



**General Certificate of Secondary Education
June 2013**

Geography A

40302F

(Specification 4030)

Unit 2: Human Geography (Foundation)

Final Mark Scheme

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.

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.

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via the 6 mark questions. 3 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance (3 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance (2 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

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 Change

- 1(a)(i)** Africa (1 mark)
AO3 – 1
- (a)(ii)** Most likely to answer: Russian Federation (accept Russia), Germany, Japan. (1 mark)
These are all acceptable as are any from: (West – East) Cuba, Guyana, Greenland, Croatia, Bosnia-Herzegovina, Hungary, Serbia, Romania, Bulgaria, Lithuania, Latvia, Estonia, Belarus, Ukraine, Moldova, Georgia. AO3 – 1
- 1(a)(iii)** The rate of population change around the world is **uneven**. The poorer countries generally have the **higher** rates of population growth. The countries with negative population change are found in the **Northern** hemisphere. (3 marks)
AO1 – 1
AO2 – 1
AO3 – 1
- 1(b)(i)** Need to be from the four shown: Countries / governments cannot afford to provide schools / infrastructure / services needed, accept overcrowding. Political unrest / riots / protests. Poor quality housing / shanty towns / housing lacking amenities. Food shortages / need for aid / famine. Poverty, too many people, poor quality services, lack of housing. (2 marks)
AO1 – 1
AO3 – 1
- 1(b)(ii)** Candidates do not have to refer to the results shown in Figure 2. Other reasonable consequences are acceptable. The key for the question is to link rapid population growth to the result. The command is “outline”. (4 marks)
AO1 – 3
AO2 – 1
- Level 1 (Basic) (1-2 marks)**
Simple statements of a connection with no real development or attempt to link clearly.
Too many people mean they can't afford many schools. Lots of people mean that shanty towns develop. They want the government to do more to help them.
- Level 2 (Clear) (3-4 marks)**
Linked statements with some recognition of the result being caused by the rapidity of population change.
*With a fast increasing population it is harder for the government to provide enough schools to cope with large numbers of children.
The population grows faster than the amount of food they can grow so there are food shortages.*
- 1(b)(iii)** Content will depend on case study chosen, likely to be Kerala or perhaps Indonesia. (6 marks)
Kerala: Improved education, particularly for girls. Better health care with vaccination programmes for children. Land reform. AO1 – 4
AO2 – 2
Indonesia: Transmigration policy. Movement of people from densely to less densely populated islands. Migrants given land to farm.
Accept policies for countries which lack population growth / are trying to promote growth if connection to growth is clear. No case study - max. Level 1.
- Level 1 (Basic) (1-4 marks)**
Simple statements and / or listed points with no real development and little reference to the management of change.
In Kerala they have educated girls. People have fairer amounts of land.

Level 2 (Clear) (5-6 marks)

Linked statements with some reference to managing change.

In Kerala, India, there is better schooling so girls are more literate and choose to have fewer children. Land reform means people can make farms productive more easily and don't just keep having children to work the land. Vaccination programmes protect children from common diseases and so the infant mortality is lower. This means more children survive and their parents do not have to have more to be sure that some will live to be older.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	1
	Intermediate performance	
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	2
	High performance	
	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	3
1(c)(i)	4.1 accept <i>just over 4</i> .	(1 mark) AO3 – 1
1(c)(ii)	Accept any valid reason. Better healthcare / medicines. More doctors. Better quality / quantity of food. Earlier retirement. Less demanding / safer jobs. Fewer health hazards (accept qualified pollution).	(1 mark) AO1 – 1
1(c)(iii)	1×2 Any reasonable suggestion but must relate to structure and refer to change. One mark only for descriptive point about structure. Fewer children / young dependants. Declining workforce / middle aged population. Increasing proportion of elderly. More young men immigrating. Credit reference to changes in shape of pyramid.	(2 marks) AO1 – 1 AO2 – 1
1(c)(iv)	2×2 or 1×3 + 1×1 No marks for restating or rewording the list. More healthcare services needed – money needs to be spent on looking after the elderly; this increases the cost so money cannot be spent on other things such as infrastructure. There is less money available for things such as schools and universities so the skills of the population and their ability to earn are reduced. Fewer people paying taxes – this reduces the income for the government so it cannot invest / spend on things which will help the economy. More pensions need to be paid – this becomes an increasing burden and has no benefit to the economy. Many companies have huge debts because of their pension commitments and so will go bankrupt, harming economic growth.	(4 marks) AO1 – 2 AO2 – 2

Total for this question: 28 marks

Question 2 Changing Urban Environments

2(a)(i)	Grid Square	Part of Urban Area	(3 marks)
	3933	Suburbs	AO1 – 2
	4030	CBD	AO3 – 1
	4031	Inner City	

2(a)(ii) There should be evidence of the use of the OS map extract – this can be by the use of specific grid references and / or place names or locations. The candidate should show that they recognise characteristic land-uses within the rural-urban fringe. The command is to “describe” not “list”. Level 1 only for list. **(4 marks)**

AO1 – 1
AO2 – 1
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with no apparent reference to the map.

There are housing estates. There are industrial estates. There are recreational activities. There are two golf courses. There is a zoo.

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of recognition of the rural-urban fringe and use of the map extract. Qualification or development, in relation to map features for Level 2.

There are modern housing estates with cul-de-sacs in squares 3534. There are two golf courses e.g. in 3532. There are two country parks e.g. the Camperdown Country Park. There are lots of recreational activities such as the picnic site and the visitor centre in 3634.

2(b)(i) Land that has been built on before. Accept reference to previous urban use. **(1 mark)**

AO1 – 1

2(b)(ii) Needs to show use of Figure 5. Close to existing housing, near to work (inferred from the factory). Close to the CBD, services such as electricity available. **(1 mark)**

AO3 – 1

2(b)(iii) Needs to show use of Figure 5. Less pleasant location, close to factories / tower blocks, very little greenery, small site / unable to build as many houses. Cost of demolishing old buildings. Pollution, in area, has to be qualified. **(1 mark)**

AO3 – 1

2(b)(iv) 2×1 **(2 marks)**

Need to state differences, maximum 1 for separate points. Differences should be in the housing not the inhabitants. **AO1 – 1**

Larger houses, more garden space, lower density / words to that effect, detached vs. terraces / flats, built as large estates rather than small infill, more likely to have garages. **AO2 – 1**

2(b)(v)	<p>2x2 or 1x3 + 1x1</p> <p>Conserve the historic and natural environment – Once buildings are knocked down they are gone. These are resources that if they are used up by people today they will not be available for future generations to use.</p> <p>Provide adequate open space – Existing areas like parks need to be left alone because they are important for people’s social well-being. If they are built on, they will be difficult to restore for the future.</p> <p>Include local people in the decision making process – People are much more likely to support ideas if they feel part of a community and therefore they are more likely to be successful into the future.</p>	<p>(4 marks)</p> <p>AO1 – 2</p> <p>AO2 – 2</p>
2(c)(i)	<p>Any valid statements from the extract. Straight lifts can be credited.</p> <p>2x1</p> <p>Positive effect – earns enough to buy food, more opportunities, earns 4-6 times as much (accept figures).</p> <p>Negative effect – poor quality housing, next to rubbish filled canal, no running water, no electricity.</p>	<p>(2 marks)</p> <p>AO2 – 2</p>
2(c)(ii)	<p>Formal Primary <u>Informal</u></p>	<p>(1 mark)</p> <p>AO2 – 1</p>
2(c)(iii)	<p>The question does not ask for a case study so full marks can be gained for the description. Candidates may well use a case study such as Rio de Janeiro or Nairobi. They may make use of some information in Figure 6. Schemes are likely to be site and service or self-help schemes. The emphasis should be on how the inhabitants themselves are improving the squatter settlements. Look for reference to individual / community involvement as a means to improvement.</p> <p>Level 1 (Basic) 1-4 marks) Simple statements and / or listed points with no real development and little reference to inhabitants themselves. <i>They build houses with stronger materials. There is refuse collection. There are local schools and health clinics.</i></p> <p>Level 2 (Clear) (5-6 marks) Linked statements with some reference to the actions of the inhabitants themselves. Clear reference to improvement to the shanty town. <i>In site and service schemes the local people are encouraged to help build their own houses. Groups are organised to put in water and sewerage pipes. In some shanty towns the locals have got together to organise rubbish collections themselves because there is no council service. In Manila the women have set up their own health clinic so they have some access to medical care.</i></p>	<p>(6 marks)</p> <p>AO1 – 4</p> <p>AO2 – 2</p>
SPaG	<p>Spelling, Punctuation and Grammar</p> <p>Threshold performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	<p>(3 marks)</p> <p>1</p>

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

Total for this question: 28 marks

Question 3 Changing Rural Environments

3(a)(i) A village located in the rural-urban fringe / where most of the inhabitants commute to work in nearby towns or cities. **(1 mark)**

AO1 – 1

3(a)(ii) Shenstone is mainly **east** of the railway line. The village is approximately **1.5km** from north to south. **Many** of the smallest streets in the village are cul-de-sacs (dead ends). **(3 marks)**

AO2 – 1

AO3 – 2

3(a)(iii) There should be evidence of the use of the OS map extract – this can be by the use of specific grid references and / or place names or locations. The candidate should show that they understand the factors that cause villages to grow and are able to identify these on the map. The command is “suggest” not “describe”. Level 1 only for description. **(4 marks)**

AO1 – 1

AO2 – 1

AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements of factors with no apparent reference to the map.

There are good roads / motorways. There is nice countryside nearby. There is a railway line.

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of recognition of the growth linked to factors and use of the map extract.

There are large roads such as the A38 and the M6 toll. These make it easy for people to live in the village and travel to work elsewhere. There is a railway station at 106046 which commuters could use to travel to nearby cities. The village is surrounded by countryside so is attractive for people to live in instead of the city.

3(a)(iv) 1×2 **(2 marks)**
1 mark for recognition of the feature and the second for justification.

Suburban housing / detached houses (1) show housing built for wealthier commuters (1) who can afford the large houses / gardens (1).

AO2 – 1

AO3 – 1

3(b) Responses will depend on case study selected. Likely examples are Snowdonia and Cornwall. Need not be in the UK. Shops, post offices and pubs close leaving areas without services. Public transport is limited. Communities become isolated with an increasing elderly population and few newcomers except retirees. Rural depopulation, especially of the young. Housing can be poor quality and un-modernised in less desirable areas. Substantial numbers converted into second homes and holiday lets in the attractive areas, with associated increases in house prices, often out of the reach of locals. Unemployment can be high. Jobs are often low paid and seasonal in agriculture and / or tourism. **(6 marks)**

AO1 – 4

AO2 – 2

Level 1 (Basic) (1-4 marks)

Simple statements, with no real development and no named example.

People are leaving villages. The shops / pub / PO have shut. Rural areas have only old people left. Locals cannot afford to buy houses in the countryside. There are lots of second homes. There are no good jobs for people.

Level 2 (Clear) (5-6 marks)

Linked statements with some clarity of effect and at least a named example.
The shops / pub / PO in lots of villages in Cornwall have shut. So people leave villages because there are no services. Places like Snowdonia are attractive for holidays so people buy up houses to use for second homes. Young people then cannot afford to buy houses so they leave. Lots of the young people have left so the villages are mainly full of elderly residents.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	1
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	
3(c)(i)	1×2 Farming to produce food for the farmer and his family only (1) with little/no surplus for sale (1).	(2 marks) AO1 – 2
3(c)(ii)	Any reasonable difference. Crop is sold rather than used to feed farmer. Non-food crops such as flowers may be grown.	(1 mark) AO1 – 1
3(c)(iii)	1×2 or 2×1 Must be benefits to the country not individuals. Gain in export income / crops can be sold (1) which is in valuable foreign currency (1) which can then be used to develop (1). Can build links with foreign countries (1) which can encourage aid / investment (1).	(2 marks) AO1 – 1 AO2 – 1
3(c)(iv)	2×2 or 1×3 + 1×1 Incomes can be uncertain – cash crops are traded worldwide so they cannot control the price for their crop. Prices can drop suddenly and this can be a problem if they rely on the one crop. More food may need to be imported – there is not as much food being produced locally so food has to be brought in from elsewhere. Increased health risks for agricultural workers – demands to increase production / quality means that more chemicals / industrial methods are used. These are often used without safety measures which is dangerous for the workers.	(4 marks) AO1 – 2 AO2 – 2

Total for this question: 28 marks

SECTION B

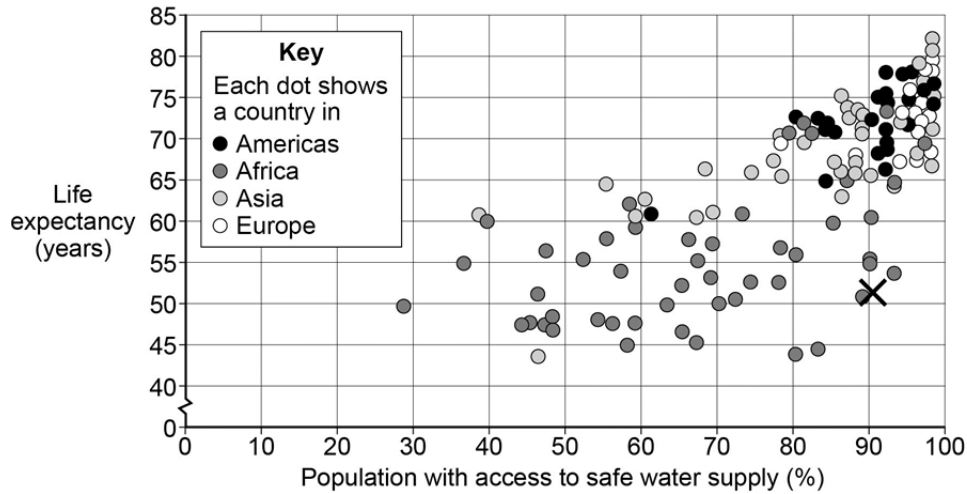
Question 4 Development Gap

4(a)(i) Africa (1 mark)

AO3 – 1

4(a)(ii) Correct plot. (1 mark)

AO3 – 1



4(a)(iii) Best fit line should have left to right inclination and be roughly in the centre of the scatter. Straight line only. (1 mark)

AO3 – 1

4(a)(iv) Positive correlation / as one goes up the other goes up as well. (1 mark)

AO2 – 1

4(a)(v) 1x2 or 2x1 (2 marks)
 There might be a widespread disease (1). There may still be poor health care (1). Water is not the only factor which influences life expectancy (1) credit development of point to link to life expectancy. AO2 – 2

4(a)(vi) 2x2 or 1x3 + 1x1 (4 marks)
 Candidates need to show how quality of life improves. Maximum 1 mark each for naming way either quality or quantity improves.
Quality – water purification, treatment works, covering of wells, filtering, separation from sewage.
Quantity – wells, boreholes, dams, stand pipes in shanty towns. Improvements in quality of life can relate to such things as reduced illness and disease, less time spent fetching water, reduced stress / danger and increased ability to work and earn as a result of any of the former. AO1 – 3
 AO2 – 1

4(b)(i)	Experts work with local people to identify their needs	Saves money on salaries so more can be spent on the projects	(3 marks) AO1 – 1 AO2 – 1 AO3 – 1
	Many of the workers are volunteers	There are no conditions attached	
	Projects tend to be low cost and use simple technology	What the local community wants is most important	
	Charities do not expect anything in return for their work	Those most in need are helped	
	The main priority is to help poorer people improve their lives	These are likely to be more sustainable	

1 correct = 1 mark, 2 correct = 2 marks, 3 or 4 correct = 3 marks

4(b)(ii)	1×2, 1 for the disadvantage and second mark for developing the point. Any reasoned disadvantage provided it relates to charitable aid, e.g. Charities can sometimes raise only small amounts (1) which limits the amount of help they can provide (1). Charities do not have the power of governments (1) so they cannot always act (1). They are dependent on donations (1) so may not always have the money they need (1).	(2 marks) AO1 – 2
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4(c)	There should be evidence of the use of the newspaper article. The candidate should show that they understand the link between future development and political instability such as the reversing of development progress and the hindering of education. They may also mention the lack of willingness of foreign countries to engage or invest in unstable areas. The command is to “explain” not “describe”. Level 1 only for description / direct lifts.	(4 marks) AO1 – 2 AO2 – 1 AO3 – 1
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Level 1 (Basic) (1-2 marks)

Simple statements of effects with no / limited reference to the article.

There are lots of refugees. The schools will not be open. There will be no security.

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of recognition of the link and clear use of the article.

The fighting means there are many refugees, so these people are unable to work and earn money for the country. The schools are closed because it is unsafe to open, therefore children will fall behind and the level of education in the country will suffer. Development will have to start again after the war, putting the country back where it started.

4(d)	Responses will depend upon hazard / area(s) / country(ies) selected. Answers could cover a country or countries at any stage of development since the question does not specify. Likely answers are Hurricanes in the Caribbean, Katrina, earthquake in Haiti, and the 2004 Boxing day tsunami/ Japanese tsunami. They could refer to one hazard generically such as sea level rise or desertification in the Sahel. Candidates should show how the damage has impacted upon future development. Costs related to GNP and other uses the money could have been put to. Long-term infrastructure damage and resulting prospects, especially transport and water systems.	(6 marks) AO1 – 4 AO2 – 2
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Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no named examples.

There were lots of deaths. Many homes were lost. The road network was damaged.

Level 2 (Clear) (5-6 marks)

Linked statements with at least one name of an event and country affected with description of the effect. Some indication of the link between the hazard and the future prospects.

Drought in the Sahel has led to desertification. People have suffered due to lack of food and then cannot work to help countries like Sudan and Mali develop.

The cost of rebuilding after hurricanes in the Caribbean takes money that could be used to help countries develop.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	1
	Intermediate performance	
Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	2	
High performance		
Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	3	

Total for this question: 28 marks

Question 5 Globalisation

5(a)(i) Anything valid. Feature, not definition is required. Look for element of change eg. more communication links, increased international trade, bigger TNCs. **(1 mark)**

AO1 – 1

5(a)(ii)	Statement	True	False	(4 marks)
	The most globalised countries are the richer countries.	✓		AO2 – 1
	All countries near the equator have low globalisation scores.		✓	AO3 – 3
	All countries in the Southern Hemisphere have high globalisation scores.		✓	
	The majority of the lowest globalisation scores are found in Africa.	✓		

5(b)(i) 13% **(1 mark)**

AO3 – 1

5(b)(ii) 1x2 or 2x1 **(2 marks)**
 The answer may refer to Figure 13 but does not have to. There are a wide range of possible valid responses. Likely answers are: Most of the world's energy is produced from fossil fuels (1) which will eventually run out (1). The amount of energy being used is increasing (1) which cannot continue for ever (1).

AO1 – 2

5(b)(iii) 2x2 or 1x3 + 1x1 **(4 marks)**
 Candidates need to show awareness of both social and economic. Must mention both for full marks. Maximum 1 mark each for simply stating an impact as the command is to "outline". Some impacts could be social or economic but don't double credit.

AO1 – 2

AO2 – 2

Social – Power plants / wind farms / cooling towers are unsightly (1) so people may object (1). Nuclear power has safety risks (1) so people will be frightened of its use (1). Energy becomes expensive as demand increases (1) so some may experience fuel poverty (1). Qualified pollution linked to health (1).

Economic – Countries with large energy reserves get richer (1) because other countries have to buy from them (1). Credit the opposite. Increased cost of energy (1) because there is more competition for decreasing reserves (1) leads to more fuel poverty for individuals (1). Credit effects such as job creation in renewable technology/power generation.

5(c) Responses will vary according to the energy source selected. Likely to be determined by the coverage in textbooks with wind energy a common choice. The question asks for a description of advantages and disadvantages. Expect comment on the size of the facilities and their current / projected locations. Advantages will be things such as reduction / elimination in emissions of greenhouse / harmful gases, low costs after set up and sustainability of an infinite energy source. Disadvantages will be things such as visual pollution, no constant supply of e.g. wind / sun in the UK, the costs initially and the size of facilities needed to generate enough power. **(6 marks)**

AO1 – 4

AO2 – 2

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and perhaps only advantages or disadvantages. Energy source may be unclear.
There are no gases given off. It does not create much power. The sun does not always shine.

Level 2 (Clear) (5-6 marks)

Linked statements with some development and energy source explicit. May reach bottom of level for good description of either advantages or disadvantages, reserve top of level for clear coverage of both, even if imbalanced.

Solar energy is collected using photo-voltaic panels which look like tiles. You need a lot of solar panels to produce energy. This can mean that they take up a lot of space. In the UK the sun does not always shine so other sources will be needed as well.

Wind turbines have zero carbon emissions once built so they help reduce global warming. Many people object to the size and noise of turbines so this can restrict where they are able to be built.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	1
	Intermediate performance	
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	2
	High performance	
	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	3
5(d)(i)	The distance that a food item travels from where it is grown to where it is eaten.	(1 mark)
		AO1 – 1
5(d)(ii)	1x2 1 mark for recognition that virtually all are from Lincolnshire. Second mark for realising that this is a very short distance to the shop. Credit recognition that some produce is home-grown, so zero / low food miles.	(2 marks)
		AO2 – 1
		AO3 – 1
5(d)(iii)	Expect reference to supporting local farmers and businesses, consumers being able to know where their food has come from. Food grown locally likely to be of higher standard because it has not had to be picked early to allow for transport / much local food also organic / more sustainable. Reduced carbon emissions / footprint from reduced food miles. Higher welfare standards for animals with reduced transport. Promotion of rare / local breeds and conservation issues.	(4 marks)
		AO1 – 2
		AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with limited awareness of the local aspects.

Shoppers can know where their food is from. It is better for you. The food is nicer. Emissions are reduced.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the link between locality and benefits.

Local food has spent less time travelling so it is fresher. This means it is better for you. Local food will have a lower carbon footprint as it has not travelled far. Events such as farmers' markets support the farmers. This means money goes directly to them and not a supermarket so that they make more money.

Total for this question: 28 marks

Question 6 Tourism

6(a)(i) 1.4kms–1.5kms = 2 marks; 1.3kms or 1.6kms = 1 mark **(2 marks)**

AO3 – 2

6(a)(ii) There should be evidence of the use of the OS map extract – this can be by the use of specific grid references and / or place names or locations. The candidate should show that they identify the features on the map and describe their attractions to tourists, e.g. walking in the woods / long distance footpaths, use of the beach, the pier, camping and caravan sites, museum, zoo park. **(4 marks)**

AO2 – 2

AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements of attractions with limited reference to the map.

No real description of the attraction.

There are caravan parks. There is a large beach. They could visit the pier.

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of description of the attraction, its appeal to tourists and clear use of the map extract.

There are some long distance paths such as the Weavers' Way which would appeal to walkers. The pier in square 2142 would be an attraction because this is a traditional feature of seaside resorts.

6(b)(i) Butler model or Tourist / Resort (Life) Cycle model. **(1 mark)**

AO1 – 1

6(b)(ii) **(3 marks)**

Statement	Number
The resort might become more popular again.	4
Tourism becomes very important to the economy.	3
There are a small number of visitors.	1
The resort might begin to decline.	5
More facilities are provided as the number of visitors rises quickly.	2

AO1 – 1

AO2 – 2

1 correct = 1 mark; 2 correct = 2 marks; 3 or 4 correct = 3 marks

6(b)(iii) Any reasonable suggestion: e.g. build new facilities ensure facilities are open all year, create new attractions, renovate and improve the area, spend on advertising and marketing. Accept named places / facilities, e.g. casino / new rides. **(1 mark)**

AO1 – 1

6(c)(i) 9% 18% 30% **(1 mark)**

AO3 – 1

6(c)(ii) London. **(1 mark)**

AO3 – 1

6(c)(iii)	1x2	(2 marks)
	1 mark for the way chosen and second mark for developing the point, e.g. It creates jobs (1) which provides money that can be spent elsewhere in the economy (1) It creates a market for other businesses (1) such as those that supply the tourist industry (1). Spending money in gift shops (1) so these businesses stay open. Jobs/money needs to be qualified to receive credit.	AO1 – 2
6(c)(iv)	2x2 or 1x3 + 1	(4 marks)
	Maximum 2 for points stated only with no development. Candidates need to show awareness of the factors and then how the factor impacts on UK visitor numbers. Weather is not an external factor. Expect a range of responses such as: fear of terrorism, world recession causing a drop in numbers as people cannot afford to come; volcanic ash from Iceland meant no planes landed for a week. Credit positive comments such as variations in the exchange rate, reduction of political barriers.	AO1 – 3 AO2 – 1
6(d)	Content will depend on example used. Expect reference to Galapagos, rainforests and Masai / Safaris. Candidates should be able to highlight the sustainable features such as: local employment, education programmes for the visitors, investment in facilities such as clinics and schools for the locals, high costs to keep visitor numbers and therefore impacts smaller, small scale operations to reduce impact, use of renewable energy and local food.	(6 marks)
	<p>Level 1 (Basic) (1-4 marks)</p> <p>Simple statements and / or listed points with no real development and no named example. No / limited mention of sustainable features.</p> <p><i>In the rainforest there are eco-lodges. Only a few people go to visit. Local people have jobs there. Visitors are educated about the area.</i></p> <p>Level 2 (Clear) (5-6 marks)</p> <p>Linked statements with the name of a place / scheme. Some understanding of sustainability shown.</p> <p><i>The Masai are paid an income for using their land. This gives them an income which allows them to stay in the area. The wildlife parks mean that the animals are safeguarded for the future and will not be poached.</i></p> <p><i>In the Galapagos the rules limit the number of tourists to reduce the damage. This means the environment is protected for the future. The tour boats are owned by locals which gives them an income.</i></p>	
SPaG	Spelling, Punctuation and Grammar	(3 marks)
	<p>Threshold performance</p> <p>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	1
	<p>Intermediate performance</p> <p>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

Total for this question: 28 marks