



**General Certificate of Secondary Education
June 2011**

Geography A

40302F

(Specification 4030)

Unit 2: Human Geography (Foundation)

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

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

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

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

Candidates will be required to:

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

Levels Marking - General Criteria

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

Level 1: Basic

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

Level 2: Clear

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

Annotation of Scripts

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*

Where an answer fails to achieve Level 1, zero marks should be given.

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.

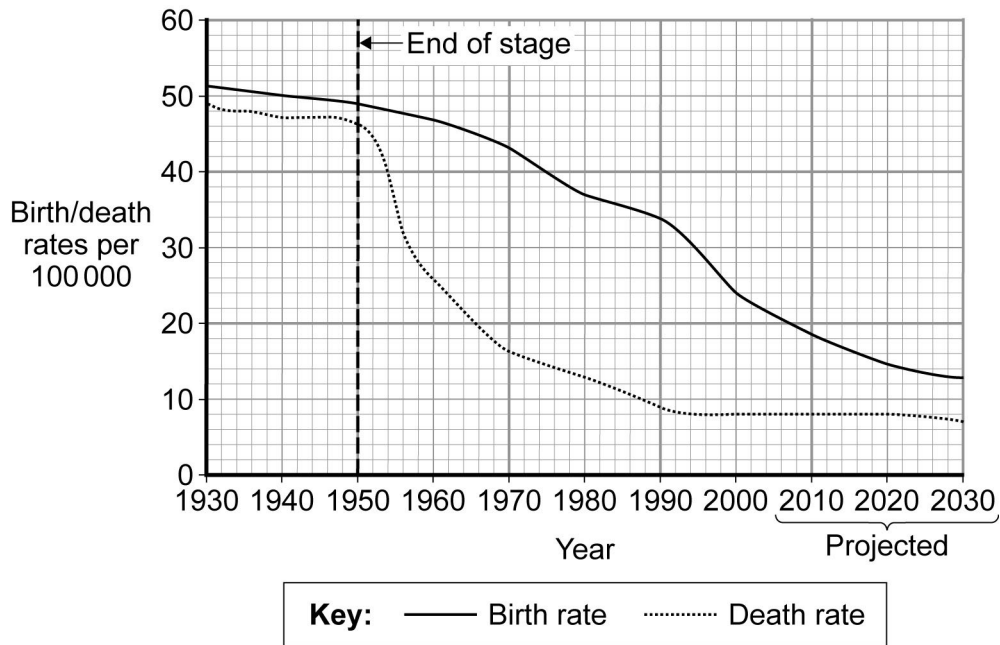
Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

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: Population Change

1 (a) (i) Correctly plotted point with the line completed (in some method). **(1 mark)**



1 (a) (ii) Stage 1 / High fluctuating. **(1 mark)**

AO3 – 1

1 (a) (iii) X: **2030** **(2 marks)**

Y: **1980**

AO1 – 1

Z: **2000**

AO2 – 1

1 correct – 1 mark; 2-3 correct – 2 marks.

1 (a) (iv) Answers must refer to shape. If answer to previous question is wrong credit candidate's answer if it is appropriate to the 1980 pyramid. **(1 mark)**

(Very) wide base / (very) narrow top. They can use figures at the bottom to illustrate the shape. No credit for explanation.

AO3 – 1

1 (a) (v) The answer should show that the candidate appreciates that very few remain in stage 1 and 2 of the DTM, and that many have moved on to take on the characteristics of stage 3. Expect candidates to go beyond the issue of contraception for Level 2 i.e. education. **(4 marks)**

AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements.

Fewer people working on farms. Lower infant mortality. Improved health care. Industrialisation. More education. Greater use of contraception. Improved status of women. China's one child policy.

Example of CMI annotations

- **L1 Simple points, generic**

Level 2 (Clear) 3-4 marks

Level statements with some elaboration.

With industrialisation there are fewer people working on farms so there is less need for children to work on the family farm. The decrease in infant mortality means there is less need to have so many children because enough will survive to help parents in old age. As the population gets more educated they make more effective use of contraception. As women go into careers they delay child bearing in order to further their careers.

Example of CMI annotations

- **L2 Clear link to fall in birth rate**

1 (b) (i)	Number of people per unit area (sq km).	(1 mark) AO1 – 1
1 (b) (ii)	2×1 or 1 x 2 Very high density. Pressure on resources. Overcrowding. Negative effect on the environment. Not sustainable. Reserve one mark for population density.	(2 marks) AO2 – 1 AO3 – 1
1 (b) (iii)	1×2 or 2×1 Away from home/families. Moving to an area where there may be very few facilities/poor infrastructure. Not welcomed by locals. Accept reference to different languages etc. or other problems faced by migrants even though these have moved within the same country.	(2 marks) AO2 – 2
1 (c) (i)	People who move involuntarily (due to war....) Asylum needs to be qualified (not economic)	(1 mark) AO3 – 1
1 (c) (ii)	2×2 Problems could be to country or refugees Need to provide food and accommodation, which costs the government a great deal of money. Influx of large number of refugees may lead to racial tension in the country. May take jobs from local people. Frustration among the refugees may lead to crime and violence.	(4 marks) AO1 – 2 AO2 – 2

- 1 (d)** The specification requires the use of a case study for the study of this topic. Therefore expect, even if there is not a specific country named, a degree of preciseness that suggests some place knowledge even at Level 1. A specific country does not need to be named. **(6 marks)**
- AO1 – 4**
AO2 – 2

Level 1 (Basic) 1-4 marks

Simple statements.

List = max 2 marks, eg: *Child benefits. Nursery place. Maternity benefits.*

Qualified list can go to top of L1 only (ie max 4 marks), eg: *Increase child benefits. Longer maternity/paternity pay. More nursery places.*

Example of CMI annotations

- **L1 Simple statements**

- **Level 2 (Clear) 5-6 marks**

Linked statements or developed points showing how the proposed strategy could encourage an increase in the birth rate. A specific country is not required to be identified but credit any case study exemplification.

(In France) by giving more child allowance people can afford to have more children. If parents are given more time off after having children then they will not lose out financially and so many be encouraged to have more children. If there were more nursery places parents could go back to work after having children and so are more likely to have children because they can continue with their careers. There are plenty of grants, allowances and tax breaks increasing considerably if a family has three children. Very low fares are offered on public transport for larger families.

Example of CMI annotations

- **L2 Case study name**

- **L2 Specific information showing link to increasing birth rate**

Question 2: Changing Urban Environments

- 2 (a) (i)** (Mainly) African-Americans. (1 mark)
AO3 – 1
- 2 (a) (ii)** 1×2 or 2×1 (2 marks)
Central/West of East Los Angeles / Inland / East of the airport.
In the middle. NE of Watts or Torrance. Near the airport. Away from wealthy areas / east of the rich areas. Away from the coast. Bordering the built up areas. Any other correct response. Accept measured distances. AO3 – 2
- 2 (a) (iii)** 3×1 (3 marks)
Support from friends/relatives of same ethnic group / in areas with services providing their particular needs, e.g. religious centres, ethnic food shops. AO1 – 3
Near to people speaking the same language. Security against racial attacks.
Discrimination means they are often in areas with lower quality housing which is all they can afford.
- 2 (a) (iv)** 2×2 Must be relevant to the number they indicate. (4 marks)
1. *Provide English language classes* – immigrants who can speak better English are more likely to get a job. Communicate / understand others AO1 – 2
AO2 – 2
2. *Develop the ethnic areas as tourist attractions* – immigrants can carry on with their traditional way of life and earn money from the visitors who come to eat the food or visit the buildings.
3. *Encourage people to live in areas with a mix of people of different ethnic origins* – people learn/understand each others' culture and therefore less chance of racial tension.
4. *Encourage people to open their own business* – the more the immigrants are able to enjoy a better standard of living from profits from their own businesses the less likelihood of discrimination.
- 2 (b) (i)** Central business district Inner city Suburbs (1 mark)
AO1 – 1
- 2 (b) (ii)** 2 x 1 (2 marks)
Terraced housing. Lack of garages/parking in street. High density housing. No rear entrances – dustbins at front. No gardens. 19th century housing. AO1 – 2

- 2 (c)** The question requires an understanding of how the problems of squatter settlements can be reduced. The specification lists Self Help, Site and service and local authority schemes so expect these to be the basis of the answers. The example can be a location or a scheme – including charities. Do not need to show evidence from the photograph. **(6 marks)**
- AO1 – 2**
AO2 – 4

Level 1 (Basic) 1-4 marks

Simple statements or no indication of how it will reduce problems of squatter settlements.

They will put in drainage. They provide water taps. They build stronger houses.

Example of CMI annotations

- **L1 Simple statements, generic**

Level 2 (Clear) 5-6 marks

Linked statements showing how an improvement scheme reduces the problems of the squatter settlements.

The self-help scheme means that the foundation of a house is provided which is then completed by the house dweller. The site and service scheme puts in water and drainage for the people of the squatter settlement so improving hygiene. Local authorities provide cheap housing so there is a house for people when they move to the town.

Example of CMI annotations

- **L2 Clear link to how suggested improvements can reduce problems**

- 2 (d) (i)** 2×1 Lack of shelter / insufficient water / toxic waste / polluted water/air and noise pollution / growth of squatter settlements (max 1 on squatter settlements). **(2 marks)**
- AO3 – 2**

- 2 (d) (ii)** Candidates should show they appreciate the sheer scale of the problem and the lack of resources to cope with the removal of waste. An appreciation of the rapid rate of urbanisation which is the key to the understanding of the poor countries' problems. **(4 marks)**
- AO1 – 2**
AO2 – 2

Level 1 (Basic) 1-2 marks

Simple statements.

Too much waste to cope with. Lack of money. Poor infrastructure. Poor regulations. Lack of knowledge. Rapid rate of change. There is no organised rubbish collection.

Example of CMI annotations

- **L1 Simple statements, generic**

Level 2 (Clear) 3-4 marks

Linked statements with some development.

The lack of money means it is difficult to build the necessary infrastructure to get rid of the waste. The speed at which the countries are industrialising means that it is proving difficult to keep up with the waste disposal. The limited regulations on pollution and health and safety, mean that industries think they can keep polluting.

Example of CMI annotations

- **L2 Linked statements showing development**

Question 3: Changing Rural Environments

3 (a) (i) Quarrying. Quarrymen. (1 mark)

AO3 – 1

3 (a) (ii) 2×1
Fall in population. Increase in number of ruins. Decrease in number of houses. (2 marks)

AO2 – 1

AO3 – 1

3 (a) (iii) (4 marks)

Statement	True
Rhyd is on the B4410.	✓
The slopes around Rhyd are very gentle.	
The land east of Rhyd rises to 217 metres.	✓
A cycle network passes through the village.	✓
Large areas around the village are covered in non-coniferous wood.	
The area is owned by the National Trust but with limited access.	✓

AO2 – 2

AO3 – 2

CMI annotation

- 1, 3, 4, 6

3 (a) (iv) A home (not permanently lived in but) used as a holiday home. (1 mark)

AO1 – 1

3 (a) (v) This is an open-ended question so can be approached from a variety of angles – social, economic and environmental. The problems are largely to be consisted from the point of view of the indigenous population but accept any problem faced by the second-home owners – e.g. vandalism. (4 marks)

AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements largely explaining why there are many second homes or basic ideas about the effects but not particularly relating to a conflict of interest.

It puts up the price of houses. The local people cannot afford to buy. The shops close down in winter. The school closes down.

Example of CMI annotations

- L1 Simple statements showing no conflict of interest

Level 2 (Clear) 3-4 marks

Linked statements showing the effect on local people.

The price of houses goes up, so the local people cannot afford to buy them and so have to move away. The shops sell mainly tourist things and do not provide for the local people in winter. There are not enough children to keep the village school open.

Example of CMI annotations

- L2 Linked statement showing conflict between inhabitants and second-home owners.

3 (b) (i)	1×2 Candidates can give alternatives in b (i) and b (ii). Give credit if points made are appropriate. Advantages: 1. <i>Can cause a change from subsistence farming to commercial farming</i> – the farmers will have a surplus for sale, and therefore have some money to spend on other improvements. 3. <i>Can increase the length of the growing season</i> – they will be able to grow a greater range of crops and it may be possible to get more than one harvest a year and so earn more money.. 5. <i>Can increase the total crop produced</i> – This will increase the amount they can produce for themselves and so reduce the danger of famine and malnutrition. Earn more money for themselves.	(2 marks) AO2 – 2
3 (b) (ii)	1×2 Candidates can give alternatives in (b) (i) & (b) (ii). Disadvantages: 1. <i>Can cause a change from subsistence farming to commercial farming.</i> Leads to a decline in production of food crops. Overdependence on cash crops. 2. <i>Can deposit salt in the soil.</i> Evaporation leads to the deposition of salt, which leads to a decrease in the yield of crops. Can make soil infertile resulting in a decrease in food production. 4. <i>Can increase rural debt</i> – farmers may have to borrow money in order to make the best possible use of the irrigation water. 6. <i>Can affect the local ecosystem</i> – the existence of water means the conditions that the local ecosystem is used to change and so certain animals and plants may die out.	(2 marks) AO2 – 2
3 (c) (i)	2×1 Any 2 facts accepted. The total area cultivated has increased. Accept reference to specific areas, e.g. no increase in the SW, reduction in Northumberland, or use of key. Can have production if linked to location, eg increased production in the East. Can have 2 marks on 1 point.	(2 marks) AO2 – 1 AO3 – 1
3 (c) (ii)	1×1 To stop imports. To become more self-sufficient. Diversification. Cannot compete.	(1 mark) AO1 – 1

- 3 (c) (iii)** The specification requires that this topic should be considered in the context of a case study area, e.g. East Anglia, therefore credit any specific place evidence. The specification relates this to the UK but accept reference that could be from the poor world, e.g. reduction of overgrazing. However, the emphasis has to be on intensive farming so no credit for soil erosion or soil exhaustion unless it is specifically related to it being caused by the intensity of production. Set aside must be linked to environment in all levels. **(6 marks)**
AO1 – 6

Level 1 (Basic) 1-4 marks

Simple statements or lists of methods but little attempt to show how they will reduce the effect on the environment.

Expand organic farming. Use less pesticide and chemical fertilizer. Stop cutting down hedges. Plant trees. Leave areas uncultivated.

Example of CMI annotations

- **L1 Simple statements, generic**

Level 2 (Clear) 5-6 marks

Linked statements showing effect on the environment and some indication of the reduction of the negative effects.

By farming organically less chemical fertilizer is used and so it does not get into the food chain. Less fertilizer will mean that the danger of eutrophication is reduced. Planting trees as shelterbelts reduces the loss of soil through wind erosion.

Example of CMI annotations

- **L2 Credit for place specific evidence**
- **L2 Linked statements showing effect on environment**

SECTION B

Question 4: The Development Gap

4 (a) (i) 1-2 correct – 1 mark, 3-5 correct – 2 marks, 6 correct – 3 marks. **(3 marks)**

Country	Classification in Figure 11a	Classification in Figure 11b
Saudi Arabia	Y	4
Russia	X	2
Brazil	Y	3
Kenya	Y	5
Australia	X	1

AO3 – 3

4 (a) (ii) 2×1 or 1×2 **(2 marks)**
 There is a very wide range of stages of development and a simple two-fold division is therefore unacceptable. Countries develop in very different ways so it is not possible to compare an oil exporting country which gets a great deal of wealth from its export with a country whose wealth is dependant on a wider industrial base. **AO2 – 2**

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)**
AO1 – 2
AO2 – 2

Level 1 (Basic) 1-2 marks

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

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.

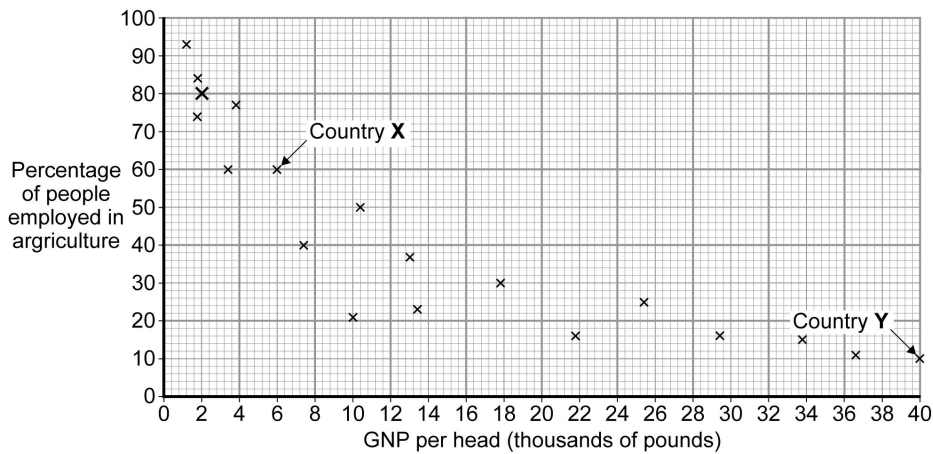
Example of CMI annotations

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

4 (b) (ii) 2×1 (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. AO1 – 2

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 poor countries they are more interested in the quality of their lives. AO2 – 2

4 (c) (i) Correctly plotted point. (1 mark)



AO3 – 1

4 (c) (ii) The higher the GNP the lower the percentage employed in agriculture/ negative relationship/correlation. (1 mark)

AO3 – 1

4 (c) (iii) 1×2 or 2×1 (2 marks)
 Only gives an average figure. The wealth may be concentrated in an elite. May not reflect the situation in all parts of a country. Does not give any indication of the quality of life in a country. AO1 – 2

4 (d) (i) Accept any appropriate countries in the core and periphery of the EU or western and eastern Europe, e.g. Country X – Bulgaria, Country Y – UK. (2 marks)

AO2 – 2

4 (d) (ii)

The best answers are likely to relate to a specific EU initiative but accept a more generalised approach but it is likely to leave the candidate in Level 1.

(6 marks)

AO1 – 6

Level 1 (Basic) 1-4 marks

Simple statements largely listing the EU strategies with limited indication of how they will impact on the contrasts within the EU.

The Common Agricultural Policy. The Urban Fund. Regional development grants. The structural fund gives money to the poorer parts.

Example of CMI annotations

- **L1 Listing of EU strategies**

Level 2 (Clear) 5-6 marks

Linked statements showing how the proposed initiative aims to reduce the development gap.

Common agricultural policy gives help to farmers without encouraging environment damage so that the very small farms on the periphery of the EU can compete with the larger farms. The European Investment bank provides funds for building projects like steelworks to reduce unemployment in the poorer parts of the EU.

Example of CMI annotations

- **L2 Linked statement showing how strategy can reduce inequalities**

Question 5: Globalisation

- 5 (a) (i)** 'Food miles' is a measure of distance food travels from the **farm** to the consumer. This transport adds to the **carbon dioxide** emissions that are contributing to climate change. Half the vegetables and ninety-five percent of the fruit in the UK are **imported**. **(3 marks)**
AO1 – 2
AO2 – 1
- 5 (a) (ii)** Using the car to go shopping. **(1 mark)**
AO1 – 1
- 5 (a) (iii)** People are eating a wider variety of food much of which cannot be grown in this country / growth in the popularity of ethnic foods / can be cheaper to import than grow locally. Eating foods which are out of season / greater demand due to increased population/ improved transport. Do not accept reference to *cost of transport*. **(1 mark)**
AO1 – 1
- 5 (a) (iv)** 2×1 **(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). **AO3 – 2**
- 5 (a) (v)** 1×2 **(2 marks)**
One point developed. **AO1 – 2**
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) (vi)** 1×2 or 2×1 **(2 marks)**
Decline of subsistence food production in favour of cash crop production. Increase in rural debt due to increasing need for fertilizers, pesticides. Accept positive effects – e.g. Farmers have larger market so make more money. Increased demand brings higher cost of production. Increased demand leading to higher cost of importing. Accept "price goes up" (supply and demand). **AO1 – 2**
- 5 (b) (i)** Transnational corporation (at least Transnational correct) **(1 mark)**
AO1 – 1
- 5 (b) (ii)** e.g. Ford, Nestlé. **(1 mark)**
AO1 – 1

- 5 (b) (iii)** The question is concerned with description therefore no credit for explanation. Candidates can base their answer on their case study exemplar. **(6 marks)**
AO2 – 6
- Level 1 (Basic) 1-4 marks**
Simple statements and only limited reference to the globalisation of industry.
TNC is all around the world. Has many branches.
- Example of CMI annotations**
- **L1 Simple description of TNCs**
 - **L1 No reference to globalisation**
- Level 2 (Clear) 5-6 marks**
Linked statements indicating that it has led to growth of industry in many countries.
The TNC has its headquarters in MEDC and its factories in other countries. The offices are in rich countries and the manufacturing countries are in poor countries.
- Example of CMI annotations**
- **L2 Clear link to why TNCs lead to growth of industry in many countries**
- 5 (c) (i)** 2×1 **(2 marks)**
Increasing population. Greater wealth. Increasing ownership of cars.
Developing technology. **AO1 – 2**

- 5 (c) (ii)** 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)**
- AO2 – 1**
AO3 – 3

Level 1 (Basic) 1-2 marks

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 Only reference to one Figure**
- **L1 Simple statements**
- **L1 Basic lift**

Level 2 (Clear) 3-4 marks

Linked statements with evidence of both 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 lead to environmental damage when there is a spillage which means the ecosystem will suffer.

Example of CMI annotations

- **L2 Use of both figures and own knowledge**
- **L2 Shows effects on environment**

Question 6: Tourism

6 (a) 1 mark for each correct column. (3 marks)

CITIES	COASTAL AREAS	MOUNTAINS
1	4	2
3	6	5

AO1 – 2
AO3 – 1

6 (b) (i) (6 marks)

It must be evident which type of tourist area the candidate has chosen and as the specification is clear in the need for a case study exemplification then this must be evident to an extent in the candidates' answer.

AO1 – 4
AO2 – 2

The content of the answer must relate to the National Park or coastal resort named.

If not an NP or resort or non-UK but answer is correct for named place – Max Level 1.

If the location named is within the NP accept the answer.

Level 1 (Basic) 1-4 marks

Simple statements with no reference to a named example or a list of attractions with no indication of why they attract large numbers of tourists.

There are mountains. This is a beach. There are amusement arcades. People can go hiking.

Example of CMI annotations

- **L1 Simple generic statements**
- **L1 No link to why attracts many tourists**

Level 2 (Clear) 5-6 marks

Linked statements using a named example and with some indication of why so many tourists visit the area.

At Blackpool there is a long sandy beach where people can sunbathe. In the Lake District people can climb the Old Man of Coniston.

Example of CMI annotations

- **L2 Named example with specific reasoning**
- **L2 Shows why attracts many tourists**

6 (b) (ii) 2×1 (2 marks)

National Park – becomes too overcrowded with visitors in honeypot sites. Traffic congestion in narrow mountain roads. Poor weather. Footpath erosion.

AO2 – 2

Coastal resort – 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.

6 (b) (iii)	2×2 Reserve 1 mark in each to show how it could benefit the tourist industry. Accept reference to case study exemplars. The 2 strategies <u>must</u> come from 1-3 or 4-6.	(4 marks) AO1 – 2 AO2 – 2
	National Parks 1. <i>Farms offering tourist activities</i> – providing more accommodation in holiday homes and providing activities like pony trekking which would appeal to people who want more to do than look at the scenery or go hiking. 2. <i>Managing the effects of footpath erosion</i> – ensuring that the footpaths are safe for walking while at the same time reducing the impact on the environment may encourage more trekkers to come to the area. 3. <i>Zoning of the area into honeypots and wilder more remote areas</i> – in order to preserve the wild areas, which are attractive to those tourists requiring a more peaceful or wild area, most visitors could be encouraged to use the honeypot sites. This would limit any environmental damage and so encourage people to keep visiting the area.	
	Coastal resorts 4. <i>Building conference centres</i> – this will bring more trade into the resort because people would come outside of the holiday season and mean the hotels would be used for people other than tourists. 5. <i>Concentrating on the luxury end of the market</i> – by providing some more expensive hotels and facilities such as art galleries and concert halls 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. 6. <i>Developing a wider range of attractions including those indoors</i> – these would be less dependant on the weather and so could extend the holiday seasons. Attractions like the Pepsi Max at Blackpool will attract people who do not wish to spend their holiday on the beach.	
6 (c) (i)	2×1 Must develop information from Figure 16. 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.	(2 marks) AO3 – 2
6 (c) (ii)	2×1 or 1×2 Wildlife disappeared. Clearance of the natural vegetation. Destruction of the coral. Visual pollution due to unsympathetic architecture. Traffic on road leading to air / noise pollution. Water pollution from hotel waste.	(2 marks) AO3 – 2
6 (d) (i)	2×1 <i>Conservation</i> – Doing something practical to preserve the landscape, environment, wildlife and natural resources. <i>Stewardship</i> – Looking after the environment. Having responsibility for the environment.	(2 marks) AO1 – 2

- 6 (d) (ii)** The benefits could be to the environment, the local economy or the lives of the people, but candidates could concentrate on one aspect. **(4 marks)**
Are not required to use photo. **AO1 – 2**
AO2 – 2

Level 1 (Basic) 1-2 marks

Simple statements with little reference to how it can be considered sustainable. May be largely derived from Figure 17.

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

Example of CMI annotations

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

Level 2 (Clear) 3-4 marks

Linked statements and 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 details**
- **L2 Shows impact on future generations**

UMS conversion calculator www.aqa.org.uk/umsconversion