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**General Certificate of Secondary Education
June 2010**

Geography A

40304H

Higher Tier Short Course

Mark Scheme

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SECTION A

Question 1 – The Restless Earth

1 (a) (i) Any 3 facts from Figure 1 **(3 marks)**
 e.g. earthquakes occur in linear clusters (1), many occur on plate boundaries (1) especially destructive and conservative plate boundaries(1); with example (1). Clustering around edge of Pacific plate (1). **AO1 – 1**
AO2 – 1
AO3 – 1
 Maximum 1 for negative
 3x1

1 (a) (ii) Diagram should show plates moving in similar directions (but not the same); should label to show sliding past each other; or same direction, but at different speeds; the pressure building up as the plates stick and the sudden release causing the jerking movement which is the earthquake. **(4 marks)**
AO1 – 4
 An example may be used – likely to be San Andreas Fault. Diagrams may be plan view, cross section or a combination of both.

Level 1 (Basic) (1-2 marks)

A partial diagram – piecemeal – offers some back up to text.
 Sequence incomplete.
 No diagram – text only

Level 2 (Clear) (3-4 marks)

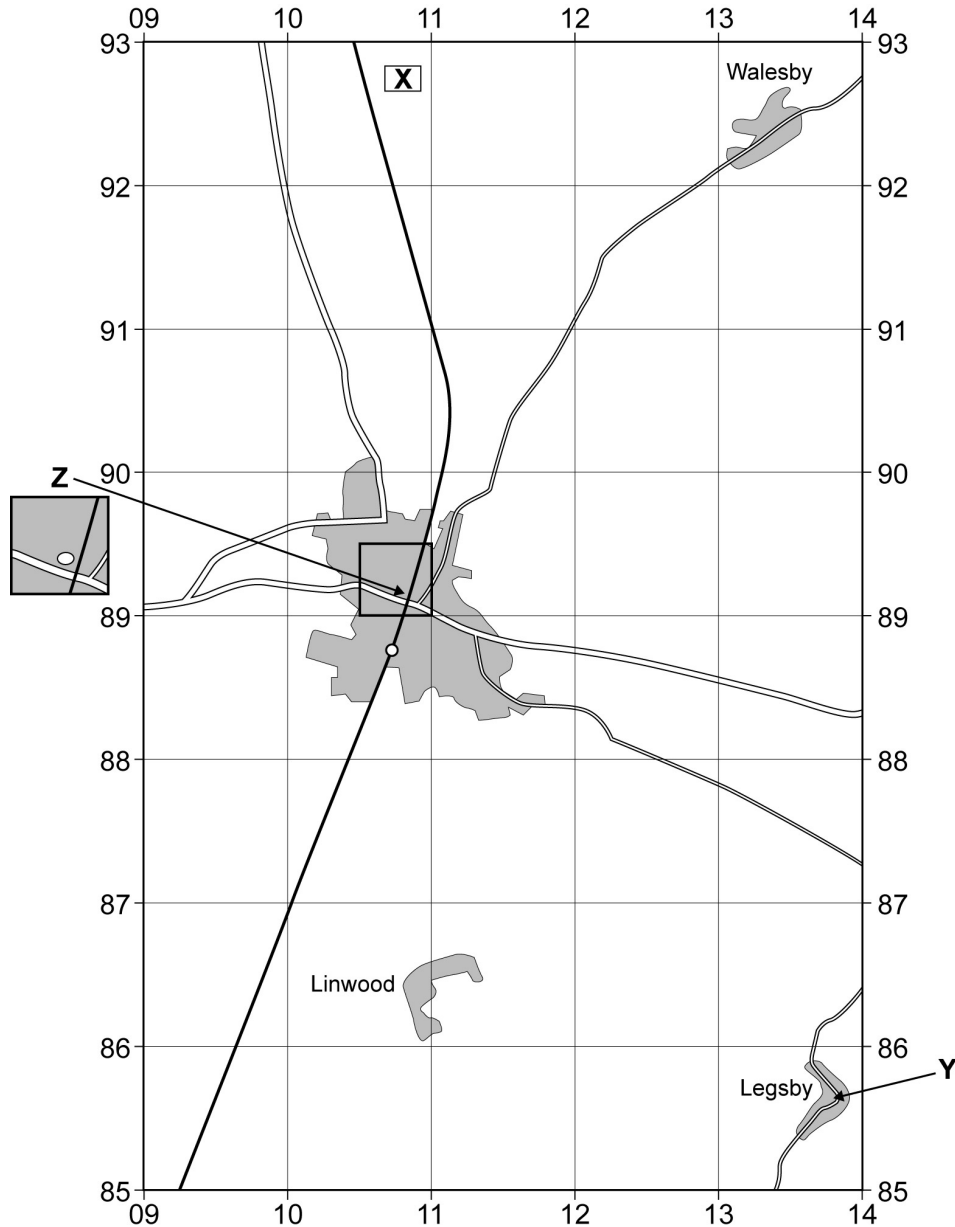
Diagram is clear and supports labels – makes clearer.
 Sequence complete.
 Develops points.

1 (b) (i) Centre of X accurately located as shown in box – 2 marks. If X within area bounded by northing 92 & 93 and railway line, and easting 11 (or centred on them) – 1 mark. **(2 marks)**

AO2 – 1
AO3 – 1

1 (b) (ii) Y accurately located – 1 mark. Z accurately located (as shown in 'close-up' box by Z label below) – 2 marks. (NB should not touch railway or road. If Z label placed directly on map use position at centre of 'Z'). If Z located inaccurately but in south east corner of grid square – 1 mark. **(3 marks)**

AO2 – 1
AO3 – 2



Key	
— Railway line	○ Railway station
= Main road (selected)	X Epicentre
- Minor road (selected)	Y Damage to Legsby Church
■ Settlement	Z Damage to chimneys and houses

0 ————— 1 km

- 1 (b) (iii)** Figure 2 shows that the epicentre occurred in a rural area/field so damage expected to be less than if it had been in a built up area. Also, it measured 5.2 on the Richter scale. This is strong for UK, but many earthquakes occur of this strength worldwide each year. The buildings are well built and can withstand earthquakes of this strength. There should be an understanding of the location from the map and the meaning of the score on the Richter scale and these points may be linked. **(4 marks)**

AO1 – 2
AO2 – 1
AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple, listed points.

Descriptive – of location or Richter scale.

Measured 5.2. Happened in middle of nowhere – near a wood.

Level 2 (Clear) (3-4 marks)

Specific reference to map needed.

Reference to own knowledge.

Points are developed and linked.

Links the location and/or the Richter scale score to the limited amount of damage.

Epicentre in a rural area/field so damage less than if it had been in a built up area. It only measured 5.2 on the Richter scale. This is not a strong earthquake generally, although it is for UK.

- 1 (c)** Actual content will depend on the case study being used – Boxing Day tsunami of 2004 is likely to be used. Expect reference to either whole area affected or a focus on just one country – either approach is permissible. **(9 marks)**
AO1 – 5
102 – 4

Following exemplar refers to Boxing Day tsunami.

Immediate – There will be reference to the need to rescue people – getting people to safety – out of the water, possibly references to moving inland or to higher ground.

People searching for friends and relatives, getting people to hospital.

A need to try to provide adequate medical help, to ensure there is clean water (and food). All of this required international aid and teams of sniffer dogs, heavy equipment, medical staff, provisions of water purifying tablets, blankets, setting up shelters, tents etc. There was a need to bury the dead – often in mass graves to stop the spread of disease. The launching of appeals to support international aid effort.

Longer term – this will involve the need to rebuild houses – ideally using different materials and designs – to make them less easy to destroy; to provide the means to be able to do this and to rebuild public buildings; to rebuild roads, railways; to ensure jobs are being created (arguably tourism prospered and aid provided real impetus in some places); to help people to come to terms with a traumatic event and loss of parents, children; to predict tsunami and installation of early warning system in Indian Ocean – with details on how it works and the action taken.

Level 1 (Basic) (1-4 marks)

Describes responses to a tsunami

Statements are general in a random order.

No example or generic information.

People ran away from the sea. They tried to find family they had been separated from. Holidaymakers tried to get back home out of the countries affected. People tried to get injured to hospital.

Level 2 (Clear) (5-7 marks)

Likely to begin to categorise – such as immediate and long term responses – to give a clearer structure.

May be clear imbalance between immediate and long term (to immediate) classification may be implicit.

Statements are linked.

There is clear reference to the case study named.

People were caught unaware – holidaymakers were on beaches in Thailand and fled as the wave approached. They tried to get to higher storeys in hotels, out of the way of the wave. After, there were many bodies that had to be buried quickly so that disease would not spread. Mass graves were dug. Later, schools had to be rebuilt as well as people's homes.

Level 3 (Detailed) (8-9 marks)

Will have a clear structure – likely to be determined by time scale - immediate and long term responses – in greater balance and explicit classification.

Statements are logically ordered and linked.

Detailed references to specific case study.

People were caught unaware – holidaymakers were on beaches in Phuket, Thailand and fled as the wave approached. They tried to get to higher storeys in hotels, out of the way of the wave. In Banda Aceh, the first area to be hit, hospitals couldn't cope and people were left untreated in corridors. After, there were many bodies that had to be buried quickly so that disease would not spread. Mass graves were dug, as the scale of the disaster was so large. Aid agencies brought in water purification tablets and tents for survivors. The Disasters Emergency Committee spent £40m on rebuilding projects in Sri Lanka and Indonesia, following a major appeal for aid. A new Indian Ocean tsunami warning system became operational in 2006, so that warning of future tsunamis can be given.

Total for Question 1: 25 marks

Question 2 – Water on the Land

2 (a) Near the source, the cross profile is narrow, steep sided and relatively deep valley (1). As movement occurs downstream, the cross profile becomes wider, less deep and the valley sides are less steep (1). Nearest the mouth, the valley is especially broad, the sides are a long way from the river and these are gentle and very low lying. (1) There should be 3 statements that convey change downstream. The above is one strategy – going site by site, other approaches may refer to stages or the characteristic of an individual change that takes place downstream. Accept river channel changes as well as valley. 3 x 1 per stage or overall change from source to mouth. **(3 marks)**
AO1 – 3

2 (b) (i) Any valid point relating to landform – e.g. steep/vertical drop, descends in two steps/falls, plunge pool visible at base; white water, covers width of valley; gorge visible in foreground / steep sided / v-shaped 3x1/1 + (1+1) **(3 marks)**
AO2 – 1
AO3 – 2

2 (b) (ii) Diagrams likely to be drawn – probably two – to show horizontal band of hard rock over underlying band of soft rock, erosion of softer rock at a faster rate causes an overhang to develop, abrasion and hydraulic action are particularly important erosion processes; material from overhang collapsing increases rate of erosion and waterfall – which plunges over steep drop to retreat (leaving a gorge). **(4 marks)**
AO1 – 1
AO2 – 1
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple diagram(s) probably partial.
Simple labels.
Order not correct – jumps about.
Sequence may be incomplete.
No diagram

Level 2 (Clear) (3-4 marks)

Complete, clear, diagram(s)
Diagrams illustrate clear labels – that are developed and linked.
Sequence and formation of waterfall is clear.

2 (c) (i) Any valid contrast – the difference needs to be made clear for the mark to be awarded. E.g. Austwick Beck has a much higher peak (1) – 25 cumecs compared to 10 cumecs (+1 for evidence): Austwick Beck has a shorter lag time (1) 5 ½ hours in contrast to 17 hours (+1 for evidence) rising limb is steeper for Austwick Beck (1) as is the falling limb (1); Austwick Beck has a flashier hydrograph (1). Maximum 1 for evidence. **(3 marks)**
AO1 – 1
AO2 – 1
AO3 – 1

- 2 (c) (ii)** Any valid reason. E.g. Relief is steeper at Austwick Beck, so runoff will be rapid over the surface reducing time it takes to get to stream, possibly impermeable rock at Austwick Beck means water cannot soak in and so flows over land; lack of vegetation in drainage basin of Austwick Beck so that there is no interception, roots do not take up water so runoff is rapid. Urbanisation, dams valid reasons. **(4 marks)**
- AO1 – 2**
AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple, listed points.

States valid factors.

Steep slopes may cause difference. The rock type may be different – one may not let water soak in.

Level 2 (Clear) (3-4 marks)

Points are developed – aware of the significance of the factors.

Makes the link between feature and storm hydrograph.

The slopes in the drainage basin for Austwick Beck may be steeper and so the rainfall will runoff faster giving a shorter lag time. The rock type here may be impermeable, so that the water runs over the surface giving a flashier hydrograph.

- 2 (d)** Actual content will depend on strategies selected. **(8 marks)**
 Likely to refer to the fact that there are areas of surplus – that are self sufficient and areas of deficit – where needs cannot be met. These are areas of water stress and there needs to be transfer from areas of surplus to deficit. This means storing water in these areas – via dams and reservoirs and then moving it via aqueducts and pipelines. **AO1 – 5**
 This is expensive and currently, smaller, local schemes are important. Equally valid in ensuring that demand is met is to ensure that water available is not wasted – neither by people in their own homes nor by water companies in distribution. New technology in terms of dual flush toilets, building homes that partly recycle water can ensure that the demand for water is met throughout the UK. **AO2 – 3**

Level 1 (Basic) (1-4 marks)

Describes 1 or 2 strategies.

Simple statements, may be in a random order.

Water is stored in big lakes, behind dams. People turn taps off instead of letting them run, when cleaning teeth. There are small lakes where water is stored in local areas.

Level 2 (Clear) (5-6 marks)

Begins to consider how the strategies meet the demand.

Statements are developed and linked.

Some areas have more water than they need; some have too little. Water can be transferred between these. More and more, local areas try to store enough water and some areas use water that has been stored underground. As well as trying to get water where it is needed, people try not to waste water and new fittings in houses can try to conserve water – such as washing machines that use less water, dual flush toilets.

Level 3 (Detailed) (7-8 marks)

Clearly focuses on how strategy meets demand.

Statements are linked and detailed.

Offers support for ideas.

Some areas have more water than they need; some have too little. Many parts of Wales have more water than they need – so water stored in reservoirs like Lake Vrynwy is used to supply cities like Liverpool. Water can be long distance via aqueducts and pipelines. More and more, local areas try to store enough water as this saves cost of transfers. Water companies try not to waste water in transfer and so pipelines need repairing when there are signs of leaks. As well as trying to get water where it is needed, people try not to waste water and new fittings in houses can try to conserve water – such as washing machines that use less water; dual flush toilets and having systems installed that will recycle water used in the home.

Total for Question 2: 25 marks

Question 3 – The Coastal Zone

3 (a) Mass movement occurs when loose material on the land surface (1) moves downslope (1) due to gravity (1) sliding and slumping (1). This is often fast and sudden (1) as with landslides (1) when the base of the cliff has been eroded, making the cliff unstable (1). With a landslide, the whole column of material moves in one go (1), slumping is similar, but this involves a curved movement (1).
3x1 **(3 marks)**
AO1 – 3

3 (b) (i) Labels should identify relevant landforms such as cliffs, wave cut platform, sea stack stump.
3x1 **(3 marks)**
AO2 – 1
AO3 – 2

3 (b) (ii) Waves attack between lwm and hwm; base of cliff eroded, wave cut notch formed; notch gets bigger/cliff overhangs and is cliff liable to collapse; as erosion continues, overhang collapses. The cliff retreats and flat area of rock at base is exposed, forming the wave cut platform. May refer to subaerial weathering.
(4 marks)
AO1 – 1
AO2 – 2
AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple points.

Sequence is partial.

Waves hit the bottom of the cliff. Parts of cliff above overhang and there is more erosion. Overhang collapses.

Level 2 (Clear) (3-4 marks)

Points are developed and linked.

Geographical terminology used.

Complete sequence.

Waves hit the bottom of the cliff between hwm and lwm. A wave cut notch is formed at the base of the cliff. Erosion continues and the overhang gets bigger and finally collapses. This results in the cliff retreating and exposing an area of flat/gently sloping rock in front of the cliffs, known as a wave cut platform.

3 (c) (i) Increase in sea level due to melting of ice sheets (1) +1 for detail on locations of these (1). Recognition that this will remove water stored in a frozen state (1) on land and enable it to flow to the sea increasing amount of water in the sea (1). May relate to underlying cause – global warming (1) and causes of this, e.g. increase in carbon dioxide (1) and reasons for this (1).
3x1 **(3 marks)**
AO1 – 3

- 3 (c) (ii)** Content will depend on example used. Expect reference to London and Thames and other low lying coastal areas of England; Netherlands; Bangladesh; islands in Indian Ocean such as Maldives; area affected by Boxing Day tsunami. Nile Delta. Examples will depend on textbooks. Economic effects likely to relate to loss/damage to areas/businesses/food crops in subsistence economy; cash crops/exports; impact on tourism; need to try to protect and costs incurred in this. **(4 marks)**
- AO1 – 3**
AO2 – 1

Level 1 (Basic) (1-2 marks)

Simple, listed points.

Will refer to some effects may be drift into non – economic ones.

Crops will be destroyed. People will lose their food supply and land.

They will have nowhere to live. Parts of cities will be flooded.

Businesses will be lost and people will lose their jobs.

Level 2 (Clear) (3-4 marks)

Points are developed and linked.

Focus on economic effects.

Refers to case study.

As sea level rises, low lying parts of the UK will be flooded. Parts of the fertile Fens will be lost and people will lose their businesses. Crop production will fall – cereals and vegetables will be affected. Areas next to the Thames in London, including the Houses of Parliament will be flooded. The City will be affected and jobs could be lost. It will cost a lot of money to try to protect the coast from rising sea levels – in order of £10 billion.

- 3 (d)** Actual content will depend on strategy selected. Should consider advantages of strategy chosen and disadvantages of one rejected. For **hard engineering** – advantages – likely to be effective. The area behind will be protected, land stable and income, such as from tourism, will be safeguarded. Disadvantages of hard engineering – they are expensive – going into millions of pounds, they need maintaining – sea walls cost up to £5000 per metre to repair. They have a visual impact on the environment. They interfere with natural processes and may cause problems somewhere else. For **soft engineering** – advantages – work with nature rather than against it, blend in with the environment and can improve it e.g. adding sand to beaches, don't interfere with processes elsewhere and jeopardise other areas; are sustainable. Disadvantages of soft engineering – areas can just be left at the mercy of the sea, more gentle intervention may not be effective, people can lose homes, livelihoods, often no real compensation from government
- (8 marks)**
- AO1 – 2**
AO2 – 4
AO3 – 2

Level 1 (Basic) (1-4 marks)

Describes methods of hard and/or soft engineering strategies.

Will be general.

Statements may be in a random order.

There will be a new sea wall, built to protect the sea front. Shingle will be put on the beach near Lucy's jetty. There will be some rock armour and rip-rap.

Level 2 (Clear) (5-6 marks)

Consider both hard and soft engineering strategies.

Begins to explain why both used – looking at advantages and/or disadvantages.

Some elaboration/illustration in support.

Statements are linked.

There will be a new sea wall, built to protect the sea front from the waves. A new groyne will stop the movement of the shingle. Rocks will be put in front of the mouth of the River Lim, protecting the coast behind. These are all hard engineering methods but they are strong and reliable and offer protection. Shingle will be put on the beach near Lucy's jetty. Shingle is to be replaced on the beach – this will protect the coast by building up the beach – and improving its appearance.

Level 3 (Detailed) (7-8 marks)

Focus on both hard and soft engineering strategies.

Explains why both used – looking at advantages and disadvantages – aware of complementary role and need for secure protection.

Illustrates points made – with reference to Figure 9.

Statements are linked and detailed.

There will be a new sea wall, built to protect the sea from the waves. A new groyne will stop the movement of the shingle, making the beach wider to protect the sea wall and promenade. Rocks will be put in front of the mouth of the River Lim, protecting the coast behind. All these hard engineering methods are relatively expensive, but they are effective and offer protection needed for the seaside resort.

Shingle will be put on the beach near Lucy's jetty. Shingle is to be replaced on the beach – this will protect the coast by building up the beach and maintain the beach.

It is likely that this type of soft engineering that works with the natural system would not be effective enough on its own.

Total for Question 3: 25 marks

SECTION B

Question 4 – Changing Urban Environments

- 4 (a)** 1x2 or 2x1 **(2 marks)**
 There has been an overall increase in the world’s urban population.
 The poorer continents of Asia and Africa will see the biggest increase
 in their urban population. Asia sees the biggest single increase. **AO3 – 2**
- 4 (b) (i)** 3x1 **(3 marks)**
 Unemployment/factory closing. Shops closing/loss of services.
 Depopulation/people moving out. **AO2 – 3**
- 4 (b) (ii)** **(8 marks)**
 Look for evidence of precise government initiatives – City challenges,
 UDCs, Health and Education Action Zones, Single budget payment.
 Emphasis should be on the government action since the 1990s and
 not exclusively on improvements to housing, infrastructure,
 environment etc. While we are encouraging centres to be as up to
 date as possible, give some credit for slum clearance, multi storey
 flats, comprehensive redevelopment all of which largely reflects 1960’s
 – 1980’s. Credit the use of a case study – e.g. Hulme and even &
 LDDC although much of it dates to pre-1990’s. **AO1 – 6**
AO2 – 2

Level 1 (Basic) (1-4 marks)

Simple statements consisting of a list of improvements without any reference to government action.

They put in bathrooms. They put inside toilets. They provided play areas.

They created more open spaces.

Level 2 (Clear) (5-6 marks)

Linked statements consisting of a list of improvements without any reference to government action.

Likely to be largely local government.

The local government provided money for roads to be turned into cul-de-sacs to stop through traffic. Derelict houses were knocked down to provide more open space. The infrastructure was improved so that modern toilet facilities were put into the houses.

Level 3 (Detailed) (7-8 marks)

Detailed knowledge of government actions and or case study evidence.

Accept 1980s material like LDDC

Urban Development Corporations were set up to regenerate large areas like the London Docklands and Cardiff Bay. City challenges involved local people working with local government. Health and Education Action Zones were set to improve the social lives of the people living in the inner cities.

- 4 (c) (i)** Skills based question so candidates' answers should be confined to an analysis of the figure. Reference should be made to the steep slope, flat land near the river which may well be subject to flooding, and the dangers and inconvenience of being close to the railway track. Accept 'positive' advantages such as the availability of a water supply from the river, and the likelihood that the land was not wanted/owned by anybody else due to its physical characteristics. **(4 marks)**
- AO2 – 2**
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements largely describing the location of the squatter settlements.

They are near the river. They are at the bottom/on a steep slope.

They are near the railway line.

Level 2 (Clear) (3-4 marks)

Linked statements with some explanation.

They are on land, which nobody else wants, near a railway line or on a steep slope. It is land that nobody owns so they can build houses there. There is a source of water in the river. They came from the countryside by train and this was the first part of the city they came to so this where they built their houses.

- 4 (c) (ii)** Question is still related to the squatter settlements shown on the figure, so give little credit for generic statements about the lives of the people living in squatter settlements. Relate the dangers and inconvenience of building on land liable to flooding or on steep slope. Noise and danger of being so close to the railway line also significant. Insecurity of tenure due to lack of ownership. **(4 marks)**
- AO1 – 2**
AO2 – 1
AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements describing the lives of the people but not necessarily relating it to the location of the squatter settlements.

They have poor drainage. Their houses are unsafe. The place is noisy. Poor infrastructure Disease Pollution (must be specified) Crime.

Level 2 (Clear) (3-4 marks)

Linked statements relating the conditions the people live in to the location of the squatter settlements.

There is noise and danger from the nearby railway line. The steep slope means that the houses may be unstable because of the lack of flat land. The river may flood if it overflows getting into the houses.

- 4 (c) (iii)** Examples of jobs such as shoe shining in city centre, mending machinery along roadside. Reference to low pay and not full time or permanent. Insecurity of position means lack of regular income. Work in informal sector not likely to be enough to pay rent on a local authority 'improved' house i.e. one made of concrete rather than waste materials. **(4 marks)**
AO1 – 4

Level 1 (Basic) (1-2 marks)

Simple list jobs.

They mend tyres. They shine peoples' shoes. They sell things on the side of the roads.

Level 2 (Clear) (3-4 marks)

Linked statements showing an element of description.

The people are self employed and work from home. The jobs only occupy a few hours a week and provide a very low income. They set up on streets in the city centre where they shine peoples' shoes or mend things using scrap materials.

Total for Question 4: 25 marks

Question 5 – Changing Rural Environments

5 (a) (i) 3×1 or 2+1 **(3 marks)**

These can be positive or negative, quantitative or qualitative but must relate to Figure 13. The village has grown. Farms have disappeared. More schools have been built. New Trade Park Brewery and laundry replaced by housing. Different road layout. Split in two by bypass. **AO3 - 3**

5 (a) (ii) Growth of commuting. People are mobile. People can live in village and travel elsewhere to work. People prefer to live in rural areas. **(4 marks)**

Level 1 (Basic) (1-2 marks) **AO1 – 1**

Simple statements with limited explanation. **AO2 – 3**
People commute. People can travel to work.

Level 2 (Clear) (3-4 marks)

Linked statements with explanation of village of work.
People can afford to travel to work in the city and live in the countryside. The village is in attractive countryside which is preferable to live in.

5 (b) Look for evidence of precise government initiatives – Millennium Fund, Rural Transport Partnership, Rural Development Areas, Rural Challenge Grants, Village Shop Development Scheme, Objective One. **(4 marks)**

Emphasis on government actions since 1990's. **AO1 – 1**
AO2 – 1
AO3 – 2

Level 1 (Basic) (1-2 marks)

No named initiative.
Give money for shops, help rural bus services.

Level 2 (Clear) (3-4 marks)

Named government initiative.

Millennium Fund – *Money to renovate village halls and community centre to provide a focal point for a village.*

Objective One – *Money given to rural areas, e.g. Cornwall, where the area has been depressed because of the collapse of the local industry.*

Rural Transport Partnership Scheme – *Money for improving rural bus services.*

Rural Development Area – *Areas with particular social and economic problems receive money for improving employment in developments such as industrial estates and new tourist developments.*

Village Shop Development Scheme – *Providing money to keep a local shop open when faced with competition from supermarkets.*

Rural Challenge Grant – *Awarded after a competition to find an effective solution to a problem in the countryside.*

5 (c) (i) Have to repay loans. Does not produce much so does not have any surplus to sell. Often rent is higher than income. **(2 marks)**

AO2 – 2

5 (c) (ii) Wide range of possible answers here. The increased danger of rural debt if farmers are forced to buy expensive fertilizers or pesticides in order to grow cash crops. The possibility of salinization through inappropriate use of irrigation water due to lack to technological knowhow. The decline in the production of food crops, leading to a decrease in the degree of self-efficiency. Dependency on cash crops means farmer's income likely to suffer great fluctuations due to variations in price and yields due to climatic and other factors. **(4 marks)**

AO1 - 4

Level 1 (Basic) (1-2 marks)

Simple statements with little description or explanation.

They do not grow enough food. They get into debt. They do not have the technological knowledge.

Level 2 (Clear) (3-4 marks)

Linked statements with element of description.

They tend to reduce their production of food in order to use the land for cash crops. They may have to borrow money to buy fertilisers and pesticides necessary if cash cultivation is to be successful, this leads to rural debt. Their lack of technical know how can have environmental effects such waterlogging due to inappropriate use of the irrigation water needed to grow cash crops.

5 (c) (iii) Use of a case study e.g. Amazonia appropriate here. Trees cut down for timber leaving soil exposed leading to soil erosion and exhaustion. Mining providing alternative sources of employment for the farmers, more profitable so leave traditional occupations. Mining pollutes the land and leaves it unsuitable for farming. Many cause diseases among indigenous people. Changes from subsistence to cash economy as a result of forest clearance. **(8 marks)**

AO1 – 6

AO2 – 2

Level 1 (Basic) (1-4 marks)

Simple statements with nothing particular to forestry or mining or no attempt to show the effect on the farming.

The land is destroyed. They cannot grow enough food. The land may become polluted. There is soil erosion.

Level 2 (Clear) (5-6 marks)

Linked statements with indication of the effect of forestry and mining and forestry and the impact on the traditional farming practice. Must refer to both to reach the top of the level.

The people give up farming to go and work in the mines. There is less land for farming and so the land has less time to recover. The trees are removed which leaves the soil open to the rain, which causes soil erosion so the yields of crops fall.

Level 3 (Detailed) (7-8 marks)

Detailed information with possible case study exemplification.

(in the Amazon), the traditional form of farming is slash and burn where farmers clear an area of forest and grew food for a few years until the soil is exhausted and then they move onto a new clearing. Forestry has cleared large areas of forest so that the rain washes the soil away. The soil is therefore less fertile when the farmers want to start growing crops again. The Carajas iron mine/mining has changed a large part of the rainforest where the Indians carried on their traditional farming into a large mining and industrial area. The water of the streams has been polluted which affects the health of the farmers.

Total for Question 5: 25 marks

Question 6 – Tourism

6 (a) (i) 1x2 or 2x1 **(2 marks)**
 The majority of top earners are in Europe. Only USA is not in Europe.
 Do not accept straight reading of the graph, but credit any arithmetic
 manipulation e.g. USA earns c.5x that of Turkey. **AO3 – 2**

6 (a) (ii) Evidence that candidates appreciate that external factors can affect
 number of visitors and hence income from tourism in UK. **(4 marks)**
 Factors would include terrorist events and threats, credit crunch,
 currency changes, major cultural and sporting events in other parts of
 the world – e.g. World Cup / Olympics, other countries advertising the
 attractions of their people holidaying at home rather than abroad in
 countries like the UK. **AO1 – 4**

Level 1 (Basic) (1-2 marks)

Simple statements largely listing the external factors but not indication
 the effect on UK tourism receipts.

*There may be a terrorist threat. There is an increase in the cost of
 flying.*

People go to China because of the Olympics.

Level 2 (Clear) (3-4 marks)

Linked statements showing how the external factors can affect the UK
 tourism receipts.

*Terrorists might make people frightened of flying and so less people
 come to the UK and so less money is earned. The cost of flying may
 go so people cannot afford to come to the UK. People may go to
 China to see the Olympics rather than coming to the UK.*

Fewer people from UK travel abroad, so domestic resorts may benefit.

6 (b) **(3 marks)**
 4 correct, 3 marks; 2 correct, 2 marks; 1 correct, 1 mark

AO2 – 3

Stage 1 Exploration	Stage 2 Development and consolidation	Stage 3 Stagnation	Stage 4 Decline
B	D	A	C
E	H	G	F

6 (c) Basis of successful economy. Relatively few other alternative sources
 of income – e.g. Few industries, difficult farming conditions. Multiplier
 effect. **(4 marks)**

AO1 – 2

AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements largely generic with little reference to either
 National Park or coastal resort.

Lose money. Unemployment.

Level 2 (Clear) (3-4 marks)

Linked statements with at least the named National Park or coastal
 resort.

In Blackpool many people would lose jobs – in hotels and working in

the amusement arcades. Many farmers in the Lake District would go bankrupt if they have not able to gain money from the tourist industry because hill-sheep farming is so difficult.

- 6 (d) (i)** Answers should be wholly based on the figure, but have a balance of description and explanation. The link between the major developments which are mainly along the west coast, and the prevailing winds and existence of the main bathing beaches. The position of Bridgetown as the largest settlement and the proximity is the airport are other factors. The road pattern also would be significant. **(4 marks)**

AO2 – 1
AO3 – 3

Level 1 (Basic) (1-2 marks)

Simple statements largely descriptive.

Most zones are on the west coast with one on the east coast. They are near Bridgetown. They have good road connections.

Level 2 (Clear) (3-4 marks)

Linked statements with both description and explanation.

They are on the west coast away from the prevailing winds and so should be sunnier and drier. They are on good roads to Bridgetown, which is the capital and chief town where there will be other attractions. They are near the main swimming beaches so people can sunbathe and swim.

- 6 (d) (ii)** Answers are not related to Barbados but any tropical area. Answers should cover the seasonality of employment, the low pay of many tourist related jobs many of which are low skilled. The foreign ownership of many tourist facilities means the bulk of the profits go out of the country. Government investment tends to be concentrated in the tourist areas at the expense of other parts of the country. Allow answers that refer to environment or culture. **(8 marks)**
- AO1 – 6**
AO2 – 2

Level 1 (Basic) (1-4 marks)

Simple statements.

Provides only seasonal jobs. Many of the jobs are poorly paid. Money goes out of the country. Their culture will be upset. Tourists will cause noise and traffic congestion.

Level 2 (Clear) (5-6 marks)

Linked statements covering both positive and negative effects on the economy.

Many of these jobs are seasonal and poorly paid. The traditional economy suffers because the people do not want to work in fishing and farming. Much of the money goes out of the country because of the foreign ownership of many tourist facilities. Government money may be concentrated on the tourist industry at the expense of other branches of the economy. There may be a shortage of labour in the traditional occupations of farming and fishing. Large numbers of tourists in the game parks frighten the animals and cause erosion. There may be visual pollution from the building of many large hotel complexes.

Level 3 (Detailed) 7-8 marks

Linked structure with at least two disadvantages discussed in detail.

In Jamaica large number of cruise ships visit and this had the effect of destroying the coral reef. The many hotels that have built means that the sewage system cannot cope. This had led to pollution of the sea, which has ruined the local ecosystem.

Total for Question 6: 25 marks