to control of the river's flow. Thus, water can be held behind the dam until it is safe to be released when there is no risk of flooding. Straightening meanders means that the water is taken out of an area more quickly as the course is shorter and so the flood risk is reduced in that particular area. There may be reference to actual examples. **(6 marks)**

AO1 – 3
AO2 – 3

Level 1 (Basic) 1-4 marks

Describes 1 or 2 hard engineering strategies.

Some, tentative explanation.

Statements may be in a random order and/or separate.

Dams are built. These are big concrete walls that hold back water. A lake forms behind the dam. The Three Gorges dam has been built in China.

Rivers can be straightened and the meanders taken out.

CMI annotation

- **L1 Describes hard engineering strategies**
- **L1 Tentative link between strategy and flood management**

Level 2 (Clear) 5-6 marks

Description of 2 hard engineering strategies.

There is a clear explanation.

Statements are developed and linked.

The Three Gorges dam has been built at Yichang on the Yangtse River.

This dam will hold back a huge amount of water in the lake behind it.

Flooding will be reduced as the water can be released through the dam when it is safe to do so. The dam is allowing people to control the flow of the river and stop very high amounts of water going down it at any one time.

Meanders can be straightened. This shortens the course of the river and so the water can flow faster between two places. The water is taken out of the area faster.

CMI annotation

- **L2 Clear links between strategies and flood management**

Question 3: The Coastal Zone

- 3 (a) (i)** **X** – swash/approach at an angle; **(3 marks)**
- Y** – backwash/goes back at right angles, straight down beach; **AO1 – 1**
- Z** – direction of movement of material/longshore drift. **AO2 – 1**
- Z** – direction of movement of material/longshore drift. **AO3 – 1**
- or any valid descriptive alternative for each
3×1
- 3 (a) (ii)** Any 2 – spit, bar, beach, tombolo, cusped foreland. **(2 marks)**
- 2×1 **AO1 – 2**
- 3 (b) (i)** Any valid statement relating to landforms. 1 only for list as description is **(3 marks)**
required. Headlands and bays, reference to uneven coastline. There are
steep, almost vertical cliffs. These seem to be undercut as the top part
overhangs. A cave can clearly be seen to the left and further back a wave-
cut platform emerges from the sea + headlands/bays. **AO2 – 1**
3×1 **AO3 – 2**
- 3 (b) (ii)** Paragraph should be written so that the phrases occur in the following **(4 marks)**
sequence – there are alternating bands of *hard rock and soft rock*. The hard
rock erodes faster than the hard rock – so *erosion occurs at different rates*. **AO2 – 2**
This means that the areas of *land jut out into the sea* as headlands and the
soft rock areas are set back as *inlets, often with beaches, in sheltered areas*. **AO3 – 2**
4×1
- 3 (c) (i)** These waves have crests a long way apart - **constructive** **(3 marks)**
- These waves are steep - **destructive** **AO1 – 3**
- These waves are more frequent – **destructive**
- 3×1
- 3 (c) (ii)** Content will depend on case study used. Expect reference to Norfolk coast **(6 marks)**
such as Happisburgh, Barmston, Mablethorpe in Holderness and Barton-on-
Sea, Hampshire which is example in endorsed textbook. Reference likely to **AO1 – 3**
be made to exposed nature of coast and length of fetch giving rise to **AO2 – 3**
powerful waves; the rock type that is often soft and easily eroded and
undermined; the presence of different rocks with permeable sands on
impermeable clay encouraging instability; the presence of buildings adding
weight to the cliffs or use by people, e.g. footpaths; the presence of streams
(Barton) or very heavy rain (Holbeck Hall Scarborough). There may be
reference to the vulnerability of the base of cliffs and possible reference to
the impact of coastal management – especially groynes and areas further
along the coast being starved of beach material.

Level 1 (Basic) 1-4 marks

Simple points, may be list like.

Generalised, applicable to anywhere where cliff collapse is an issue.

Statements may be in a random order.

Ideas are separate.

Waves are big and powerful. They have come from a long way. The cliffs are made of soft rock. People make groynes along the coast and interfere with it. This makes cliffs collapse.

CMI annotation

- **L1 Simple points – generic**
- **L1 Begins to explain – has a variety of points**

Level 2 (Clear) 5-6 marks

Points are developed and linked.

Clear sequence; explanation is focus.

Refers to case study – points relate to case study quoted.

The Holderness coast is exposed and waves travel a long way across the North Sea to reach it. The large fetch makes the waves powerful and able to undercut the cliffs. The cliffs are made of boulder clay in many areas and is soft and easy to erode. At Mapleton, rock groynes have been put in front of the cliffs to stop erosion and at right angles to them. This stops the material moving down the beach and increases the erosion at places such as Great Cowden.

CMI annotation

- **L2 Clear focus on explanation. Develops/ links and refers to case study**

- 3 (d)** The coast will change from its smooth shape today to having a number of bays. There are 5 expected to form. The bays will not all be the same size – the largest one will be south of Mappleton and the smallest to the north of Mappleton. The reason for the changing shape lies in the coastal protection – with the ends of the bays being the areas that have been protected. Thus, areas such as Hornsea with a sea wall and rock armour and Mappleton with rock armour and groynes will have slower rates of erosion. The power of the waves will be concentrated between these points. **(4 marks)**

AO1 – 1

AO2 – 1

AO3 – 2

Level 1 (Basic) 1-2 marks

Describes changes, erosion or protection.

Statements may be in a random order.

Ideas are separate.

Bays will form on the coast. There will be 5. Some will be bigger than others. The biggest one is near Mappleton. Erosion is fastest there.

CMI annotation

- **L1 Description of changes. Simple separate statements.**

Level 2 (Clear) 3-4 marks

May begin to explain.

Describes changes clearly.

Clear sequence, statements are linked.

Explanation is clear.

Bays form along the coast where there is no protection. This is because the waves can attack the cliff base more easily. Areas that are protected, such as Bridlington and Mappleton, have measures that protect the bottom of the cliffs from erosion. Sometimes, groynes can hold sand in one place, exposing areas further down the coast.

CMI annotation

- **L2 Links statements. Focus on explanation. Linked to management**

SECTION B

Question 4: Changing Urban Environments

4 (a) (i) From left to right : **Z - (X - Y)** interchangeable **(2 marks)**

AO1 – 1
AO3 – 1

4 (a) (ii) **(4 marks)**

| | |
|---|--|
| High-rise flats to be pulled down and replaced by low-rise houses | because more people are buying their own home |
| Improving council estates built near the edge of the city | instead of large houses subdivided into bedsits and flats |
| Building new suburban estates | because they may not have modern facilities such as central heating and bathrooms |
| Renovating 19 th century terrace housing | so that the centre of the city is less deserted at night |
| Opening up places to live over shops | because the lifts were unpopular with older people and families with young children |
| Providing better and more affordable accommodation | because they were built quickly and cheaply when people were moved because of slum clearance |

AO2 – 2
AO3 – 2

4 (b) (i) **(4 marks)**

| Feature of a sustainable city | Feature of Dongtan |
|--------------------------------------|--|
| Keeping the natural environment | (Ramsar) protected bird habitat/ ecopark |
| Getting rid of waste | Water recycling site |
| Encouraging self-sufficiency | Agriculture and farming / Existing farmland / wind farm |
| Having enough open space | Equestrian Park / ecopark |

AO1 – 2
AO3 – 2

4 (b) (ii) **(4 marks)**

2×2

Cutting down on the use of the car would reduce the amount of fossil fuel used and also the production of air pollution. Involving people in the decision-making process would give them a say in the development of sustainable living and so it is more likely to be successful. Use of brownfield sites would reduce the amount of derelict land and also cut down on the need for the use of greenfield sites. The use of renewable energy to reduce fossil fuel usage.

AO1 – 4

4 (c) (i) The increasing proportion/percentage of people living in an urban area. **(1 mark)**

AO1 – 1

- 4 (c) (ii)** This question can be considered from the aspect of migration leading to a consideration of push and pull factors as well as the higher rate of natural increase in urban areas due to the greater proportion of young adults and the falling death rates due to better medical care. **(4 marks)**
- AO1 – 1**
AO2 – 3

Level 1 (Basic) 1-2 marks

Simple statements indicating why urbanisation is increasing but little attempt to indicate its rapid nature or its occurrence in particular part(s) of the world.
People are moving to the towns from the country. There is a high rate of natural increase. There is rural-urban migration.

CMI annotation

- **L1 Simple points – generic**
- **L1 Indicates why urbanisation is increasing**

Level 2 (Clear) 3-4 marks

Linked statements emphasising that rapid urbanisation indicates a change in the proportion of people living in towns compared to the countryside.
In the poor world push factors are leading to people leaving the countryside to live in the towns because of the greater chance of finding employment. The difficulty of earning a living in the countryside means that people are moving into towns.

CMI annotation

- **L2 Recognition of rapid pace and explanation of poor world's movement from countryside**

- 4 (d)** Accept positive as well as negative effects on peoples' lives, e.g. their increased ability to gain employment/earn money in the city and the prospect of improved living conditions with self help etc. **(6 marks)**

AO1 – 3
AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements largely concerned with the situation in the squatter settlements with limited attempt to show how these conditions impact on the lives on the inhabitants.

They make their houses out of waste materials. There is not a sewage system. There is limited electricity. Many are unemployed.

CMI annotation

- **L1 Simple points – generic**
- **L1 Description of conditions**

Level 2 (Clear) 5-6 marks

Linked statements, which show the relationship between the living conditions and the lives of the people.

There is not a proper sewage system. This can lead to the spread of diseases among the people. The settlement is located on the outskirts of the city and so it is difficult for people to get into the city for work and so many are unemployed. There is no proper police service so there is much crime in the squatter settlements.

CMI annotation

- **L2 Clear link between living conditions and lives of the people**

Question 5: Changing Rural Environments

5 (a) (i) The city will grow out into the countryside (1 mark)

AO3 – 1

5 (a) (ii) Commuter village Declining village Rural-urban fringe (1 mark)

AO3 – 1

5 (a) (iii) This should be considered separately to the previous part so the candidates are not disadvantaged if they had answered part (a)(ii) incorrectly. (6 marks)

AO1 – 3

AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements often not related to the advantages of locating in the urban-rural fringe.

They need large areas of land. They are accessible to people. They contain many shops. They are next to a main road. The land is cheaper.

CMI annotation

- **L1 Simple points – generic**
- **L1 Description of rural-urban fringe**

Level 2 (Clear) 5-6 marks

Linked statement showing the advantages of the rural-urban fringe for the development of out-of-town retail outlets.

People travel to these shopping centres by car so they need large amounts of land for car parking and the land is cheaper than in the centre of the city. They need good road access and the main through routes like motorways are found on the edge of the city so people can travel there easily from a wide area.

CMI annotation

- **L2 Clear link between needs of retail outlets and advantages of rural-urban fringe**

5 (a) (iv) Golf course / leisure facility. Cemetery. New roads. Industrial estate. (1 mark)

AO1 - 1

5 (b) (i) 2×1 (2 marks)

Loss of jobs. Remoteness. People moving away to look for employment. Farming becomes unprofitable. Harsh climate. Infertile soil. Lack of entertainment/services.

AO2 – 2

5 (b) (ii) 2×2 (4 marks)

e.g. Hill farming becomes unprofitable because the younger generation move away to look for employment elsewhere. The population declines and so the local services are not viable so that leads to more people moving away.

AO1 – 2

AO2 – 2

- 5 (b) (iii)** 1×2 **(2 marks)**
Millennium fund provided money to renovate village halls and community centres to provide a focal point for a village. The rural transport partnership scheme gave money for improving rural bus services. Rural development areas were created. Village shops development scheme gave money to support village shops so they could stay open when faced with competition from supermarkets. **AO1 – 2**

| 5 (c) | | Tick if correct | (4 marks) |
|--------------|---|------------------------|----------------------------|
| | Commercial farmers only produce crops for their families. | | AO2 – 1 AO3 – 3 |
| | The single farm payment scheme has replaced quotas and subsidies | ✓ | |
| | Crops such as oil seed rape and linseed are grown to reduce the amount of imported edible oils from tropical countries | ✓ | |
| | The main aim of government farming policies is to increase the production of food as much as possible | | |
| | Agribusiness is large scale capital intensive farming | ✓ | |
| | Organic farming does not use chemical fertilisers | ✓ | |
| | Commercial farms do not use large machines | | |

- 5 (d)** The question refers to tropical agriculture so this must be present for access to level 2. The photographs act as a stimulus so straight description will gain very little credit. **(4 marks)**
AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements largely answered with the advantages of irrigation with limited reference to effect on tropical agriculture.

Provides water all the year. Brings more land to cultivation. Greater range of crops.

CMI annotation

- **L1 Simple points – generic**
- **L1 Advantages of irrigation**

Level 2 (Clear) 3-4 marks

Linked statements with reference to advantage to tropical agriculture.

Aras of desert can be cultivated so producing more income for tropical farmers. Irrigation can lead to a change from subsistence to commercial farming so farmers get an income from selling crops.

CMI annotation

- **L2 Clear link between advantages of irrigation for tropical agriculture**

Question 6: Tourism

- 6 (a) (i)** ...we spent time on the **beach (sand)** at 7359. (4 marks)
...he left us to play **golf** at 7258. AO1 – 1
The 6 figure grid reference of the site is **723575 or 724575** AO2 – 2
The **National Trust (for Scotland)** owns the House of Dun. AO3 – 1
- 6 (a) (ii)** Go shopping in Montrose. Visit the museum. Visit the Recreation/
Leisure/Sports centre. Visit the Wildlife centre. (1 mark)
AO3 – 1
- 6 (b) (i)** 2×2 (4 marks)
To have an adventure holiday which includes climbing/ mountaineering. To
go to an area, which is completely different to their own and is less spoilt by
humans. AO1 – 2
AO2 – 2
- 6 (b) (ii)** 2×1 (2 marks)
Huts built to house the people who are selling souvenirs/pictures to tourists.
The creation of a roadway/track. Spoils the untouched wilderness / causes
visual pollution. Problems of pollution and sewage disposal. AO2 – 1
AO3 – 1
- 6 (b) (iii)** Able to sell souvenirs and make money from the tourists. (1 mark)
AO2 – 1
- 6 (b) (iv)** The specification requires a case study here so look for some specific place
evidence. (6 marks)
AO1 – 6

Level 1 (Basic) 1-4 marks

Simple statements without any attempt as to how the suggested action may
have an effect on reducing the impact of tourists on the environment.

*Restrict the number of tourists. Maintain no-go areas. Strict controls on
waste. Make holidays more expensive. Make charges for entry to more
sensitive areas.*

CMI annotation

- **L1 Simple points – generic**
- **L1 Description of strategies**

Level 2 (Clear) 5-6 marks

Linked statements with indication of how the suggested actions will reduce tourists' impact on the environment and with at least the name of an area with an extreme environment.

In Antarctica they have a quota system, which only allows a specified number of tourists at one time so the impact is kept manageable. The area has strict controls on removal of waste, which would reduce the danger of it entering the food chain or impacting on the ecosystem.

CMI annotation

- **L2 Clear reference to case study**
- **L2 Clear link between strategy and impact on environment**

- 6 (c) (i)** It protects the environment / it does not use up finite resources. **(1 mark)**
AO1 – 1
- 6 (c) (ii)** 2×1 **(2 marks)**
Run by people from outside the area. Food and drink brought in from outside the area. **AO3 – 2**
- 6 (c) (iii)** Do not credit any direct opposites from part (c)(ii). **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements largely giving a negative view of mass tourism without showing any real appreciation of the features of mass tourism, which would be responsible for the impact.

The environment would be destroyed. There would be litter and waste. There would be visual pollution.

CMI annotation

- **L1 Simple statements – generic**
- **L1 List of disadvantages of mass tourism**

Level 2 (Clear) 3-4 marks

Linked statements which show an appreciation that mass tourism would involve large numbers of tourists.

There would be large numbers of tourists and the infrastructure could not cope which would result in difficulty in disposing of waste leading to pollution of the environment. There would be the need for large amounts of accommodation to be built, which may not fit in with the local environment and cause visual pollution. The improved infrastructure involving the building of roads and airports would destroy the natural vegetation.

CMI annotation

- **L2 Clear link between large number of tourists and impact on area**