



General Certificate of Secondary Education

Geography – Full Course
Specification A

Paper 2 90302H Human Geography
Higher Tier

Mark Scheme

Specimen Paper for Linear Specification (2014 onwards)

(including Spelling, Punctuation and Grammar)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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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
Few links; limited detail; uses a limited range of specialist terms
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors
Range of ideas in a logical form; uses a range of specialist terms where appropriate
Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.
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 in Section A and the 8 mark questions in Section B. 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)** Demographic Transition (Model)
1 mark
- 1(a)(ii)** Correctly completed key.
1 mark
- 1(a)(iii)** The emphasis should be on the change over the period of the stage and that the candidate shows an appreciation that natural increase is a reflection of both the birth rate and the death rate.
4 marks

Level 1 (Basic) 1–2 marks

Basic statements with little/no reference to how they impact on natural increase.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

The birth rate stays high, the death rate drops.

Level 2 (Clear) 3–4 marks

Linked statements relating changes in birth rate and death rate to changes in natural increase.

Must be reference to how and why to reach top of Level 2.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

The birth rate remains high because there is little use of contraception, but improvements in medicine lead to a decline in the death rate. The rate of natural increase gets larger as the difference between the birth and the death rates get larger.

- 1(a)(iv)** 1 mark for the birth rate and 1 mark for the death rate – the same as the key. The birth rate and the death rate can fluctuate but it must be obvious that the death rate is higher than the birth rate for most of the time. They must remain low and be close together at the same level.
2 marks
- 1(b)(i)** 28(%)
1 mark
- 1(b)(ii)** 2 x 1
People are living longer so more older people. Birth rate drops. Fewer people of child bearing age. More contraception available.
2 marks

- 1(b)(iii)** This question is about population structure **not** population growth. The candidates can approach this question by a consideration of how to encourage an increase in the birth rate in order to balance the development of an ageing population and/or the development of strategies to cope with an ageing population and the resultant increased demand on social/medical facilities and hence possible detrimental impact on the nation's economy. **8 marks**

Level 1 (Basic) 1–4 marks

Simple statements

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Build more hospitals. Build more old peoples' homes. Raise taxes.

Level 2 (Clear) 5–6 marks

Linked statements

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Raise taxes so more old peoples' homes can be built. Employ more social workers to help elderly people remain in their own homes.

Level 3 (Detailed) 7–8 marks

Detail, which may contain case study material

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the inter-relationships between factors

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Increase the workforce by encouraging the immigration of young adults from poorer countries. Giving financial rewards to have more children such as in Italy and France. Raise the retirement age so people stay longer in work, continuing to pay taxes and so receive pensions for a shorter time. Make those in work pay higher taxes to pay the higher pensions and greater social security. Abolish state pensions and make people pay for their own pensions.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	1
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	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.	
1(c)(i)	1 x 2 or 2 x 1 To look for work (1). To earn money to send back to their families (2)	2 marks
1(c)(ii)	The impact on the immigrants' country of origin can be positive or negative. There could be recognition of the benefits of money sent back to the country as well as the negative effects of the loss of economically active members of the population. No credit for the impact on the receiving country. Maximum level 1 if reference to impact of immigrants leaving a country outside the EU, for example refugees from Africa.	4 marks
	Level 1 (Basic) 1–2 marks	
	Simple statements Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>Fewer workers. Labour shortage. Skills shortage. Ageing of the population.</i>	

Level 2 (Clear) 3–4 marks

Linked statements

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

There will be a labour shortage because many people of working age will have left the country. Often the more highly educated leave for a new country so the migrants' home country suffers a severe skills shortage. As it is mainly younger people who emigrate, the country from which they have moved has an increasingly elderly population.

Total Marks for Question 1: 28 |

Question 2 Changing Urban Environments

- 2(a)(i)** Completed graph with correct plot and line. **1 mark**
- 2(a)(ii)** 95(%) **1 mark**
- 2(a)(iii)** 16 years **1 mark**
- 2(a)(iv)** 1 x 2 **2 marks**
 There is increased danger of accidents due to the greater number of vehicles on the road. The increase in the amount of traffic can lead to air pollution which impacts on peoples' health. Buildings can be badly affected because of the increase in the amount of traffic. Discouraging people visiting/shopping in the settlement.
- 2(a)(v)** The traffic problem could be related to one or more aspects of a settlement such as the environment, the people or the economy. Only one traffic solution should be considered. If the candidate deals with a number of different solutions, the best single one should be credited. For the top of level 2, the candidate should show an appreciation that any traffic solution is likely to only reduce, not completely solve the problem. **4 marks**

Level 1 (Basic) 1–2 marks

Simple statements

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

*Mass transport systems improve public transport. Pedestrianisation removes traffic from the street.***Level 2 (Clear) 3–4 marks**

Linked statements, which clearly show how the solution described could reduce the traffic problem.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Mass transit systems like the Tyneside Metro and the trams in Sheffield and Manchester are quick and efficient and are not held up by traffic jams and also reduce air pollution / Bus priority lanes speed up buses and so more people will use them reducing the need for so many cars to be on the road / Pedestrianising city centres makes them safer for pedestrians and reduces noise and air pollution / Increased car parking charges in the city centre will discourage car use and encourage more people to use public transport. The increased profit would be used to invest in better public transport systems.

- 2(b)(i)** 2 x 1 **2 marks**
 Edge of the built-up area / close to rivers / D is NE of CBD / A,B and C are SW of the CBD / most are in the SW.

- 2(b)(ii)** The emphasis must be on the efforts of the inhabitants to improve their living conditions. The effects are most likely to be social, but credit can be given to references to the overall improvement to the environment of the squatter settlement and economy provided these are clearly impacting on the individuals' lives. Maximum level 1 if general description of squatter settlement redevelopment. Self-help schemes are the most likely examples but site and service schemes are relevant provided the candidates shows how local people build on and develop the basics provided by the outside agencies. Involvement of locals in the decision making processes and the development of community run policing arrangements would also be relevant. For level 3, the candidates must make clear how the inhabitants' lives are improved by the redevelopment schemes undertaken in the named example. **8 marks**

Level 1 (Basic) 1–4 marks

Simple generic statements with no reference to a named example

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

There are lots of green spaces. There is a good public system. There are good waste disposal systems.

Level 2 (Clear) 5–6 marks

Linked statements with at least the name of an appropriate example.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

In Curitiba in Brazil, there are lots of cheap buses to reduce the number of cars on the road. Waste collectors can sell rubbish to recyclers for a profit. There are large areas of open space throughout the city.

Level 3 (Detailed) 7–8 marks

Detailed knowledge of either a scheme or a location.

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the inter-relationships between factors

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Under the self-help scheme in Nairobi, groups of people were encouraged to help build their own homes. Each group would do the basic work such as digging ditches to take water and sewage pipes. The local authority will

then provide breezeblocks and roofing tiles, and the group provides the labour. The money, which this saves, can be used by the authorities to provide amenities such as electricity, a clean water supply, tarred roads and a community centre.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	1
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	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.	
2(c)(i)	Local - less (organic) waste dumped in rivers / coastal waters / landfill. Global - fewer emissions of gases contributing to global warming.	2 marks
2(c)(ii)	There needs to be development of the information given on Figure 6, with an appreciation that the concept of sustainability must have due regard to both the inputs and outputs into the system. Maximum level 1 if no indication that the system approach shown on Figure 6 is the basis of the information in the candidate's answer.	4 marks
	Level 1 (Basic) 1–2 marks	
	Simple lifts from the stimulus material and/or no reference to a named example. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>There is less water produced. Pollution is reduced.</i>	
	Level 2 (Clear) 3–4 marks	
	Linked statements, with at least the name of an appropriate example. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.	

In Curitiba in Brazil, there are lots of cheap buses to reduce the number of cars on the road, which reduces the emissions of greenhouse gases. Waste collectors can sell rubbish to recyclers for a profit so less goes into landfill sites.

Total Marks for Question 2: 28

Question 3 Changing Rural Environments

3(a)(i) Holiday home / home owned in addition to their main dwelling / home they use for holidays / weekends. **1 mark**

3(a)(ii) A skills-based question so only credit for description **not** explanation. There should be evidence that the candidate can use appropriate geographical terminology, such as compass directions or named locations to describe the distribution. For level 2 the candidate must show an ability to take an overview of the distribution of second homes. Reference should be made to the general pattern with some specific exemplars illustrative of this overall pattern, but also recognition of any exceptions or anomalies. **4 marks**

Level 1 (Basic) 1–2 marks

Simple statements or two separate accounts or no real use of Figures 7a and 7b.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

There are many second homes near Lake Windermere. Near Grasmere there are between 10-20%.

Level 2 (Clear) 3–4 marks

Linked statements showing use of both Figures 7a and 7b. Must refer to at least two of the categories to reach full marks. Must refer to percentages/proportions not more/less, bigger/smaller inferring absolute numbers.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

The highest percentage of second homes is in the central part of the Lake District. Another important area is the area north of Lake Windermere in places like Grasmere and Ambleside. The lowest percentages are found to the West.

3(a)(iii) 2 x 1 **2 marks**
 Highest percentages are near the lakes which people like to visit / highest percentage where concentration of roads to easier access / percentages fairly high where there is access to the M6 motorway / remoter areas in West have lower percentage of second homes.

- 3(b)(i)** This is an open-ended question, so a wide range of answers possible using commercial, residential, industrial or recreational examples. The emphasis must be on the location factors significant in the development of the land uses cited. These are likely to be accessibility, land values and the demands of the local population. **8 marks**

Level 1 (Basic) 1–4 marks

Simple statements largely concerned with the developments that have taken place rather than the reasons.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

They can build shopping centres there. They can build houses. The land is cheap.

Level 2 (Clear) 5–6 marks

Linked statements showing some appreciation of why the rural-urban fringe is being built on.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

There is plenty of open space and the land is cheaper than the centre of the city so developers want to build houses there. These houses are popular with buyers as they are in an attractive area. Out of town shopping centres are popular because there is plenty of space and they are accessible.

Level 3 (Detailed) 7–8 marks

Detailed information with the use of an example(s) which, may be a type of development or an example of a location.

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the inter-relationships between factors

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Out of town shopping centres have been built because they need a large amount of land in order to provide plenty of car parking space. These are large scale because they have a large range of shops close together or under one roof. These need a huge infrastructure to support them and the relative cheapness of the land compared to the city centre is therefore an advantage. In Gloucester the greenbelt between Gloucester and

Cheltenham is being taken up with the building of the M5 motorway, housing estates and golf courses.

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(b)(ii)	Greenpeace / ecowarriors / environmentalists / conservationists / farmers / people living in the existing villages.	1 mark
3(b)(iii)	Conservationists want the land left as open space so the habitat of the wild life is not disturbed. Farmers lose their land and so will not be able to make a living. Existing villagers feel that new development would spoil the look of the area / increase the noise / put pressure on services.	2 marks
3(c)(i)	Water from the Blue and White Nile uses the natural slope of the land to take water to the fields.	1 mark
3(c)(ii)	2 x 1 Would be very expensive to build. Would not make use of traditional schemes. Would need a high level of technological know how.	2 marks
3(c)(iii)	While the candidates' choice of either physical or human will largely determine whether they concentrate on the environment or the lives of the people credit is possible if they develop their answer to show how physical disadvantages can have a human impact or vice versa. Since the question refers to disadvantages there should be a minimum of two for maximum marks.	4 marks
	Level 1 (Basic) 1–2 marks	
	Simple statements Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.	

Physical

Salinisation. Water logging.

Human

Rural debt. Decline in production of food crops. Water borne diseases.

Level 2 (Clear) 3–4 marks

Linked statements

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Physical

The evaporation of water due to high temperatures leads to the build up of salt in the soil. If the land is not well drained it can cause water logging.

Human

Less food crops are grown, as there is a move over to cash crop cultivation. The need to pay for the irrigation water can cause rural debts to increase. There is an increased danger of the farmers suffering from water borne diseases and the irrigation ditches are breeding grounds for mosquitoes causing an increase in malaria.

Total Marks for Question 3: 28 |

SECTION B**Question 4: The Development Gap**

- 4 (a)** Candidates can refer to the two figures but it is not a requirement of the question. There needs to be an element of explanation to reach Level 2. Do not give much credit to mere description of the two maps. **6 marks**

Level 1 (Basic) 1-4 marks)

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statements just agreeing with the statement without any attempt to suggest alternative divisions and/or reasons why a simple division is no longer acceptable.

There is not a simple two-fold division. There are great variations between different countries. Not all countries in the simple two-fold division are the same. Does not cover variations in quality of life.

Example of CMI annotations

- **L1 Simple statements - no explanation**

Level 2 (Clear) 5-6 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements with some attempt to suggest alternative divisions and/or reasons why a simple division is no longer acceptable.

Some countries grow richer at a greater rate than others and some may get poorer so a simple two-fold division is no longer acceptable. A five-fold division is more realistic because it recognises the great variety in the types of country. It reflects political and other factors as well as purely economic.

Example of CMI annotations

- **L2 Linked statements – alternative suggested**
- **L2 Linked statements - reasons why no longer valid**

- 4 (b) (i)** There should be evidence of the use of both the stimulus and the candidate's own knowledge. Accept that her happiness could be related to economic or social factors. **4 marks**

Level 1 (Basic) 1-2 marks

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statements largely based on lifts from the stimulus material.

Her children go to school. She is learning to read. She can operate a sewing machine.

Example of CMI annotations

- **L1 Simple statements**
- **L1 No evidence beyond Figure**

Level 2 (Clear) 3-4 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements that go beyond the stimulus material, and have some indication that people in the poorer and richer parts of the world have different priorities.

Although she has few possessions these give her some hope for the future. Being able to read means she can improve herself educationally. Operating a sewing machine means that she has the opportunity to earn some money. People in poor countries do not have the same expectations as those living in rich countries.

Example of CMI annotations

- **L2 Evidence of use of own knowledge**
- **L2 Recognition of different priorities**

- 4 (b) (ii)** 2x1 **2 marks**
 Accept straight definitions.
 Standard of living can be measured and so is a quantitative index.
 Quality of life cannot be measured as it is a personal view of what people value in life.

- 4 (b) (iii)** 1×2 or 2×1 **2 marks**
In the richer countries people are more concerned by their standard of living whereas in poorer countries they are more interested in the quality of their lives.
- 4 (c) (i)** The higher the GNP the lower the percentage employed in agriculture/negative relationship/correlation. **1 mark**
- 4 (c) (ii)** 1×2 or 2×1 **2 marks**
It is only an average figure and does not indicate variations between different parts of a country or between different strata of society. It is based only on economic factors, unlike HDI which takes in social factors which gives a better indication of the inhabitants' quality of life.
- 4 (d)** This open-ended question can be approached from a variety of angles. Economic factors are likely to dominate but social, environmental and political factors are also of significance. Can use physical factors too. The specification requires the study of two contrasting countries within the EU so look for specific regional exemplification within the higher levels. **8 marks**
Max L1 – only 1 country. Max L2 - Non-EU countries.

Level 1 (Basic) 1-4 marks

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple generic statements or no idea of contrast.

One has a wet climate the other one dry. One is largely industrial the other is largely agricultural. One has fewer raw materials than the other one. One has a better farming system.

Example of CMI annotations

- **L1 Simple statements**

- **L1 Separate accounts**

Level 2 (Clear) 5-6 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements showing some countries.

There is lots of industry and so there are jobs for the population in one country but in another one there are many mountains where farming is difficult.

Example of CMI annotations

- **L2 Linked statements showing contrast**

Level 3 (Detailed) 7-8 marks

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors.

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Linked statements with detailed case exemplification of two contrasting countries.

The UK has no extremes of climate so the temperature and precipitation in most areas are favourable for agriculture. This means that the country can grow a great deal of its own food and therefore cut down on expensive imports. The UK is rich in many raw materials, which can be used in the manufacturing industry. The country also has a strong service industry and earns much from invisible earning such as tourism. In Bulgaria the former communist government supported industry so it did not have to be profitable to survive. This meant it was in a very poor state when communism collapsed and suffers greatly from foreign competition. The steep slopes and extreme climate in much of the country, particularly the mountainous areas of the Rhodope Massif, means that farming is inefficient so that food has to be imported.

Example of CMI annotations

- **L3 Detailed contrasting case study exemplification**

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 Marks for Question 4: 28 |

Question 5: Globalisation

- 5 (a) (i)** Consider the greater range of foodstuffs on offer and the increasing number of ethnic tastes being catered for. The increasing ease of travel is another creditworthy idea. **6 marks**

Level 1 (Basic) 1-4 marks

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statements largely explaining why the food we eat travels many food miles.

We eat food imported from abroad. We cannot grow all the food we eat.

We eat many foreign foods. We eat food which is not in season in this country. Food produced abroad can be cheaper. Improved technology to preserve food and transport.

Example of CMI annotations

- **L1 Simple statements explaining food miles**

Level 2 (Clear) 5-6 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements indicating why the number of food miles is increasing.

People are eating more and so more has to be imported because we cannot produce everything in this country. The increasing multicultural nature of our society means there is an increasing demand for ethnic foods from abroad.

We are eating some foods all the year around so they have to be imported when they are not in season in this country.

Example of CMI annotations

- **L2 Linked statements showing why food miles are increasing**

- 5 (a) (ii)** 2x1 **2 marks**
In a greenhouse / polytunnels, use of expensive / high tech machinery (ie machinery must be qualified), large amounts being grown in a small area, controlled environment (lighting / heating).

- 5 (a) (iii)** 1×2 **2 marks**
 One point developed.
 For one mark – the increased use of fossil fuels / energy to heat greenhouses. Increase in use of fertilizer. Intensive animal rearing.
 For second mark – link to the production of greenhouse gases.
 Do not accept reference to transport
- 5 (a) (iv)** Countries who produce more than their targeted amount of carbon can buy carbon credits from a country which is producing less than was agreed, so there may be an overall reduction. **2 marks**
- 5 (b) (i)** Transnational corporation (at least Transnational correct) **1 mark**
- 5 (b) (ii)** The advantages and disadvantages can be for the TNC, the country where the TNC has its HQ or countries where the TNC has its branches/factories. A case study is required so the Level 3 answer is likely to show the use of one. **8 marks**
 Maximum Level 2 if no evidence of a case study.

Level 1 (Basic) 1-4 marks

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statements which may concentrate on either advantages or disadvantages or do not specify whether it is an advantage or disadvantage and to whom.

People earn money. TNCs provide jobs. Can use cheap labour. Fewer pollution laws.

Example of CMI annotations

- **L1 Simple statements**
- **L1 No indication of to whom these are advantages and disadvantages**

Level 2 (Clear) 5-6 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Limited statements showing advantages **and/or** disadvantages but show to whom.

TNCs will provide jobs and so people earn money. People will learn some skills which are transferable. The TNCs can use cheap labour and so make larger profit.

Example of CMI annotations

- **L2 Evidence of who is affected by TNC**

Level 3 (Detailed) 7-8 marks

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors.

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Linked statements, using a case study to show a balance between advantages and disadvantages. Can be a country, TNC or industry.

TNCs provide jobs in factories. This gives people in a poor country an income that benefits the economy through a multiplier effect, because they spend money in shops and other businesses. If there are global economic problems the branches in the poor countries are likely to be the first to close down. Union Carbide's chemical factory was in India, but because of the less strict pollution controls, health and safety was much less and the chemical explosion led to many deaths and birth defects.

Max 8 marks can only be achieved if advantages/ disadvantages with respect to the case study are both covered.

Example of CMI annotations

- **L3 Case study exemplification**
- **L3 Covers both advantages and disadvantages**

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**5 (c)**

There should be evidence of the use of both the stimulus (both map and photo) and the candidate's own knowledge. The question is restricted to environmental effects so can cover both the extraction of the energy source and its transportation to its point of use.

4 marks**Level 1 (Basic) 1-2 marks**

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statement(s), largely lifts from the figure(s) or only used own knowledge.

The transport of the oil / building of the pipeline goes through protected areas and where the caribou migrate. Pollution due to oil spillage.

Example of CMI annotations

- **L1 Simple lifts**

Level 2 (Clear) 3-4 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements with evidence of the use of the stimuli material and of candidate's own knowledge. Shows possible effects on the environment.

The increased demand for energy means that it is drilled in very remote areas, which are unspoilt. In Alaska there was the building of the pipeline, which went through unspoilt mountain ranges and protected areas. The building of the pipeline could upset the wildlife and there was always the danger of spillage. Transporting oil by tankers has led to environmental damage when there is a spillage, which means the ecosystem will suffer.

Example of CMI annotations

- **L2 Evidence of going beyond stimulus material**
- **L2 Shows effects on environment**

Total Marks for Question 5: 28

Question 6: Tourism

- 6 (a) (i)** The emphasis needs to be on forward planning and the suggested strategies must be relevant to the chosen tourist area. The best candidates will restrict themselves to the minimum number of strategies in order to get the depth of detail required. Can achieve maximum marks on one strategy. **8 marks**

Content of answer must relate to resort named. If not National Park or coastal resort or non-UK but correct for named place, max L1. If location is within a National Park, accept answer.

Level 1 (Basic) 1-4 marks

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statements listing the strategies with limited attempt to show how it may impact on the future success of the tourist industry.

Coastal resort – *building conference centres. Building large shopping malls. Concentrating on the up market end of the tourist trade.*

Developing a wider range of attractions including those indoors.

National Park - *Farms diversifying into non-agricultural activities.*

Managing the effects of footpath erosion. Improving the infrastructure including the transport links. Zoning of the area into honeypots and wilder more remote areas.

Any strategies which increase or maintain the tourist industries including marketing, coastal protection, environmental improvements, expanding the client base.

Example of CMI annotations

- **L1 List of strategies**

Level 2 (Clear) 5-6 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements, which show how the suggested strategy may have an effect in ensuring the future success of the tourist trade. Accept references to named exemplars.

Coastal Resorts

Building conference centres – *this will bring more trade into the resort because people would come outside of the holiday season.*

Building more shopping malls – *these will bring money into the resort.*

Concentrating on the up market end of the tourist trade – *it would attract a different type of tourist from the usual family orientated tourists*

who are able to spend more money and so increase the profit margins.
Developing a wider range of attractions including those indoors –
 These would be less dependent on the weather and so could extend the holiday season.

Accept casino in Blackpool.

National Park

Farms diversifying into non-agricultural activities – providing more accommodation in holiday homes to people who want more to do than look at the scenery or go hiking.

Managing the effects of footpath erosion – ensuring that the footpaths are safe for walking may encourage more trekkers to come to the area.

Improving infrastructure and transport links – making the National Park more accessible and also improving the infrastructure may encourage more tourists to visit.

Zoning of the area into honeypots and wilder more remote areas.

This would limit any environmental damage and so encourage people to keep visiting the area.

Example of CMI annotations

- **L2 Link between strategy and increasing visitors**

Level 3 (Detailed) 7-8 marks

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars
 Well organised, demonstrating detailed linkages and the inter-relationships between factors.

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Detailed information about specific strategies or how a case study exemplar has chosen to maintain its successful tourist industry.

In order to reduce traffic congestion in Dove Dale minibuses are used to take people to the more remote areas, so there are fewer cars and so less congestion. Tarn Hows in the Lake District is heavily advertised and so lots of people go there. This means there are fewer people going to the more remote areas, lessening the impact on the environment and provides peace and tranquillity for people who want that kind of holiday. Attractions like the Pepsi Max at Blackpool attract people who are not interested in sitting on the beach but prefer the thrill of riding a rollercoaster.

Example of CMI annotations

- **L3 Detailed case study exemplification**

SPaG	<p>Spelling, Punctuation and Grammar (3 marks)</p> <p>Threshold performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. 1</p> <p>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</p> <p>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</p>
6 (a) (ii)	<p>2x1 2 marks</p> <p><i>National Park</i> – becomes too overcrowded with visitors in honeypot sites. Traffic congestion in narrow mountain roads. Poor weather. Footpath erosion. <i>Coastal resort</i> – competition from foreign resorts. Lack of up-to-date facilities. Poor weather. Negative press / media & Higher cost/ more expensive could be relevant for either National Park or coastal resort.</p>
6 (b) (i)	<p>1x2 2 marks</p> <p>Must develop information from Figure 14. Safe shallow lagoon ideal for swimming/sailing. To view sharks in the Indian Ocean. To sunbathe on the sandy beach (with shade from the palm trees). Max 1 for use of beach or sea, or straight lift.</p>
6 (b) (ii)	<p>The emphasis needs to be on mass tourism so the answer must emphasise the impact of large numbers of people or the changes to the infrastructure/environment as the result of the need to accommodate large numbers of people. No credit for global warming. 6 marks</p> <p>Level 1 (Basic) 1-4 marks Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p>

Simple statements, which may be generic or straight lifts from the stimulus material.

Wildlife disappeared. Clearance of the natural vegetation. Destruction of the coral.

Example of CMI annotations

- **L1 Straight lifts**

Level 2 (Clear) 5-6 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements, which relate to the threat to the environment due to the pressures of mass tourism.

With large numbers of visitors the local people will want to earn money by providing opportunities for the visitors to visit the coral reef. This may lead to damaging of the reef due to the anchors rubbing away at the live coral.

Example of CMI annotations

- **L2 Linked statements showing effects on environment**

- | | | |
|--------------------|---|----------------|
| 6 (b) (iii) | 2x1 or 1x2
No money or jobs.
Money / profits to reinvest in environmental conservation – or similar.
There will be a better infrastructure including the provision of a more efficient sewage system which will cut down on water pollution and make the area healthier. | 2 marks |
| 6 (c) (i) | Answer should emphasise active management for the future.
Limiting the use of a finite resource so that some is left for future generations.
Looking after the environment/ responsibility for the environment.
Not conserving / preserving the environment. | 1 mark |

- 6 (c) (ii)** The benefits could be to the environment, the local economy or the lives of the people, but candidates could concentrate on one aspect. Are not required to use photo. **4 marks**

Level 1 (Basic) 1-2 marks

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Simple statements with little reference to how it can be considered sustainable. May be largely derived from Figure 15.

People stay in native huts. The guides are local people. The tourists live with local communities.

Example of CMI annotations

- **L1 Simple generic statements**
- **L1 No named example**

Level 2 (Clear) 3-4 marks

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Linked statements with some attempt to explain how the environment is preserved.

People stay in a wooden lodge and are taught about the rainforest. Few trees are cut down and all the food and resources used are from the local area. As little of the forest is cut down as possible.

Example of CMI annotations

- **L2 Evidence of named example with some specific references**
- **L2 Shows impact on future generations**

Total Marks for Question 6: 28 |