



**General Certificate of Secondary Education
June 2012**

Geography A

40302H

(Specification 4030)

Unit 2: Human Geography (Higher)

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.

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GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

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

Candidates will be required to:

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

Levels Marking - General Criteria

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

Level 1: Basic

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

Level 2: Clear

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

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organized, demonstrating detailed linkages and the inter-relationships between factors
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Annotation of Scripts

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

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

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

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

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

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

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.

SECTION A

Question 1: Population

- 1 (a) (i)** 2x2 **(4 marks)**
- If numbered quote does not match description no mark, if no quote identified no mark. **AO2 – 4**
- 1) *Parents with no brothers or sisters can now have more than one child.*
The family is still very important in China and if there are no uncles or aunts then eventually the family unit may die out. To balance the population structure/dependency ratio/ ageing population. Needed to look after older generations.
- 2) *People living in the countryside can have more than one child.*
There is still need for agricultural labour in the farming areas. Children are required to work on the land. The second child may not be allowed unless the first child was a girl or it is at least five years old.
- 3) *Ethnic minorities living in China can have more than one child.*
The policy has always been directed to the Han Chinese who make up the majority of the population. Ethnic minorities make up a very small proportion to China's population so having more than one child would not make a big difference to the total population. These ethnic minorities mostly live in very remote underdeveloped parts of the country and do not contribute much to the economic growth of the country.

- 1 (a) (ii)** The emphasis needs to be on the problems, which have developed as a result of the introduction of the One Child policy. These may be social economic or political and may apply to the country as a whole or to the effect on the family. **(8 marks)**
- AO1 – 4**
AO2 – 4

Level 1 (Basic) 1-4 marks

Simple statements listing the problem without any development of why it is a problem or the effect the problem may have.

Girls may be killed. The population is getting older. Single children are spoilt, Enforced abortions. Political unrest.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

Linked statements showing some development.

Some girls have been left to die in certain areas if the first-born child is not a boy. The population is getting older and so there is a possibility of a shortage of labour. Because of the number of female abortions there is a shortage of women for men to marry.

Annotation

- **L2 Clear link to problems caused**

Level 3 (Detailed) 7-8 marks

Elaborated points showing detailed information about the problems associated with the policy.

Increase in the killing of girls because couples want sons so many girls were killed or aborted, so that people could try again for a son. Children with no brothers or sisters get all the attention of their parents and grandparents. They become very spoilt by all the attention and they grow up not knowing how to share with other people. They are called 'Little Emperors'. There is an increasing imbalance in the number of men and women so there is a large number of men who cannot find women to marry and an increasing problem with rape and other sexual crimes. Human rights are lost because of the forced abortions.

Annotation

- **L3 Detailed information regarding problems caused**

1 (b) (i) The factors can be either positive or negative and can be either push or pull in nature. **(4 marks)**

**AO1 – 2
AO3 – 2**

Level 1 (Basic) 1-2 marks

Simple statements, which are not developed to show why the factor would encourage a person to migrate.

Earn more money. Higher standard of living. Send cash home.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Must have evidence of using Figure 3 and own knowledge to access Level 2, e.g. mention of jobs and/or Poland.

Linked statements which are developed to show why the factors lead to people migrating.

The salaries that could be earned are much higher in the UK than in Poland and there is a shortage of certain professions such as dentists. Money can be sent home to poorer relatives. Cheap air fares allow movement between UK and home country.

Annotation

- **L2 Clear link to factors that would cause people to migrate.**

1 (b) (ii) 2x2 or 1x3 + 1x1 **(4 marks)**
Max 2 if not using EU/UK

AO1 – 4

Provide workers who are prepared to work at a lower rate than UK workers and so are more profitable and cover a labour shortage. Many of the migrants are highly educated and so bring particular useful skills to the country. Provide a wider range of cultural experiences for British people in areas such as food. Accept positive effects of people migrating from UK e.g. retirement to Spain. Increased birth rate and effect on population structure. Increased taxes paid. Increased number of people of working age. Immigrants are prepared to do poorly paid jobs that are not.

1 (c) (i) Topological (1 mark)

AO1 – 1

1 (c) (ii) Largely a skill based question so there should be evidence of the candidate's familiarity with topological diagrams and their ability to interpret them. (4 marks)

AO1 – 2

AO3 – 2

Level 1 (Basic) 1-2 marks

Simple statements, which recognise the relationship between annual population growth and female illiteracy but fail to exemplify it with evidence from the stimulus material.

The larger the annual population increase the larger the number of illiterate females.

Annotation

- **L1 Simple statements**
- **L1 Limited reference to stimulus material**

Level 2 (Clear) 3-4 marks

Must refer to more than one "use of map" for top of Level 2. Areas must be named, no reference to colour blocks.

Linked statements illustrating the main link with exemplars credit also area(s), which are exceptions, e.g. Mexico.

Accept contrasts between rich world/poor world.

The larger the annual population increase the larger the number illiterate females as illustrated by the continents of Africa and Asia. India in particular shows this well. South America has a low level of female illiteracy and its growth is smaller than the other southern continents. Eastern and Western Europe show great differences in female illiteracy and this is reflected in their differing population growth.

Annotation

- **L2 Relationship supported by stimulus evidence**
- **L2 Exceptions noted**

Total 25 marks

Question 2: Changing Urban Environments

2 (a) (i) 1×2 or 2×1 **(2 marks)**
Emphasis on pattern, there is a general decrease outwards from Oxford Circus/centre. Air pollution is higher along the roads. Steep drop in pollution levels near the centre/middle, some gentle further away. High pollution levels in a linear pattern along Oxford Street/Regent Street. **AO3 – 2**

2 (a) (ii) 1×2 **(2 marks)**
Nothing for air pollution. Accidents due to people trying to cross the road. Time wasting during journeys to work because of traffic jams, road-rage, noise pollution. **AO1 – 2**
Congestion without some qualification not creditworthy.

2 (b) No marks if circled urban areas does not match description. If no identified area - No marks. **(4 marks)**
Whichever choice is made the candidate can approach the question by considering the quantity and/or the quality of the housing available. There could be an appreciation of the need for suitable housing would lead to a consideration of population increase, population mobility and state of the housing market, population structure, increase of breakup marriages etc. **AO1 – 2**
Can be poor world but must be explicit to LEDCs. **AO2 – 2**

Level 1 (Basic) 1-2 marks

Simple statements concentrating on how more housing is provided with little reference to the need.

Inner City

Modernising terraced housing. Putting in modern facilities. Gentrification. Building more housing.

CBD

Build flats over shops. Building Flats.

Suburbs

Building new estates. Building on Green Belts. Building more housing.

Annotation L1 Simple statements

Level 2 (Clear) 3-4 marks

Linked statements indicating how the need for more housing is being met.

Inner city

Updating and renovating terraced housing by putting in modern facilities. Demolishing slum properties and replacing with modern town housing. Building apartment blocks to accommodate young professionals who work in CBDs. Adapting former industrial buildings and warehouses into modern apartments. Subdividing large properties which have become derelict and so use up empty spaces.

CBD

Turning empty spaces above shops into residential accommodation. Building student accommodation in disused property in CBD, which were formally large outdated residences.

Suburbs

Building more housing estates leading to urban sprawl on the Green Belt. Building a mix of different types of properties so as to provide for different family sizes.

Annotation L2 Clear explanation of how housing need is being supplied

2 (c) (i) 2x2 or 3x1 + 1x1 **(4 marks)**

Can be pollution sea. No credit for straight lifts. Must have at least **one** Physical and **one** human.

AO2 – 2
AO3 – 2

Physical – The low lying nature of the site and the many creeks and islands means that the city is regularly flooded by the sea and so the water supply gets polluted.

Human – The rapid growth of population has led to the development of many squatter settlements without any proper sewerage system, which leads to pollution of the water supply. The lack of piped water supply causes problems.

2 (c) (ii) The emphasis should be on the management of the pollution problems rather than the causes. **(4 marks)**

AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements or no indication of how will improve the situation.

Put in piped water system. Improve sewerage infrastructure. Flood defences. Relevant education.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Linked statements showing how water pollution can be managed to improve/reduce the problem of water pollution.

Use aid or other sources of money to create a safe piped water and sewerage system so that one does not contaminate the other.

Annotation

- **L2 Clear links to management strategies**

2 (d) (i) Urban living, which is not wasteful and does not pollute the environment. **(1 mark)**

AO1 – 1

- 2 (d) (ii)** The answer can consider sustainable living at different scales – such as a whole settlement such as Curitiba or Dongtan or a smaller scale development such as an individual house or estate. **(8 marks)**

AO1 – 4

AO2 – 4

Max Level 1 if no name. Max Level 1 if Rural.

Level 1 (Basic) 1-4 marks

Simple statements without any reference to any case study.

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

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

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

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

Annotation

- **L2 Case study named**
- **L2 Generalised statements relevant to case study identified**

Level 3 (Detailed) 7-8 marks]

Detailed use of case study exemplification.

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

Annotation

L3 Detailed case study exemplification

Total 25 marks

Question 3: Changing Rural Environments

- 3 (a) (i)** River Guapore or Mamoré or Serr de Negra. (1 mark)
AO3 – 1
- 3 (a) (ii)** 2x1 or 1x2 (2 marks)
Needs to show evidence of use of the atlas extract.
In Brazil/Rondonia. South east of the River Madeira. North east of River Guapore/Mamoré. South west of Serra de São João/Grande/de Providência. AO3 – 2
- 3 (a) (iii)** A case study is **not** a requirement here but the necessary clarity is likely to have some specific reference to a tropical farming area e.g. Amazonia does not need to be rainforest. (8 marks)
Max L1 if only a description of traditional farming with no reference to forestry or mining AO1 – 4
Can achieve L3 without a case study. AO2 – 4

Level 1 (Basic) 1-4 marks

Simple statements largely concerned with the effect of forestry and/or mining activities with no reference to the impact on the traditional farming.

The trees are cut down to clear land for farming. The mining company clears the forest so that they can get at the minerals below the ground.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

Must link to farming to access L2

Linked statements with the link between forestry and/or mining **and** the traditional farming clearly expressed.

The traditional farming of slash and burn cannot be carried on because the logging companies clear the land and the soil becomes exhausted. Farmers who are farming traditionally get ill from the metals like mercury that get into their water and so they cannot work.

Annotation

- **L2 Clear link between forestry and effect on traditional farming**
- **L2 Clear link between mining and effect on traditional farming**

Level 3 (Detailed) 7- 8 marks

Detailed linked statements, which may or may not be achieved through the use of a case study. Emphasis is on the changes to the traditional farming system.

The development of the Grand Carajás mining project in the Amazon Basin has meant that the local Indians have not been able to carry on their traditional slash and burn form of farming. Their traditional homeland over which they moved when the soil was exhausted is now a large mining and industrial area. Many have died because of imported diseases such as measles. Their drinking water has been polluted by mercury, which is used in panning for gold affecting the health of the farmers. The railway line to the coast was built against their wishes and destroyed much of the forest areas they used for farming.

Annotation

L3 Detailed information

L3 Reference to changes to traditional farming

3 (b) (i)	Farming without the use of chemicals/pesticides/artificial fertilizers.	(1 mark) AO1 – 1
3 (b) (ii)	600	(1 mark) AO3 – 1
3 (b) (iii)	Both advantages and disadvantages are required for consideration for Level 2. These can be to the farm, the farmer, the environment or the customers.	(4 marks) AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements or a consideration of only a single advantage or single disadvantage.

Chemical free. Less harmful to flower and animal habitats. Better for animal welfare. Provides more jobs in farming. Better for peoples' health. Lower yields. Produces more methane from cows. More land is required. Greater effect on global warming. Costs more to produce/buy.

Annotation

- **L1 Simple statements**
- **L1 No advantages**
- **L1 No disadvantages**

Level 2 (Clear) 3-4 marks

Linked statements covering at least one advantage/disadvantage covered clearly and reference to opposite.

Produce is pesticide and insecticide free which makes it healthier. Animals are kept in free-range conditions, which is better than battery conditions. 30% more wild species of animals and plants are found on organic farms. Crop yields are lower so more land is needed to produce the same amount as on traditional farms. Organically reared cattle produce more methane than conventionally reared cattle, which is a major contribution to global warming. Larger amounts of labour are required for weeding etc, which makes the produce more expensive to produce and so more expensive for customers to buy.

Clear description of 2 aspects for Max L2

Annotation

- **L2 Both advantages and disadvantages**
- **L2 Clear explanation**

3 (c) (i) 2x2 or 1x3 + 1x1 **(4 marks)**

Not restricted to the UK.

AO1 – 2

Accept reference to Rural/Urban Fringe.

AO2 – 2

Max 2 marks for specific names of schemes.

Environmental Stewardship Schemes provide money to make farming profitable without destroying the environment and increasing wildlife habitats which allows the recovery of farmland birds.

English Woodland Grant Scheme is run by the Forestry Commission, which aims at replanting trees and replacing those that have been felled in the past.

Restricting quarrying in areas of Outstanding Natural Beauty.

SSSI, National Parks, Green Belts.

3 (c) (ii) These can be general government actions but reference to specific government initiative(s) is likely to be necessary to get the necessary clarity required for Level 2. **(4 marks)**

AO1 – 2

AO3 – 2

List = L1

Accept reference to Rural/Urban Fringe. Government can be local, national, EU, accept non UK

Level 1 (Basic) 1-2 marks

Simple statements that are based entirely on the stimulus material and little attempt to show how the developments support the needs of the rural population.

They put on bus service. They develop rural industries. They do up village halls.

Diversification and development of tourist facilities e.g campsites on farms.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Linked statements, which are clear descriptions of the initiative and/or relates the initiative to the needs of the rural population. Credit at Level 2 even if the initiative is not named but there is clarity on the answer.

Broadband internet has been set up to reduce the problems of rural isolation.

Regional Development Agencies (RDAs) designate rural areas in need of assistance. These areas are given grants to support the development of rural industries so as to reduce unemployment and cut down on the need for commuting. The Rural Development Programme has given grants to allow the diversification of farming and the development of non-farming activities such as tourism and recreation and so provide another source of income for rural areas.

Encouraging businesses by improving Broadband.

Annotation

- **L2 Clear link between initiative and how it serves need of population**

Total 25 marks

Question 4: The Development Gap

- 4 (a) (i)** There must be evidence of the use of the stimulus material relating the development indices to the physical geography of the country. Can have positive points if evidenced and developed. Can credit natural disasters and other physical factors not on Figure 10 as long as have **one** physical thing from Figure 10. **(4 marks)**
AO3 – 4

Level 1 (Basic) 1-2 marks

Simple statements giving details about the physical geography of Romania but making little attempt to explain how this impacts on the country's level of development.

There are large areas of mountains. The country gets cold winters. The highest rainfall is in the summer. There are large areas of forest.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Must use Figure 10 and own knowledge to access Level 2. Must refer to a minimum of **two** physical factors for top Level 2.

Linked statements relating the difficulties of the country's physical geography to the country's level of development as shown by the development indices.

Nearly half of the country is employed in agriculture and farming is likely to be difficult because about a third of the country is mountainous. The high altitude and steep relief makes communication difficult. The cold winters with temperatures below 5°C make farming difficult.

Annotation

- **L2 Evidence of use of stimulus material and impact on development**

- 4 (a) (ii)** 2x1 **(2 marks)**
Political instability, war, poorly developed infrastructure, poor education system, poor health service, large number of people per doctor, corrupt government, ex-communist country, large percentage of people employed in agriculture, life expectancy. **AO2 – 2**

- 4 (a) (iii)** These can be general political actions but reference to specific EU initiative(s) is likely to be necessary to get the necessary clarity required for Level 2. **(4 marks)**
AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements, which are largely generalised and lacking in specific and not showing how they attempt to increase the level of development in the poorer parts of the EU.

They give money to farmers to make improvements. They give grants for industrial development to reduce unemployment. Cities are regenerated with money. Urban fund improves conditions in cities. CAP helps farmers, European Investment Bank helps industry. Structural Fund helps rural areas.

Annotation

- **L1 Simple statements**
- **L1 Named policy**

Level 2 (Clear) 3-4 marks

Linked statements, which relate the initiative to ways the difference in the different levels of development within the EU can be reduced.

The European Regional Development Fund gives money to improve the infrastructure of poorer parts of the EU. Much of this money is for road improvements, which means that industry can be more profitable because it costs less to get its raw materials and finished products transported. The European Social Fund pays for improved education and training, which means that the quality of the products produced is improved. This means they sell for a higher price and so there is more money for the country's development.

Accept reference to EU support of Greece or Spain over Euro/economy.
Accept reference to free trade.

Annotation

- **L2 Clear link between policy/strategy and help to poorer areas of EU**

4 (b) (i) A number of countries which join together to remove trading barriers or tariffs and quotas between them/make trade easier between them. **(1 mark)**

AO1 – 1

No marks for a group of countries.

4 (b) (ii) 1×2 **(2 marks)**

Reserve 1 mark for how it benefits a poor country.

No credit for Fair Trade.

AO1 – 2

They can agree a higher price for their goods because they are a stronger force than if each country negotiates separately. They are less likely to be undercut if they work together rather than allowing the Rich World to negotiate a deal with an individual country.

4 (c) (i) The emphasis should be on sustainability with reference to limited technology, simple skills, local labour. **(4 marks)**

AO1 – 2

AO2 – 2

Level 1 (Basic) 1-2 marks

Simple statements largely consisting of straight lifts from Figure 11, or basic statements about sustainability e.g. uses no fuel, so does not damage the environment.

They are using simple tools. Lots of people are involved. It is not expensive.

Credit a named sustainable project other than sea dykes.

Level 2 (Clear) 3-4 marks

Must have limited statements showing evidence of both use of Figure 11 and own knowledge and direct reference to sustainability.

They use simple tools, so there is not the need to use advanced technology for which the people do not have the necessary skills. They are using traditional skills which have been passed down the generations. Plenty of people are involved so money is provided for use in the local economy.

- 4 (c) (ii)** Accept any development project. (8 marks)
Will need to have at least the name of a project to reach Level 2. A development project, which is capital intensive and cannot be considered sustainable, is acceptable e.g. a large-scale hydroelectric project as the specification is not clear on this. AO1 – 4
AO2 – 4

Level 1 (Basic) 1-4 marks

Simple statements which are non-specific and there is no reference to a named case study.

They built irrigation schemes. They improved agriculture. They gave money to improve a squatter settlement.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

Linked statements, which will be largely generalised but could refer to the named case study.

In Egypt they built the Aswan Dam that produces hydroelectricity and irrigation for the farmers. In Bangladesh they have built cyclone shelters to protect the people from the weather during the monsoon.

Annotation

- **L2 Named case study**
- **L2 Generalised descriptions relevant to case study named**

Level 3 (Detailed) 7-8 marks

Detailed linked statements with accurate factual information about a specific case study exemplar.

In Ky Anh Province Vietnam, rice yields were low because farmland was often flooded by the sea, and became very saline. Using funds from the British Government Oxfam has worked with the local government and local people to build a sea-dyke, 11 miles long, which stops the flooding. Roads have been built to improve communications and trade. The development is sustainable because as well as improving rice yields it teaches local people how to build the sea dyke. It made use of low cost technology such as hand tools.

Annotation

- **L3 Detailed case study exemplification**

Total 25 marks

Question 5: Globalisation

5 (a) 2x1 (2 Marks)
Larger area for growing crops. A greater range of crops can be grown. More than one harvest can be obtained in a year. Less danger of crop failure due to drought. Stops flooding. Produces H.E.P. Potential for industrialisation, increased drinking water in desert areas. Less danger in times of conflict of losing water supply. AO1 – 2

5 (b) 2x2 (4 marks)
must show use of Figure 12
No place names = 0 marks
The rivers Tigris and Euphrates run through three countries all of who will want to make use of the water. The dams in Turkey will hold back the water and so less will get through to Syria and Iraq. Pollution in Turkey could affect other countries downstream. Dams cause conflicts within countries where people have to be moved. AO1 – 1
AO2 – 2
AO3 – 1

5 (c) The disadvantages can be to the farm, farmer or to the country. (4 marks)
Level 1 (Basic) 1-2 marks AO1 – 4
Simple statements and only considering one disadvantage.
Salinisation, Soil erosion, desertification, increased food miles, deforestation.

Annotation

- **L1 Simple statements**
- **L1 Only one disadvantage**

Level 2 (Clear) 3-4 marks

Linked statements covering more than one disadvantage for the top of Level 2.
The attempt to produce more food is likely to lead to the development of irrigation. If the farmer is not technologically able to control the water, this effectively may lead to the build up of salt (salinisation) in the soil. Land is brought into cultivation, which may be marginal as far as growing things, which leads to soil erosion.

Extended answers on food miles linking climate change etc, deforestation leading to habitat loss.

Annotation

- **L2 Clear description**
- **L2 More than one disadvantage discussed**

5 (d) (i) 3x1 or 1x2 + 1x1 (3 marks)
Must have more than 1
There has been an increase in the proportion of manufacturing in the poor world compared to the rich world. In 1970 it was 12% and by 2010 it had risen to 32%. The growth in the East Asia's share of the total has increased by more than the rest of the Poor World. East Asia's share increased the most between 1990 and 2010. AO3 – 3

- 5 (d) (ii)** The specification requires knowledge of China as a case study, so expect specific information about the country's growth for Level 2. Straight lifts from the stimulus material without any development or no use of Figure 14 will leave the answer in Level 1. **(4 marks)**
AO1 – 4

Level 1 (Basic) 1-2 marks

Simple statements, which are largely generic with no specific reference to China.
*There is lots of cheap labour. There are less health and safety regulations.
There is lots of government investment. They have set up special enterprise zones. Industry development is concentrated in economic growth regions.*

Annotation

- **L1 Simple generic statements**
- **L1 Straight lifts**

Level 2 (Clear) 3-4 marks

Linked statements with reference to the situation in China using Figure 14 and own knowledge.

*The Chinese government has invested a great deal of money in industry and allowed foreign investment from abroad. With the rapidly increasing population in China there is always a ready supply of cheap labour so manufacturing costs are kept down. They have encouraged industry to develop in open cities and economic growth regions by reducing restrictions.
In the Special Enterprise Zones lower tax rates are enforced.*

Annotation

- **L2 Use of stimulus material**
- **L2 Specific reference to China**

- 5 (e)** At least a named example is required to get into Level 2. **(8 marks)**
Answers may focus on distribution, but are likely to include general features (inputs, outputs, physical and human factors, processes, impacts). **AO1 – 3**
AO2 – 5

Level 1 (Basic) 1-4 marks

Largely generic description of a TNC and no indication of a named example.
TNCs have their headquarters in the west and have branches in many other countries. Administration, research and development is done in rich countries and the manufacturing takes place in poor countries.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

Linked statements which although still largely generic it will be relevant to the named example.

The headquarters of Pepsi Cola is in the USA. There are manufacturing plants in Brazil and India. The manufacture of Adidas sports shoes is done in poor countries like Thailand and Indonesia but the headquarters are in Germany.

- **L2 Named case study**
- **L2 Generic description relevant to case study named**

Level 3 (Detailed) 7-8 marks

Detailed case study exemplification.

Nike sportswear company is a US based TNC. Nike employs about 20000 people around the world. Most of these are employed in product design, marketing and administration in the USA. There are about 500000 working in Asia in companies to which Nike subcontracts most of its manufacturing. There are factories making Nike products in Taiwan, South Korea, China, Indonesia, Vietnam, the Philippines and Bangladesh.

Annotation

- **L3 Detailed case study exemplification**

Total 25 marks

Question 6: Tourism

6 (a) (i) 15% (1 mark)

A03 – 1

6 (a) (ii) 2x1 or 1x2 (2 marks)

Shopping, Entertainment (theatres etc). Historical buildings. Sporting venues. Visiting bazaars. Visiting ethnic areas not changed by colonial presence. Art/architecture.

A01 – 2

6 (b) **Either** 2x1 (one physical and one human feature) (2 marks)

Must be obvious to what they are referring to
If one labelled on each 1 mark only

A02 – 1

A03 – 1



Or 2x1 (one physical and one human feature)



6 (c) (i) 2x1 (2 marks)
Investment takes place in tourism facilities. Tourism becomes big business. New hotels and different forms of accommodation are built or become available. Employment in tourism increases but this may impact on other traditional areas of employment that may start to suffer a labour shortage. Increased tourists visiting, investment in infrastructure. **AO1 – 2**

6 (c) (ii) Any UK tourist area can be used. (4 marks)
Not UK max Level 1
No stage identified, no marks, if stage identified but does not match description **AO1 – 2**
no marks. **AO2 – 2**

It is unlikely that any UK area the candidate has studied is in the development phase. The most likely phases are stagnation or rejuvenation.

Level 1 (Basic) 1-2 marks

Simple statements largely a generic description of the model with no reference to a particular UK tourist area.

e.g. Stagnation. *Increased local opposition to tourism. Greater awareness of the problems tourism causes. Increase in crime and vandalism due to tourism. Fewer tourists arrive. Area gets a poor reputation due to drunkenness etc. Only attracts a particular type of tourism e.g. young, hen and stag parties.*

Annotation

- **L1 Generic explanation**

Level 2 (Clear) 3-4 marks

Linked statements with obvious reference to a particular UK tourist area.

e.g. Rejuvenation. *Blackpool has smartened up the parts of the town frequented by tourists, by pulling down old building and landscaping the area. Beaches have been cleared and beach facilities improved. New investment in the Blackpool Illuminations and new attractions built like the 'Big One' roller coaster. Conference facilities have been extended in order to prolong the season during which visitors come to the town.*

Annotation

- **L2 Clear explanation with reference to case study**

6 (d) (i) 2x1 or 1x2 (2 marks)
No marks for direct lifts, must be an overview of the pattern
No opposites credited. **AO3 – 2**

The largest islands tend to attract the largest number of visitors. The smaller islands attracting a sizeable number of visitors are in the east of the region. Islands closer to the US attract more tourists.

6 (d) (ii) A case study is required here so at least a name is required to access Level 2. **(8 marks)**
Accept physical and human attractions.

Not in the Tropics max Level 1

AO1 – 5

AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements largely generic and no reference to a named example.

There are beautiful beaches. The climate is hot. There are opportunities to see native culture. Infrastructural improvements. Investment in facilities such as hotels.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 5-6 marks

Linked statements with still largely generic descriptions but which are relevant to the named examples.

*Barbados has the warm sea and beautiful beaches of the Caribbean.
In Kenya it is possible to see wild animals on a safari drive.*

Annotation

- **L2 Case study**
- **L2 Largely generic but relevant to case study**

Level 3 (Detailed) 7-8 marks

Detailed case study exemplification.

*Kenya has some of the most accessible game parks in the world. It is possible to see the 'Big Five' – elephant, lion, leopard, buffalo and rhino.
There is stunning scenery with savanna grassland and the mountainous region around Mount Kenya. Along the coast near Mombasa there is white coral and the warm waters of the Indian Ocean. The native Masai give demonstrations of their traditional way of life so it is possible to see a very different culture.*

Annotation

- **L3 Detailed case study exemplification**

- 6 (e)** Not restricted to a tropical area so accept references to mass tourism in Rich World. No credit for environmental or cultural effects unless showing negative effects on the economy. Can be negative effects on tourists of increased prices. **(4 marks)**
- AO1 – 2**
AO2 – 2

Level 1 (Basic) 1-2 marks

Basic statements showing no development or elaboration.

Provides low skilled jobs. Seasonal unemployment. Profits go out of the country.

Annotation

- **L1 Simple statements**

Level 2 (Clear) 3-4 marks

Linked statements clearly related to the economic disadvantages of large numbers of tourists visiting an area.

e.g. Fishermen and other traditional activities can be displaced by coastal development. Many tourist activities are owned by foreign firms so much of their earnings leave the country. Farming may change to grow other types of food liked by tourists or food is imported to the disadvantage of local workers, etc. The jobs created in tourism are often low skilled and so poorly paid. They may attract labour from the traditional jobs like farming and fishing. Foreign companies or TNCs own much of the tourism development and so the profits from tourism do not stay in the tropical country.

Annotation

- **L2 Clear reference to economic disadvantages**

Total 25 marks