

Version 1.0



**General Certificate of Secondary Education
June 2012**

Geography A

40304H

Higher Tier

Short Course

Post-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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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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.

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.

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

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) (i)** Any 2 points from Figure 1. **(2 marks)**
e.g. Often ocean trenches seem to be near to fold mountains – such as on the west coast of South America and Indonesia along coastlines. Ocean trenches occur most on the edge of the Pacific Ocean. Here they almost circle it, except for the west coast of North America. There are small ocean trenches in the Caribbean.
There must be reference to location, max 1 for a list rather than a sense of place.
2×1
AO2 – 1
AO3 – 1
- 1 (a) (ii)** Diagram(s) should be used to complement/illustrate text. There should be reference to destructive plate margins – either collision or subduction zones, whilst there must be reference to subduction to explain ocean trenches. Fold mountain explanation likely to identify the source of sediment from rivers, with subsequent deposition at the bottom of the ocean. Over time, continued deposition leads to layers of sedimentary rock forming at a time of limited movement. The plates then begin to move together and the layers of rock are pushed up and down – the crumpling producing the (anticlines and synclines of) fold mountains. This continues, even when the ocean has been removed – as in Himalayas. There may be reference to the creation of fold mountain at destructive margins where the continental crust is squashed up as it moves towards the oceanic. It is here where the denser oceanic crust sinks beneath the lighter continental crust that ocean trenches are formed at the point where the ocean crust ‘dives’ beneath the continental creating a deep section of the ocean. **(8 marks)**
AO1 – 3
AO2 – 3
AO3 – 2

Level marking

Level 1 (Basic) 1 – 4 marks

There is text or diagram.

There is some reference to either fold mountains or ocean trenches.

Partial sequence – likely to refer to end part of fold mountain formation.

Material collects on ocean floor. Plates move together. Rocks are crumpled and high and low parts result in fold mountains.

Level 2 (Clear) 5 – 6 marks

There is text and/or diagram(s) that are clear – but may be separate.

There are links and stages in the formation – the sequence is more complete – if only fold mountains – sequence will be complete.

Sediment is deposited on ocean floor, layers build up over time forming sedimentary rock. Plates move towards each other and rocks crumple as a result forming fold mountains, with anticlines and synclines. Where there is a destructive plate margin and oceanic crust is going below continental crust, an ocean trench occurs. This is the deep part of the ocean where the oceanic plate is going below the continental plate.

Level 3 (Detailed) 7 – 8 marks

There is text and diagram that is specific/detailed.

The two aspects may be linked and used together in a complementary way.

There is reference to both fold mountains and ocean trenches.

There are links and stages in the formation is complete – sense of following through stages from start to finish.

Rivers erode material from land surface and transport it to sea. Sediment is deposited on ocean floor, layers build up over time forming sedimentary rock due to compression. Plates move together, at destructive/collision boundary. Rocks crumple as a result, forming fold mountains, with anticlines and synclines. Fold mountains can also form at subduction zones where the continental crust crumples as it meets the oceanic crust. Here also, the oceanic crust dives below the continental crust. At this point, the sea is very deep and it is here that there are ocean trenches.

- 1 (b)** Richter Scale uses information collected by seismometers (1) that record the strength of shock waves and amount of movement (1). A seismogram is produced showing a 'line graph' of the waves (1). This is used to assign a number on the Richter Scale between 0/1 and notionally 10 (but there is no upper limit) (1). The scale is logarithmic (1) so that an increase of 1 represents a 10 fold increase and of 2 a hundred times etc (1). **(3 marks)**
AO1 – 2
AO2 – 1
- 1 (c)** Focus is within the earth's crust - where the earthquake begins - whereas the epicentre is the point on the Earth's surface directly above the focus. **(2 marks)**
2x1 **AO1 – 2**
- 1 (d)** Figure 2 shows the depth of the focus to be similar – approx 9 – 13 km below the surface. This is relatively shallow. The magnitude was different, the Haiti one being 0.7 stronger – 7.0 as opposed to 6.3 and so was more powerful – about 7 times. The Haiti earthquake affected much of the country – mainly in the south. Less of Italy was affected – a central area east of Rome. The shock waves seem to cover a wider area in Haiti, suggesting greater impact. **(4 marks)**
AO1 – 1
AO2 – 1
AO3 – 2

Level marking

Level 1 (Basic) 1 – 2 marks

Simple, listed points.

Descriptive – of either or both earthquakes.

The Haiti quake was strong measuring 7.0. Its focus was 13.0km and shock waves covered most of the country. L'Aquila had a focus of 5.8 and measured 6.3.

Level 2 (Clear) 3 – 4 marks

Points are developed and linked.

There is specific evidence from Figure 2.

Similarities/differences are explicit.

The Haiti earthquake was strong, measuring 7.0, whilst L'Aquila measured 6.3. Haiti was quite a lot more powerful. Much of the country was affected – an area of over 100km from epicentre – this was much bigger area than L'Aquila. The foci were different with Haiti being 13.0km, whilst L'Aquila had a focus of 8.8km from the surface.

- 1 (e)** There is likely to be reference to differences in number of deaths, injured and homeless, buildings damaged and destroyed, effect on communications and people's lives. Content will depend on case studies used. Likely to refer to Kobe, San Francisco, L'Aquila for richer area and Sichuan, Haiti for poorer but there are other possibilities. **(6 marks)**
- AO1 – 3**
AO2 – 3

Level marking

Level 1 (Basic) 1 – 4 marks

Describes effects of earthquakes. These may be list-like at lower end.

There will be some reference to rich and poor areas. These may be separate.

Lots of people die in earthquakes – thousands in poor places. Buildings collapse and people are buried. They have nowhere to live. Roads and bridges fall. There are no telephones.

Level 2 (Clear) 5 – 6 marks

Effects are clearly described.

Statements are linked – differences are clear and explicit.

There may be reference to specific area studied.

Lots more people die in poorer countries in earthquakes. Although over 6000 died in Kobe, there were almost 70000 deaths in Sichuan. Many buildings collapsed here whilst in Kobe, fire had been a main risk – burning buildings. Although roads collapsed in Kobe, landslides wiped out many roads in Sichuan. Yet, the damage here was less moneywise than in Kobe - \$220 million versus \$75 million.

Total 25 marks

Question 2: Water on the land

- 2 (a)** A river transports large boulders (1) via traction – where material is rolled/dragged along the bed (1). Smaller pebbles (1) are carried by saltation – a hopping/leapfrogging motion (1). Fine material is carried within the water itself (1) – this is suspension. Some rocks are soluble and will dissolve (1) – such as limestone (1) – and these are carried in solution. (3 marks)
Allow 1 mark for a list. 2 terms or more. AO1 – 3
Allow up to 2 marks on anyone process.
3x1
- 2 (b) (i)** 18 – 22m (units not essential). (1 mark)
AO2 – 1
- 2 (b) (ii)** Confluence / a tributary (joins it)/ rivers splitting/meanders / bridge crosses it. (1 mark)
AO3 – 1
- 2 (b) (iii)** 0.5km/ half. (1 mark)
AO3 - 1
- 2 (b) (iv)** The river has a loop/curve/meander (1). Could measure length or comment on neck of meander (1). There are embankment/ levees (1) shown on both sides of the river at times/only one side (1). These are not continuous (1). The area next to the river is very flat (1). This will be the flood plain of the river (1). (3 marks)
Maximum 2 for list
3x1
AO1 – 1
AO2 – 1
AO3 – 1
- 2 (c)** Flood plains form due to both erosion and deposition. Erosion widens the valley taking away the interlocking spurs present nearer the source and creating wide, flat area next to the river. Lateral erosion may be named, (perhaps linked to meander migration) as may some erosion processes. Deposition is also partly responsible for the formation of a flood plain. When the river overflows, material being carried is dropped as speed/energy is lost. Over time, this sediment forms layers on the flood plain, building it up. (4 marks)
AO1 – 3
AO2 – 1

Level marking

Level 1 (Basic) 1 – 2 marks

Simple statements.

Order may jump about.

Sequence may be incomplete.

The river floods and leaves material on the flood plain. This is wide near the mouth.

Meanders are found on the flood plain.

Level 2 (Clear) 3 – 4 marks

Statements are developed and linked.

Sequence and formation of flood plain is clear.

May be just deposition or erosion.

The narrow valley is widened as the river begins to erode sideways. The meanders create a wide, flat valley floor which is the flood plain. As the river floods sediment is deposited on this wide area and its level is built up to form the flat area on either side of the river.

- 2 (d) (i)** Points likely to refer to the clustering of flood events in certain areas in certain years e.g. the area around the Derwent and Ouse in 2000 showing a tight cluster versus clustering around the Severn in 2007. However, flooding was widespread then with areas further north being affected and also areas further east – with Sheffield and Oxford amongst places affected. Boscastle and Carlisle seem to be outliers as they occurred at similar times but were isolated in location. **(4 marks)**

AO1 – 1
AO2 – 1
AO3 – 2

Level marking

Level 1 (Basic) 1 – 2 marks

Simple, separate listed points.

Some reference to the map.

There were floods in York and Calder Valley in 2000. In 2007 there was widespread flooding.

Level 2 (Clear) 3 – 4 marks

Points are developed and linked.

Locations/pattern can be visualised.

Specific reference to the map.

Flooding concentrated in the north around York in 2000.

It was more widespread in 2007 with areas around Sheffield.

Doncaster flooded as well as Lincoln further south.

There was a large area around Tewkesbury and Oxford also.

- 2 (d) (ii)** Response will depend on case study selected and whether it relates to a rich or poor part of the world. Examples likely to refer to various areas in England 2007, Cumbria 2010, Bangladesh, Pakistan. Responses likely to refer to preparation – warnings, evacuation, immediate responses such as rescuing people, treating injured, distributing water, food, medicines, providing shelter, seeking to restore water supply, receipt of international emergency aid and longer term responses such as repairing damage to homes, businesses, considering how flood risk may be reduced, identifying and implementing strategies. **(8 marks)**

AO1 – 4
AO2 – 4

Level marking

Level 1 (basic) 1 – 4 marks

Describes some responses to flooding, may be list – like at lower end.

Likely to drift into effects.

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

Generic statements.

People were rescued from floodwaters. Food and water were shared out.

Roads and bridges were repaired. Aid came from abroad. Doctors were sent in to help.

Level 2 (Clear) 5 – 6 marks

Clear description of a range of responses to flooding.

Statements are developed and linked.

Clear, specific reference to case study.

In Bangladesh, supplies of food, medicines and blankets were handed out to survivors. Local people began to rebuild their homes. An emergency appeal was launched and poster displayed the risks of drinking flood water. In the

longer term, ways of warning people were looked at so that there would be fewer deaths and the provision of flood shelters.

Level 3 (Detailed) 7 – 8 marks

Statements are linked and detailed.

A wider range of responses to flooding – likely to consider immediate and long term.

Detailed reference to case study.

In Bangladesh, immediate responses were to supply food, medicines and blankets to survivors. Local people began to rebuild their homes. An emergency appeal was launched for \$74million by UN. WaterAid had posters displaying the risks of drinking flood water and they tried to supply water purification tablets. In the longer term, ways of warning people were looked at so that there would be fewer deaths and the provision of flood shelters. Here, raised areas are identified where people can move with their cattle and dried food is available. Clean water is obtained before flooding. World Bank loaned money for the repair of roads to help with education, following loss of many schools.

Total 25 marks

Question 3: The Coastal zone

- 3 (a)** The sea erodes the coast via hydraulic power – which is the sheer force of the water on the coast (1); abrasion – where material being carried is hurled at the cliffs (1) and this acts like a sandpapering effect (1); attrition – where material being carried knocks into other rock fragments (1) and they become smaller/more rounded (1); solution where certain rocks such as chalk and limestone (1) dissolve in sea water (1). Swash/backwash – stronger backwash removing beach material.
3x1 **(3 marks)**
AO1 – 3
- 3 (b) (i)** Nature reserve. Allow mud (flats). **(1 mark)**
AO2 – 1
- 3 (b) (ii)** 5.4km – 5.6km = 2 marks; 5.0 – 5.3 or 5.7 – 6.0 = 1 mark. **(2 marks)**
AO3 – 2
- 3 (b) (iii)** Outline should be clear and recognisable – with change in direction and variable width – 1 mark for basic outline + 1 for specific detail. Up to 2 for labels such as wider section at the end, narrow middle section, change in direction, sand and mud behind spit, sand and shingle beach along coast, marshland behind start of spit, groynes. **(3 marks)**
AO2 – 1
AO3 – 2
3x1
- 3 (b) (iv)** Spits result from transportation and deposition along the coast. Longshore drift carries material in the direction of the prevailing wind. When there is a break in the coast – e.g. a river mouth – or the coast changes direction, the process continues building out a long narrow ridge of material. Often this is curved at a distance from the coast as it is affected by winds/waves from a different direction. **(4 marks)**
AO1 – 3
AO2 – 1

Level marking

Level 1 (Basic) 1 – 2 marks

Simple statements.

Order may jump about.

Sequence may be incomplete.

Deposition occurs along the coast. Longshore drift carries material along the coast.

This builds a spit out to sea.

Level 2 (Clear) 3 – 4 marks

Statements are developed and linked.

Sequence and formation of spit is clear.

Longshore drift carries sediment along the coast. The swash is how the material is carried up the beach and the backwash takes it back down. In this way, material is moved along the coast in the direction of the prevailing wind. If the coast changes direction, sediment continues to be dropped in the same direction. In this way, a long thin ridge of material is deposited – this is the spit. Further out to sea, the end of the spit is often curved due to waves approaching from a different direction.

- 3 (c)** Near the beach, the vegetation is dominated by grasses – there is more than one species as seen by the different colours/leaves. One grows taller than the other. Vegetation cover is incomplete – there is much sand exposed. Further from the sea, the cover is complete and there is more variety. Grass is present in smaller quantities and there are more small shrubs present. **(4 marks)**
- AO1 – 1**
AO2 – 1
AO3 – 2

Level marking

Level 1 (basic) 1 – 2 marks

Simple, separate listed points.

Some reference to the photograph(s).

There is a lot of sand present near the sea. Grasses are growing. Inland, there are shrubs.

Level 2 (Clear) 3 – 4 marks

Points are developed and linked.

Pictures/changes can be visualised.

Specific reference to the photograph(s).

There are large gaps in the vegetation cover near the sea. Further inland, the cover is complete. The main vegetation is grass near the sea. There seem to be two types as the leaves are different colour and they are different heights. Further inland, there is much less grass and taller shrubs present.

- 3 (d)** Actual content will depend on example used – endorsed textbook uses Keyhaven Marshes but local examples are to be expected – probably of salt marsh and variation within and sand dunes and variations within 0 linked to succession. Case study may be viewed as coastal habitat and/or location. There should be reference to the **habitat** – and a description of what this is like – with reference to features such as height, slope, coverage by the tides, exposure to winds carrying sea water, protection in lower lying areas, the presence of areas of fresh water marsh. **(8 marks)**
- AO1 – 4**
AO2 – 4

Species present should be named – these will refer to plants, insects, birds, animals and the reasons should be identified. These will relate to the conditions – with regard to the habitat created and the ways the species adapt to them. For example near the beach on sand dunes, marram grass and lyme grass are dominant. These can withstand strong winds and the saline spray. These allow other species to become established such as bird's foot trefoil which then are home to insects, including bees and butterflies. Further back, sea buckthorn with its characteristic thorns and hawthorn are much denser and give cover for birds allowing them to rest.

Level marking

Level 1 (Basic) 1 – 4 marks

Describes habitat, species – may be list – like at lower end.

Statements may be in a random order.

Information is general.

The dunes vary in height. They can be windy, a lot of grass grows. The area has many birds that like the vegetation present.

Level 2 (Clear) 5 – 6 marks

Clear description of habitat, species.

Statements are linked and developed.

Addresses reasons why species are present.

Case study is clearly used.

The dunes have grasses on them – especially near the sea. Marram grass is present in many areas. This can cope with the windy conditions and it has long roots to get water. Other plants can grow as the soil is made better and this allows butterflies to be present. In areas further from the sea, the vegetation is different as the conditions are more sheltered and there are more species here – of birds especially.

Level 3 (Detailed) 7 – 8 marks

Detail is present in description of habitat and species.

There is a focus on explanation – with a clear understanding of why species are present.

Statements are linked and developed.

Case study is specifically used.

Near the sea, marram and lyme grass are present in many areas. These can cope with the windy conditions – marram can fold its leaves and it has long roots to get water. Other plants, such as sea spurge, can grow as the soil is made better and this allows butterflies to be present. In areas further from the sea, the vegetation is different as the conditions are more sheltered and there are more species here – of different as the conditions are more sheltered and there is more protection. Areas of fresh water marsh can occur in the lower lying areas between the dune ridges. Here the plants are different as there is shelter and water is readily available.

Reeds and yellow iris are found here and also water voles in some areas.

Total 25 marks

SECTION B

Question 4: Changing Urban Environments

- 4 (a) (i)** The candidates should be able to give an overall view and go beyond merely lifting information from the graphs. **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements or direct lifts from the graphs and no real appreciation of the difference in the changes experienced in the Rich and Poor Worlds.

Reference only made to one graph. Two separate accounts.

The Rich World was just under 500 million in 1950. In 2020 it will be 1000 million. The Poor World will change from 550 million in 1950 to 3800 million in 2020.

Level 2 (Clear) 3-4 marks

Linked statements which appreciation of the overall trend and the difference is between the Rich and the Poor Worlds. Will show some manipulation of the figures.

The Rich World reached its highest total in 1990 whereas the highest total in the Poor World is not to be until 2020. The Poor World urban population is still rising but the urban population of the Rich World has started to decline.

By 2020 the urban population of the Poor World will be nearly four times larger than that of the Rich World.

- 4 (a) (ii)** The emphasis should be in the reasons for the different rates of growth of the two worlds. Both need to be considered for top of Level 2. Accept reference to natural increase in population. **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements and no distinction between the Rich and Poor Worlds or only concentrating on one.

People are moving to the cities in the Poor World. Counter-urbanisation is taking place in the Rich World. Push factors (or a named one) are pushing people out of the countryside in the Poor World. Pull factors (or a named one) are attracting people to the cities in the Poor World.

Level 2 (Clear) 3-4 marks

Linked statements showing an appreciation of the relative differences in the rates of growth in the Rich and Poor Worlds. Candidates do not need to cover both push and pull factors.

The people in Rich world cities are mobile and are able to live in the countryside and commute into work, whereas in the Poor World the people have to move to the city to find work. This means that there is a growth in Poor world cities whereas the population of the cities in the Rich World is declining.

4 (b)

3x1

(3 marks)

Arrows must clearly show what is being identified. No arrows/lines then no credit.



Accept larger buildings in background as possible factories.

4 (c)

2x2

(4 marks)

Air – There may be a build up of traffic causing congestion which increased the CO₂ in the air. Factories may have chimneys discharging gases into the air.
Water – The increased industrialisation causes people to move to the cities. They live in squatter settlements without proper sewage systems which cause pollution in the water. Factories may discharge waste into rivers.

4 (d) (i)

2x1

(2 marks)

Social – involving local people in the decision making process, provision of an efficient public transport system.
Environmental – providing sufficient open spaces, recycling facilities, using brownfield sites.

4 (d) (ii)

The answer can consider sustainable living at different scales – such as a whole settlement such as Curitiba or Donghan or a smaller scale development such as an individual house or estate.

(8 marks)

Level 1 (Basic) 1-4 marks

Simple statements without any reference to any case study.

They use renewable energy. There is plenty of public transport. There are plenty of open spaces. People are included in the decision making process.

Level 2 (Clear) 5-6 marks

Linked statements with at least the name of a case study.

In Dongtan there is a way of disposing of waste safely. There is a farming area in the city to provide food. There is open space where people can go riding.

Level 3 (Detailed) 7-8 marks

Detailed use of a case study exemplification.

In Curitiba in Brazil the city uses quarry sites as open spaces, giving each person the equivalent of 52m² of green spaces. Waste collectors are sold rubbish carts and they collect and sell waste to recycling companies. Small farms are provided around the city where people can grow their own food. Public transport has been developed instead of cars. There are five fast bus routes with their own bus lanes.

Question 5: Changing Rural Environments

- 5 (a) (i)** There should be evidence that the candidate has used Figure 10 recognising the link between distance and percentage i.e. distance decay factor. **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements which concentrate on lifted information with no development.
The largest group comes from Stirling. Other large groups come from Falkirk and Fife. The smallest percentage come from South Lanarkshire.

Level 2 (Clear) 3-4 marks

Linked statements developing the information on Figure 10.
The greatest percentage comes from the districts closest to Clackmannanshire – i.e. Stirling and Falkirk, South Lanarkshire, which is the furthest away, has the lowest percentage of people who commute to Clackmannanshire. The districts surrounding Clackmannanshire have the highest percentage of commuters. The main movements come from the south and east, with relatively few from the north.

- 5 (a) (ii)** 2x2 **(4 marks)**
New housing estates having been built. Bulge in the age sex pyramid among young families. Many people live in the village but work elsewhere. Services may not be sufficient for the growing population as many use services in other places. There may be some conflicts between the original inhabitants of the village and the newcomers who have moved in and commute elsewhere for work.

- 5 (b) (i)** 3x1 **(3 marks)**
Arrows must clearly show what is being identified. No arrows/lines then no credit.



Other acceptable answers-housing estate, farm buildings, woodland.

- 5 (b) (ii)** The answers should show some appreciation of the fact that the rural-urban fringe has the same attraction for all the differing land uses – i.e. accessibility and closeness to a centre of population. **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements without real appreciation of the potential conflict.

The motorway junction will take up a large area of land. The industrial estate needs space for parking. The industrial estate needs to be near where its workers live.

Level 2 (Clear) 3-4 marks

Linked statements, with some recognition of potential conflict between the requirements of the different land uses.

The motorway junction may increase traffic in the area, which may cause congestion on the smaller roads leading to the other land uses. Since the different land uses all would like to be on the rural-urban fringe because of its accessibility to the nearest settlement this may but up the price of the land and make it too expensive for other land use like a golf course.

- 5 (c) (i)** 2x1 **(2 marks)**
Social – Isolation. Lack of services.
Economic – unprofitability of hill sheep farming. Unemployment.

- 5 (c) (ii)** The specification requires that this is studied by use of a named area so at least a name is required for consideration of access to level 2. The question is on effects so no credit for causes. The answer can be concerned with initiatives that have been introduced to try and ameliorate the negative impact of rural depopulation. **(8 marks)**

Level 1 (Basic) 1-4 marks

Simple statements, which show little appreciation of the significance of the effects on the area.

Ageing population. Growth of second homes. Rural poverty. Lack of investment.

Level 2 (Clear) 5-6 marks

Linked statements showing how rural depopulation has affected a named area.

In the Lake District increasing costs of houses mean that there are fewer homes for them and so the population ages. There is a lack of people so less money is invested. Homes are abandoned and many fall into ruins.

Level 3 (Detailed) 7-8 marks

Linked statements with detailed case study exemplification.

Nearly 20% of the houses in the Lake District National Park are now second homes. These are house, which are either empty, because local people have moved away from the area or they are too expensive for the locals to buy. Local people have to move to areas with more permanent jobs so in some areas such as Langdale the population has declined by over a quarter.

Younger families have moved away as they cannot afford to live in the Lake District so the population is ageing so there are now more people over 50 than in the rest of the county of Cumbria. Chapel Stile is a village in Langdale. 50% of the houses are now second homes. In 1970 27 cheaper houses were built on a former quarry site for young local families, but only one of these is now permanently occupied.

Question 6: Tourism

- 6 (a) (i)** There should be an appreciation of the over all changes between the two years and go beyond merely lifting information from the two graphs. **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements or direct lifts with no real appreciation of the changes that have taken place between the two years.

Europe received 78% of the receipts in 1970. In 2010 Europe received 50% of the receipts. The second biggest receipt area in 1970 was the Americas. Asia was the second biggest receipt area in 2010.

Level 2 (Clear) 3-4 marks

Linked statements with appreciation of the changes that have taken place between the two years. Must refer to a minimum of two areas for full marks.

Europe has remained the area with single biggest percentage of receipts from tourism but it has declined relatively from 78-50%. Asia has seen the biggest growth in its share and in 2010 it received the second largest share of tourism receipts. The percentage shares of both Africa and the Middle East have both growth between 1970 and 2010.

- 6 (a) (ii)** There should be an appreciation of the difference in the economic importance in contrasting parts of the world. The contrast can be Rich/Poor world, Mass tourism/ecotourism areas, different countries. **(4 marks)**

Level 1 (Basic) 1-2 marks

Simple statements with no attempt at a comparison.

Tourism is economically important to the UK. In Kenya many people holiday and spend money on the country.

Level 2 (Clear) 3-4 marks

Linked statements with some attempt to compare economic importance of tourism in contrasting parts of the world.

In the UK tourism produces about 4% of GDP whereas in Nepal it produces 30% of the country's GDP.

- 6 (b) (i)** 3x1 **(3 marks)**
X Jungle/tropical rain forests, Y Desert/arid, Z Polar/Antarctic/Arctic.

- 6 (b) (ii)** 2x2 **(4 marks)**
Maximum 1 for generic effects on the environment, which are not specifically related to the extreme location chosen. Accept impacts on environment/people/culture.

Jungle – Tracks made through the jungle may destroy the underlying vegetation and so affect the ecosystem. The building of accommodation may not be in keeping with the natural environment of a tropical rain forest area.

Polar – Any litter left will take a very long time to decompose due to the very low temperatures. Large numbers of people leaving a cruise ship and landing on the ice may have a detrimental effect on the local ecosystem.

Desert – Sand dune bashing may destroy the stability of the sand dunes, which will result in them being blown away and the sand deposited on the existing tracks or settlements of the area. Many of the smaller animals in the deserts live in burrows in the sand and 4x4 well vehicles may destroy their habitat.

6 (c) (i) 2x1 **(2 marks)**

Improved drainage and sewerage infrastructure will result in less water contamination and pollution. There may be greater awareness of the need for the conservation of landscape features, vegetation, wild life, and preservation of ancient monuments. Income from tourism may pay for management, conservation and repairs.

6 (c) (ii) The specification requires a named area to be studied so at least a name is required for level 2. The causes can be environmental, social or economic. Maximum Level 1 for a non-tropical example. **(8 marks)**

Level 1 (Basic) 1-4 marks

Simple generic statements without reference to a named area.

There are beaches. There are wild animals. There are cultural differences. Air fares are relatively cheap.

Level 2 (Clear) 5-6 marks

Linked statements referring to a named area.

In the game parks of Kenya there are safari tours where it is possible to see the 'Big 5' animals in the wild.

Level 3 (Detailed) 7-8 marks

Linked statements with detailed case study exemplification.

On the north coast of Jamaica near Ocho Rios an artificial beach has been built with plenty of hotels. Watersports and fishing trips have developed and there are two gold courses. The temperature never drops below 20°C and there are now regular charter flights to Jamaica from the UK.