



General Certificate of Secondary Education

June 2013

Geography A

40304F

(Short Course)

**Unit SC1: Physical and 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 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.

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.

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.

The following is a list of the unit-specific annotations available on the CMI+ system:

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: The Restless Earth

1(a) (3 marks)

Location of plate margin	Type of plate margin
X	Constructive
Y	Destructive
Z	Conservative

AO2 – 1
AO3 – 2

1(b) (Composite) volcanoes, super volcanoes, fold mountains or ocean trenches. (2 marks)

AO1 – 2

1(c) Flat/rounded top, low lying, broad base, gently sloping sides, made of runny lava / basaltic lava, little ash, non-explosive eruption, frequent eruptions. (2 marks)
2x1

AO1 – 2

1(d) Composite volcanoes occur at destructive plate margins. Here, plates move towards each other due to convection currents. Pressure builds up over a long period of time as the denser oceanic plate sinks beneath the continental plate. Melting of this occurs in the subduction zone due to friction and heat and the crust becomes magma. This process causes a build-up of pressure which is released in an explosive eruption – giving volcanoes that are formed of sticky slow flowing lava and ash often in alternate layers along a line of weakness/fault. (4 marks)

AO1 – 3
AO2 – 1

Level 1 (Basic) (1-2 marks)

A partial explanation – may have start, end or random parts of sequence.

Sequence incomplete.

Plates move towards each other. One plate sinks beneath the other. Pressure builds up and a volcano is formed.

Level 2 (Clear) (3-4 marks)

Stages are clear and explanation is coherent and complete.

Sequence complete.

Develops and links points.

Plates move towards each other due to convection currents. The denser oceanic plate sinks beneath the continental plate. Melting of this occurs in the subduction zone due to friction and heat and a pool of magma forms. This rises and the pressure is released in an explosive eruption often along a fault – giving a steep sided volcano of lava and ash.

Diagrams may be drawn to support text.

1(e)

(4 marks)

	Primary or secondary effect	Positive or negative effect
Half a million people fled when Mt Nyiragongo erupted in Africa.	S	N
Lava flows led to 45 deaths when Nyiragongo erupted.	P	N
Tourists visit areas such as Pompeii next to Vesuvius in Italy.	S	Po
Ash from Mount St Helens killed all living things up to 27km north of the crater.	P	N
Soils around Vesuvius are very fertile.	S	Po

AO1 – 2
AO2 – 2

Accept P in second column.

1 mark for every 2 correct categories – round up, not down if odd number correct.

1(f)(i)

Off the east coast of Japan/approximately 200 – 300 km off the coast/near a plate boundary.

(1 mark)

AO3 – 1

1(f)(ii)

Recognition of a destructive plate margin, with epicentre/earthquake originating under the ocean. This resulted in land being thrown / flexed upwards leading to the displacement of the column of water above. This separates and heads for the coast. As it approaches, the wave length reduces and the height increases as the water piles onto the coast.

(3 marks)

AO2 – 1
AO3 – 2

3x1, reserving 1 mark for displacement of water which is critical for tsunami.

1(g)

Actual content will depend on the case study being used – Boxing Day tsunami of 2004 is textbook example but Japan tsunami also likely to be used – as below.

(6 marks)

AO1 – 3
AO2 – 3

Immediate – There will be reference to the need to rescue people – getting people to safety – out of the water, possibly reference to moving inland or to higher ground or to the top of buildings. There may be reference to the presence of early warning systems and how these work using buoys at sea and sirens to warn on land – although these seemed ineffective on this occasion. A need to provide shelter and medical aid, providing food and water – the army - over 50,000 soldiers were drafted in. 300 planes were mobilised to rescue people. There may be reference to the attempts to control reactors at the Fukushima nuclear plant and the evacuation of 45000 people within 6 miles that took place as a result of the flooding. Japan actively sought international help. Longer term – This will become better documented in the future – especially on the first anniversary and will involve the need to rebuild houses – ideally using different materials and designs – to make them less easy to destroy; to provide the means to be able to do this and to rebuild public buildings; to rebuild roads, railways to help people to come to terms with a traumatic event and loss of parents, children; to reflect perhaps on building nuclear reactors in the possible path of tsunami and the effectiveness of the early warning system.

Level 1 (Basic) (1-4 marks)

Describes responses to a tsunami – may drift to effects.

Statements are general in a random order.

People tried to run away, to get to the top of tall buildings. Rescue helicopters found trains that had overturned and got people who were stranded in floods.

Level 2 (Clear) (5-6 marks)

Statements are linked – focus on responses.

There is clear reference to the case study named.

Over 200 000 people went to shelters on the first night after the tsunami. Many waited to be rescued having fled to safety. Over 50 000 soldiers were drafted in from the Japanese army and 300 helicopters to search for survivors and take them to safety. 45 000 people were evacuated from the coastal nuclear Fukushima plant, as attempts were made to prevent meltdown. Britain sent over 60 fire and search team members to help the rescue effort.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	1
	Intermediate performance	2
	High performance	3
	Total:	28 marks

Question 2: Water on the Land

2(a) Correct positioning of label for vertical erosion on river bed and lateral erosion at sides/banks. If both arrows don't connect – 1 mark.
2x1 **(2 marks)**
AO1 – 2

2(b)(i) **(3 marks)**
AO1 – 1
AO2 – 1
AO3 – 1



X Steep/almost vertical valley sides, stepped, cliff, bare rock, scar, v-shaped

Y Straight channel, slight bend, river is in deep valley, narrow, smooth flow, deep channel

Z Rapids/white water/fast flowing

X – steep, almost vertical valley sides, stepped, cliff, bare rock, scar, v-shaped
Y – straight channel, slight bend, river in deep valley, narrow, smooth flow, deep channel
Z – rapids, white water / fast flowing

3x1

2(b)(ii) Any valid statement that relates to individual diagrams. **(4 marks)**
AO1 – 3
AO2 – 1
E.g. for first diagram – horizontal layers of hard and soft rock; hard rock layer on top of soft rock.
For second diagram – soft rock is eroded faster than hard rock; undercutting occurs; an overhang of hard rock develops.
For third diagram – overhang collapses; waterfall retreats; process starts again.
For fourth diagram – overhang collapses repeatedly; waterfall retreats leaving gorge where the waterfall used to be. Must refer to gorge for 4 marks.
Some possible answers are interchangeable across diagrams.
4x1

2(c)(i) Hydrograph should have a higher peak and a shorter time lag. **(2 marks)**
AO1 – 1
AO3 – 1
2x1

2(c)(ii)	<p>The amount of water fluctuates due to a variety of factors. The specification refers to amount and type of rainfall, temperature, previous weather conditions, relief, rock type (impermeable, permeable, porous and pervious) and land use. There should be reference to some of these. There is a need to explain so answer should focus on this – e.g. the recognition that rivers in areas of impermeable rock will have more water in them than those with permeable as they do not allow water to soak in, so water flows quickly over the surface to the channel. In contrast, rocks like limestone have joints and bedding planes that provide pathways for water to enter and go through, so water is removed from the surface and takes a slower route to the river, so there is less water present in the channel.</p> <p>Level 1 (Basic) (1-4 marks) Simple, separate statements, perhaps list-like identification at lower end. Will begin to explain at top end. <i>Some rivers are in areas where there are lots of trees. Some have steep slopes. Water gets to the river fast where slopes are steep.</i></p> <p>Level 2 (Clear) (5-6 marks) Develops and links statements. Will refer to more than one reason. Clear, purposeful explanation. <i>The amount of water will be high if the river is in an area with steep slopes. This will cause the water to run quickly over the surface due to gravity, before it has time to soak in. It will reach the river quickly and the amount of water will increase. The previous weather can also cause changes. If it has been dry, rain will soak into the ground and will be slow to reach the river. However, if it has been wet, the water will flow over the surface reaching the river quickly.</i></p>	<p>(6 marks)</p> <p>AO1 – 3 AO2 – 3</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>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.</p> <p>High performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>(3 marks)</p> <p>1</p> <p>2</p> <p>3</p>
2(d)(i)	<p>South-east</p>	<p>(1 mark)</p> <p>AO3 – 1</p>

2(d)(ii) First, third and fourth statements are correct. **(3 marks)**

The area is mountainous.	✓
The area receives little rainfall.	
There are cities, such as Liverpool, nearby.	✓
There are valleys between the highland areas.	✓
The area is densely populated.	
The area is forested.	

AO2 – 1
AO3 – 2

2(d)(iii) Dams are (usually) artificial walls of concrete that are built across a river valley. **(4 marks)**

The wall acts as a barrier, preventing water from flowing through and the water is stored in a reservoir/lake behind the dam. This water is then distributed where and when it is needed. Building more dams will increase amount of water stored and therefore that available. This should mean that, even in times of little rainfall or drought, that there will be a supply of water that is clean.

AO1 – 2
AO2 – 2

Level 1 (Basic) 1-2 marks)

Describes a dam and/or reservoir.

Statements are simple and separate.

Dams are concrete walls. Water cannot get through them. Lakes occur behind.

Level 2(Clear) (3-4 marks)

The description is followed by clear attempt to explain.

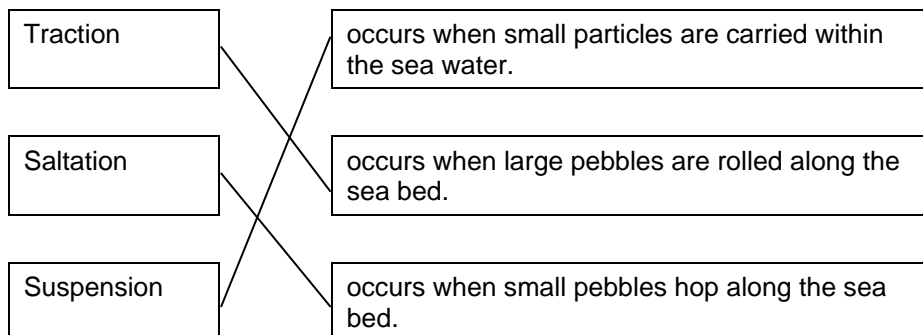
Statements are developed and linked – the dam/reservoir is linked to meeting demand.

Dams are built across river valleys. These concrete walls hold back large amounts of water in a lake behind them. This increases the amount of water stored and can be distributed to areas where and when it is needed. This should always be available even after a dry spell.

Total: 28 marks

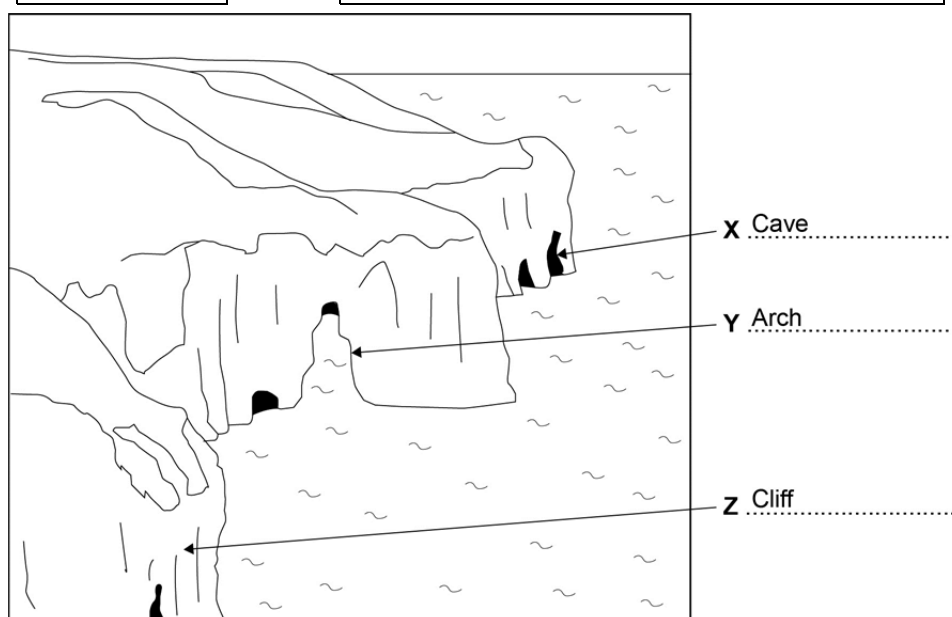
Question 3: Coastal Zone

3(a) All correct = 2; 1 correct = 1
2x1 **(2 marks)**



AO1 – 2

3(b)(i) **(3 marks)**



AO1 – 1
AO2 – 1
AO3 – 1

3(b)(ii) 3x1 **(4 marks)**

Waves erode the **base** / **face** of the cliff. An important erosion process is **longshore drift** / **abrasion**. A **cave** / **bay** is formed. Continued erosion causes an arch to form. This **retreats** / **collapses** to leave a sea stack.

AO1 – 3
AO2 – 1

4x1

3(c)(i) Sea level should be drawn as a solid line to match the key and be in line with 40cm scale line (i.e. add 35 to the 2010 figure).
2x1 **(2 marks)**

AO1 – 1
AO3 – 1

3(c)(ii) Economic effects include risk of loss of farmland, settlements such as Kings Lynn, the threat to the coastal tourist industry and areas such as the Norfolk Broads with its lucrative sailing. The cost of protection is likely to rise as areas seek to prevent flooding – the Thames Barrier will need replacing ultimately. Environmental effects include the flooding of large areas of mudflats, salt marsh **(6 marks)**

AO1 – 3
AO2 – 3

– which provide unique habitats. Rates of coastal erosion will increase and settlements will be further threatened – Happisburgh.

Level 1 (Basic) (1-4 marks)

Simple, separate statements, perhaps list-like identification at lower end.

Will describe effects at top end.

Lots of places will be flooded. People will lose jobs as tourist areas are lost.

More sea walls will be needed and barriers.

Level 2 (Clear) (5-6 marks)

Develops and links statements.

Refers to both economic and environmental.

Clear, purposeful description.

There are many economic and environmental effects. Economically, settlements

will be threatened, even London where 1.25 million people work in flood risk

area. The cost of protection will be high with the Thames Barrier needing to be

replaced. Environmentally, many coastal areas will be threatened – with salt

marshes and mudflats that provide habitats for different plants and animals and

birds under threat. Rates of coastal erosion will increase and further threaten

vulnerable settlements, such as Happisburgh.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	1
	Intermediate performance	
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	2
	High performance	
	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	3
3(d)(i)	0 – 200, 200	(1 mark)
		AO3 – 1
3(d)(ii)	Any valid descriptive point. 3×1	(3 marks)
	X – coast is uneven/indented/lots of headlands and bays, (little) islands.	AO2 – 1
	Y – large river mouth/estuary/break in coastline.	AO3 – 2
	Z – coast is smooth/straight/spit present/ river mouth/estuary	

- 3(e)** Soft engineering involves things such as beach nourishment where sand is added to the existing beach and so protects the coast behind from erosion by forming a barrier, dune regeneration where sand dunes are stabilised by planting marram grass and areas are fenced off from people to prevent erosion, and these like the beach nourishment protect the area behind. Marsh creation where low lying areas that are seen as being unimportant are allowed to flood to protect other more valuable areas. **(4 marks)**

AO1 – 2
AO2 – 2

Level 1 (Basic) (1-2 marks)

Describes soft engineering strategy(ies).

Statements are simple and separate.

Sand is added to the beach. This is beach nourishment. Some areas are allowed to flood and marshes are created.

Level 2 (Clear) (3-4 marks)

The description is followed by clear attempt to explain.

Statements are developed and linked – the strategy to the way the land is protected.

Extra sand is added to the existing sand on the beach. This acts as additional protection and is a barrier between the sea and the land, protecting the coast. Sometimes, areas are allowed to flood and marshes are created. These areas then take the force of the sea and protect more valuable areas once they have been sacrificed.

Total 28 marks

SECTION B

Question 4: Changing Urban Environments

- 4(a)(i)** 4x1 (4 marks)
The increased number of vehicles on the roads means that the roads are more **congested**. With increased traffic, the average speed in many cities has **decreased**. When traffic moves slowly or is stationary there are increased **emissions** from exhausts causing poorer air quality. The poor air quality can cause more **health** problems for people in the city. AO1 – 2
AO2 – 2
- 4(a)(ii)** 2x2 or 1x3 + 1 (4 marks)
Park and Ride schemes – These encourage people to park on the outskirts of cities which will reduce congestion as there will be fewer cars. One large bus produces fewer emissions / less air pollution than the individual cars. AO1 – 3
AO2 – 1
Tram systems – Produce zero / low emissions as they are electric. Much lower noise than petrol vehicles. One tram can carry the equivalent of 2/3 buses so reducing emissions. Lower emissions than the individual cars. Modern and attractive which will encourage people to use them.
Cycle Hire schemes – Ideal for the very short journeys which are most of urban travel, so are more suitable than car. They remove the need for people to worry about security of their own bike and therefore remove one of the big obstacles to choosing bikes over cars. Zero emissions / sustainable.
- 4(b)** Needs to show use of Figure 13 through reference to something in the photographs. This may be slight. However, there should also be evidence of the candidate going beyond this with their own knowledge to show why the photo illustrates attempts to improve CBDs. They may reference things such as pedestrianisation, creation of modern shopping malls / centres, improving the appearance through things such as flower baskets / public art, creation of outdoor seated areas, events such as the market. These should in turn be linked to ideas such as encouraging people back into the CBD, creating alternative uses for areas, renovating old buildings. (4 marks)
AO1 – 1
AO2 – 1
AO3 – 2
- Level 1 (Basic) (1-2 marks)**
Simple statements either lifted from the resource or just their own knowledge.
There are new buildings. The flowers and trees make it look nice. There are places to sit out.
- Level 2 (Clear) (3-4 marks)**
Linked statements showing use of the resource and own knowledge.
The photo shows a modern shopping centre which is better than many old CBD buildings. This may encourage people back into the CBD. Places to sit out mean that cafés can replace shops. This can be seen in many city centres nowadays.
- 4(c)(i)** Correct completion (height of bar only, width can be ignored). (1 mark)
AO3 – 1
- 4(c)(ii)** 15 (million). (1 mark)
- 4(d)(i)** Left to rot / not collected. AO3 – 1
(1 mark)
-

		AO3 – 1
4(d)(ii)	1×2 1 mark for the initial point, the second for development. Can use the resource but does not have to. Any reasonable ideas: It smells / is unpleasant (1) and so will detract from the quality of the environment (1) It will attract flies / other vermin (1) and so creates a health hazard / spreads disease (1) It can pollute the water supply (1) and so increase disease risk (1)	(2 marks) AO1 – 2
4(d)(iii)	2×1 Must be separate points. Can be lifts or can be reasonably inferred. Makes environment healthier (1) can provide a job / wages (1) produces compost which can be used / sold (1) will bring community together (1) reduces landfill (1)	(2 marks) AO2 – 2
4(e)	Content will depend on the example(s) chosen. Likely that the example will be a place but could be a feature of sustainable living. The question refers to urban development so this could be a whole city or equally valid would be a development within a city. Schemes such as park and ride would be relevant if related to sustainability. Features of sustainable development are: waste minimisation/recycling, renewable energy, carbon reduction, localisation of food production, good public transport, walking and cycling, provision of open space.	(6 marks) AO1 – 4 AO2 – 2
	Level 1 (Basic) (1-4 marks) Simple statements or lists with no reference to named place / scheme. <i>There is good public transport. Lots of people cycle. There are solar panels on the roofs.</i>	
	Level 2 (Clear) (5-6 marks) Linked statements with the name of at least one place or scheme. <i>Freiburg in Germany has solar panels on the football stadium. This means less carbon dioxide is given off. All the neighbourhoods have their own green space. The BedZed scheme uses mostly renewable energy. It is also close to good public transport so people do not need to drive.</i>	
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: Changing Rural Environments

- 5(a)** Correct completion (height of bar only, width can be ignored). (1 mark)
AO3 – 1
- 5(b)(i)** 750 (thousand hectares). (1 mark)
AO3 – 1
- 5(b)(ii)** 2x1 (2 marks)
Any two reasonable answers. Candidates need only state, they do not need to elaborate. Common responses likely to be:
Consumer demand (1) concerns over health (1) concern for the environment (1)
Farmers wishing to make more money (1) Promotion by supermarkets (1)
growth of local / farm shops (1)
AO1 – 2
- 5(b)(iii)** 2x1 (2 marks)
Any two reasonable answers clearly stated as differences. Common likely responses: organic does not use chemicals but non-organic does (1) organic fertiliser will be manures/animal waste whereas non-organic will be oil-derived (1) yields will be lower on organic farm (1).
AO1 – 2
- 5(c)** 2x2 or 1x3 + 1 (4 marks)
Do not double credit.
Environmental Stewardship – This is a points-based system where farmers can receive £30 per ha pa (Entry Level) for things such as promoting wild bird cover, hedgerow management, buffer strips or greater varied payments (Higher Level) for more complex management in areas of greater environmental need.
English Woodland Grant – Grants to farmers to create new woodland and carry out woodland management, especially where it protects or enhances the woodland's environmental or social value.
Energy Crops – Farmers can be paid 50% of all costs for establishing Miscanthus or short rotation coppice for their own / small power stations.
AO1 – 2
AO2 – 2
- 5(d)(i)** 80-90% (1 mark)
AO3 – 1
- 5(d)(ii)** Needs to show use of Figure 18 through reference to something in the extract. This may be slight. However, there should also be evidence of the candidate going beyond this with their own knowledge to show how rural living can be sustained. They may reference things such as subsidised transport, co-operative schemes to run local shops / pubs, EU and other funding. These should in turn be linked to ideas such as improving communication to compete with urban areas, supporting jobs and providing employment, making businesses more financially viable, allowing people to live in rural areas but reach jobs elsewhere. (4 marks)
AO1 – 2
AO2 – 1
AO3 – 1
- Level 1 (Basic) (1-2 marks)**
Simple statements, either lifted from the resource or just their own knowledge.
No real mention of rural sustainability.
Broadband is installed. Buses are subsidised. Businesses are given grants.

Level 2 (Clear) (3-4 marks)

Linked statements showing use of the resource and own knowledge. Link to rural sustainability established.

In Cornwall some key bus routes are subsidised. This allows people to stay in their villages but to commute to jobs in nearby towns. A number of village pubs are now run as co-ops, which means they stay open and encourage a sense of community.

5(e)(i)	Statement	True	False	(4 marks)
	All the areas with over 3% second homes are on the coast.		x	AO2 – 3 AO3 – 1
	There is a very low percentage of second homes between Liverpool and Manchester.	x		
	Most of London and its surrounding area have over 3% second homes.		x	
	The South West has a high concentration of second homes.	x		

5(e)(ii)	Content will depend on the example(s) chosen. There should be clear reference to a named area. This could be small scale, e.g. Wensleydale or a broad region, e.g. Snowdonia. A number of characteristics could be mentioned such as: increasingly retired population, population much greater at weekends, declining quality of environment as land untended, closure of shops and services, increasing percentage of second homes.	(6 marks) AO1 – 4 AO2 – 2
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Level 1 (Basic) (1-4 marks)

Simple statements or lists with no reference to named area.

Lots of houses are empty during the week. The shop and the pub have closed down. Only old people are left in the village.

Level 2 (Clear) (5-6 marks)

Linked statements with the name of an area.

A quarter of the population in many Cornish villages are retired. This is much more than the national average. In places such as Rock more than 50% of the homes are now second homes. Few shops and services are open in these places outside of holiday seasons.

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>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.</p> <p>High performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	(3 marks) 1 2 3
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Total for this question: 28 marks

Question 6: Tourism

- 6(a)(i)** Correct completion (height of bar only, width can be ignored). (1 mark)
AO3 – 1
- 6(a)(ii)** General trend of increase (1) second mark for some element of detail such as figures (1) or commenting on points of steeper increase (1) (2 marks)
AO2 – 1
AO3 – 1
- 6(b)(i)** 2x1 (2 marks)
First mark for some comment that Europe much greater than Africa (1) second mark for some use of the numbers (480 vs 47 million) or percentages (51 vs 5).
AO2 – 1
AO3 – 1
- 6(b)(ii)** Any reasonable suggestion. Possible responses may be: much further away, more expensive because of distance, more difficult to travel to, e.g. flight vs drive, conflict drives people away, fewer attractions / holiday destinations. (1 mark)
AO1 – 1
- 6(b)(iii)** 2x2 or 1x3 + 1 (4 marks)
Do not double credit.
Improved transport links – Make it easier and / or quicker for travel to places. Cost of travel much reduced as links improved. Credit comment on budget airlines if connected to ease of travel. Quality also much better so people more inclined to travel. AO1 – 2
AO2 – 2
More paid holidays in richer countries – Means that people can afford to travel as leave is paid, also there is more of it so they have the time to go. Credit comment on this being the richer countries so the sums of money will be greater and they will want to travel elsewhere in the world.
Increased information about different places – Internet and TV mean that knowledge and awareness of different locations is much greater and then people will want to travel to places they have seen / heard about.
- 6(c)(i)** 8.7 (1 mark)
AO3 – 1
- 6(c)(ii)** Needs to show use of Figure 22 through reference to something on the diagram. This may be slight. Candidates may reference things like direct employment in industries such as attractions and entertainment and also indirect through the industries which are then engaged as a result, such as farms supplying food or doing laundry. They may also quote figures to show the monetary value to the industry. (4 marks)
AO1 – 1
AO2 – 2
AO3 – 1
- Level 1 (Basic) (1-2 marks)**
Simple statements, either just lifted from the resource with no comment or just their own knowledge. No real mention of supporting an economy.
There are jobs in hotels. Lots of money comes in. 2.6 million people work in tourism.
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Level 2 (Clear) (3-4 marks)

Linked statements showing use of the resource . Link to supporting the economy established.

2.6 million have jobs to do with tourism. This is a lot and shows how many people depend on it. There is a chain where jobs depend on tourists coming such as more trade in a restaurant because visitors eat out more.

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| 6(d)(i) | 2x1
Clearly will depend on the location. Any valid reasons that relate to the chosen location. | (2 marks)

AO1 – 2 |
| 6(d)(ii) | 2x1
Candidates need only state. Again will vary with location and reasonable problems should be credited. | (2 marks)

AO1 – 2 |
| 6(d)(iii) | Content will depend on the example(s) chosen. There should be clear reference to a named location. A number of plans and strategies could be mentioned such as: building new facilities or improve old ones, improve transport so it is easier to travel there and / or then to travel within the location, advertising and marketing, reduce costs or have incentives to visit. | (6 marks)

AO1 – 4
AO2 – 2 |

Level 1 (Basic) (1-4 marks)

Simple statements or lists with no reference to named area.

They have built a new visitor centre. A lot of money is spent on advertising. There is a park and ride at busy spots.

Level 2 (Clear) (5-6 marks)

Linked statements with the name of an area. Some notion of how the action links to success in the future.

Blackpool Pleasure Beach has added new rides recently. This means that tourists will want to go back to do something different. There is a park and ride at The Roaches which makes it less busy and easier for visitors to go. It is also cheap (£1) so it will be used lots and tourists have money to spend on other things to keep the Peak District businesses going.

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| 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