



General Certificate of Secondary Education

Geography – Full Course
Specification A

Paper 2 40302F Human Geography
Foundation Tier

Mark Scheme

Specimen Mark Scheme for Modular Specification 2013
(including Spelling, Punctuation and Grammar)

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The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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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
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2: Clear

Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via the 6 mark questions in Section A and the 6 mark questions in Section B. 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.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

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

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

SECTION A**Question 1 Population Changes**

1(a)(i) Demographic Transition **1 mark**

1(a)(ii) **4 marks**

Statement	Letter
Contraception becomes more common so that the birth rate falls rapidly	D
People have many children because the infant death rate is high	A
Birth and death rates increase at the same time	
Medical advances in curing diseases reduce the death rate	B
The rate of natural increase is very high	C

1(a)(iii) Stage 1 or 2 **1 mark**

1(a)(iv) 2 x 1 **2 marks**

Large number of young people / indicating high birth rate / Relatively few people reaching old age / reflecting death rate still high / Accept reference to shape of the pyramid, i.e. broad base and narrow top.

1(b)(i) 36 **1 mark**

1(b)(ii) Completed bar 1 for correct line and 1 for correct shading. **2 marks**

1(b)(iii) 2 x 1 **2 marks**

Increasing number of old people. Longer life expectancy / Fewer young people. Declining birth rate. Increase in 40–64 year olds.

1(b)(iv) **Level 1 (Basic) 1–4 marks** **6 marks**

Simple statements

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Build more hospitals. Build more old peoples' homes. Raise taxes. Employ more social workers.

Level 2 (Clear) 5–6 marks

Linked statements. Accept reference to attempts to raise the birth rate in France and Italy. Accept migration if linked to population structure.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Raise taxes so that more old peoples' homes can be built. Employ more social workers to help old people in their homes.

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.	
1(c)(i)	1 x 2 or 2 x 1 To look for work (1). To earn money to send back to their families (2)	2 marks
1(c)(ii)	Level 1 (Basic) 1–2 marks Simple statements largely straight lift from Figure 4. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>There are not enough schools and hospitals. There is labour prepared to work for little money picking fruit and vegetables.</i>	4 marks
	Level 2 (Clear) 3–4 marks Linked statements showing evidence of the candidate going beyond Figure 4. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. <i>There may be tensions between the foreign workers and the local population. There is overcrowding in local schools and there will be many children for whom English is not the first language. The farmers are able to get labour, because local people are not prepared to work for so little money.</i>	

Total Marks for Question 1: 28

Question 2 Changing Urban Environments

- 2(a)(i) Correctly plotted point and line completed. **1 mark**
- 2(a)(ii) 95(%) **1 mark**
- 2(a)(iii) 2 x 2 **4 marks**
 Reserve one mark for each to show how the proposed solution would reduce the problem of traffic in towns.
 E.g. Mass transit systems like the Tyneside Metro and the trams in Sheffield and Manchester are quick and efficient and are not held up by traffic jams and produce less air pollution. Bus priority lanes speed up buses making them more reliable and so more people will use them reducing the number of cars on the road. Pedestrianising city centres makes them safer for pedestrians and reduces air and noise pollution. Increased parking charges in the city centre will discourage car use and encourage more people to use public transport. The increased profits could be invested in better transport systems. Congestion charges make it more expensive to go into city centres so fewer cars do so.
- 2(b)(i) They are on the edge of the built up areas. **1 mark**
- 2(b)(ii) Unplanned, migrant, scrap, disease **4 marks**
- 2(b)(iii) Gained electricity (legal or illegal). Built of brick etc. **2 marks**
- 2(b)(iv) **Level 1 (Basic) 1–4 marks** **6 marks**
 Simple statements with limited reference to how the lives of the people have been improved.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
Use storage materials. Get electricity.
- Level 2 (Clear) 5–6 marks**
 Linked statements showing the impact on the lives of the people. Do not accept improvements made in rural areas to discourage people moving to the cities.
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
The people use stronger materials to build their houses. They may link up to electricity wires even if it is illegal. They develop community support groups to fight crime and try to get more support for themselves.

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
2(c)(i)	Local – less (organic) waste dumped in rivers / coast / landfill Global – fewer emissions of gases contributing to global warming. Accept reference to renewable energy, recycling etc.	2 marks
2(c)(ii)	Level 1 (Basic) 1–2 marks Simple generic statements with no reference to a named example. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>There are lots of green spaces. There is a good public system. There are good waste disposal systems.</i>	4 marks
	Level 2 (Clear) 3–4 marks Linked statements with at least the name of an appropriate example. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. <i>In Curitiba in Brazil, there are lots of cheap buses to reduce the number of cars on the road. Waste collectors can sell rubbish to recyclers for a profit. There are large areas of open space throughout the city.</i>	

Total Marks for Question 2: 28

Question 3 Changing Rural Environments

3(a)(i) Holiday home / home owned in addition to their main dwelling or residence / home for use for holidays or at weekends. **1 mark**

3(a)(ii) 2 x 1 **2 marks**
Correctly completed according to the key.

3(a)(iii) 2 x 1 **2 marks**
Highest percentage in centre of Lakes. Lowest percentage further west. Middle ranked area to east. Lowest percentage near to the sea. Highest percentage closest to the Lakes. No credit for merely repeating figures for Colton and Lakes. Must refer to percentages/proportions not highest/lowest/more/less as if absolute figures.

3(a)(iv) 1 x 2 **2 marks**
One developed point. Outsiders can afford to pay higher prices for houses, so local people cannot afford to buy. Shops/schools close because not used by second home owners. No credit for general problems caused by tourists – e.g. traffic congestion, pollution, scaring animals etc.

3(b)(i) **4 marks**

Statement	True	False
Many houses are being built.	✓	
Land is more expensive than the city centre and so is left as open space		✓
It is a very attractive area so no industry can be set up there		✓
The area may be a green belt to stop the city growing any further into the countryside	✓	

3(b)(ii) **Level 1 (Basic) 1–4 marks** **6 marks**

Simple statements largely concerned with the developments that have taken place rather than the reasons.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

They can build shopping centres there. They can build houses. The land is cheap.

Level 2 (Clear) 5–6 marks

Linked statements showing some appreciation of why the rural-urban fringe is being built on.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

There is plenty of open space and the land is cheaper than the centre of the city so developers want to build houses there. These houses are popular with buyers as they are in an attractive area. Out of town shopping centres are popular because there is plenty of space and they are accessible.

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(b)(iii)	Greenpeace / ecowarriors / environmentalists / conservationists / farmers / people living in the existing villages.	1 mark
3(b)(iv)	Conservationists want the land left as open space so the habitat of the wild life is not disturbed. Farmers lose their land and so will not be able to make a living. Existing villagers feel that new development would spoil the look of the area / increase the noise / put pressure on services.	2 marks
3(c)(i)	Water from the Blue and White Nile uses the natural slope of the land to take water to the fields.	1 mark
3(c)(ii)	Level 1 (Basic) 1–2 marks	4 marks
	Simple statements and/or giving the disadvantages of irrigation rather than the result of irrigation allowing the possibility of producing a cash crop. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>Salinisation. Water logging. Rural debt.</i>	
	Level 2 (Clear) 3–4 marks	
	Linked statements showing the disadvantages of moving from a subsistence to a wholly cash economy. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate	

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

The farmers start to produce the cash crop of cotton and stop growing food for themselves. If the price of the crop falls or the crop fails they have no money to buy food. Unless they have the technological know how to use the irrigation water correctly there is a danger of the soil being ruined by salinisation or water logging.

Total Marks for Question 3: 28 |

SECTION B**Question 4 The Development Gap**

4(a)(i) 1 x 1 Life expectancy. Education. Income per head. **1 mark**

4(a)(ii) Africa **1 mark**

4(a)(iii) N.B must be a country **1 mark**
Canada USA (not America) Countries of western Europe, Libya, Saudi Arabia etc.

4(a)(iv) **Level 1 (Basic) 1–2 marks** **4 marks**

Simple statements just agreeing with the statement without any attempt to suggest alternative divisions and/or reasons why a simple division is no longer acceptable.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

There is not a simple 2-fold division. There are great variations between different countries.

Level 2 (Clear) 3–4 marks

Linked statements with some attempt to suggest alternative divisions and/or reasons why a simple division is no longer acceptable.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

Some countries grow richer at a greater rate than others and some may get poorer so a simple 2-fold division is not now acceptable. A five-fold division is now more acceptable. Rich industrial countries, oil-exporting countries, newly industrialising countries, former communist countries and heavily indebted poor countries.

4(b)(i) A natural event which damages peoples' lives and/or property. **1 mark**

4(b)(ii) **4 marks**

	True	False
All continents are affected by tropical storms		✓
All tropical storms start over the sea	✓	
All tropical storms move away from the Equator		✓
Tropical storms affect areas only within the tropics		✓

4(b)(iii)	<p>Level 1 (Basic) 1–4 marks Simple statements e.g. drought. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>People do not get enough to eat or drink. Animals die. Crops fail. Low yields.</i></p> <p>Level 2 (Clear) 5–6 marks Linked statements. The answers must show the effect of the hazard on the development of the country. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. <i>The lack of rain means that the crops fail, which leads to malnutrition or famine. People do not enjoy good health as they are poorly fed and so cannot contribute to the wealth of the country. The lack of surplus crops means that they have nothing to sell and so gain money, which they can use to buy things for themselves. These services therefore suffer. There is not enough water and so the water supply may be poor in quality and quantity, which will affect the farming.</i></p>	6 marks
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 style="text-align: right;">1</p> <p style="text-align: right;">2</p> <p style="text-align: right;">3</p>
4(c)(i)	<p>2 x 2</p> <p>Reserve 1 mark for specific detail of the country chosen in each case e.g. Rich – UK an equable climate that favours farming. Well developed industrial system. Poor – Bulgaria suffering from lack of investment during the communist period. Difficult farming conditions in the Rhodope Massif.</p>	4 marks

- 4(c)(ii) 3 x 1 or 1 x 1 + 1 x 2 **3 marks**
- Can be a named EU policy/source of money and an indication of how it is used, or more general ways industry/agriculture/urban regeneration has been supported in the poorer parts by the EU.
- e.g. Urban Fund – money to improve social, economic and environmental problems in cities.
- Common Agricultural Policy (CAP) – support for farmers while not contributing to environmental damage.
- European Investment Bank – money for building projects like steelworks to reduce unemployment.
- Structural Fund – money given to add to money given by individual governments to support declining rural and industrial areas.

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Total Marks for Question 4: 28

Question 5 Globalisation

5(a) The process by which companies move around the world to find the most favourable location / The interdependence and integration of different countries' economies through cross border flows of trade, money, communications and investments. **1 mark**

5(b)(i) 3 x 1 **3 marks**
 South East **ASIA**
 Western **EUROPE**
MIDDLE East

5(b)(ii) **Level 1 (Basic) 1–4 marks** **6 marks**
 Simple statements that are generic and there is no indication of a specific location.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
The industry is in one place but people can travel to different parts of the world easily. Discussions can also take place with other parts of the world because of good Internet links.

Level 2 (Clear) 5–6 marks

Linked statements with at least the name of a localised industrial zone.
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
Many Formula 1 firms have their works in Northamptonshire and Oxfordshire in what is known as Motorsport alley. They are near a testing track at Silverstone and the drivers can fly in easily by plane. The ease of communications by Internet means that research into different parts of the car can take place in different parts of the world.

Spelling, Punctuation and Grammar**(3 marks)****SPaG****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(c)(i)

4 marks

	True	False
All Samsung offices are in poor countries		✓
North America has more Samsung offices than factories	✓	
Most Samsung factories are in Asia	✓	
Africa is the only continent without any Samsung Offices		✓

5(c)(ii)

2 x 1

2 marks

Cheaper labour / less environmental controls / less health and safety restrictions / less technical know how required / to increase trade

5(c)(iii)

Industry worldwide (1). Found in all continents except Australia (1).

2 marks

5(d)(i)

The distance food has been transported to reach the market.

1 mark

5(d)(ii)

19(%)

1 mark

5(d)(iii)

Air long haul

1 mark

5(d)(iv)

Level 1 (Basic) 1–2 marks

4 marks

Simple statements.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Only buy British goods. Buy goods which are grown locally. Support local farmers.

Level 2 (Clear) 3–4 marks

Linked statements, which show how the suggested course of action impacts on the number of food-miles.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

If British goods are bought less food needs to be imported so reducing transport by air. If local produce is bought then the crops do not have to travel so far from the farms to the market.

Total Marks for Question 5: 28

Question 6 Tourism

- 6(a)(i) Human **1 mark**
- 6(a)(ii) Historical / religious / famous buildings / churches / food and drink / places of interest. **2 marks**
- 6(b)(i) **Level 1 (Basic) 1–2 marks** **4 marks**
 Broad generalisations without any reference to a named UK tourist area. The attractions (physical or human) of the area are left to speak for themselves without any indication of why they led to the growth of a tourist industry.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
Beautiful scenery. High mountains. Sandy beaches. Lots of nightclubs.
- Level 2 (Clear) 3–4 marks**
 Named UK example (tourist area outside the UK remains in Level 1) and general attractions with some indication of why the physical and human features have led to the growth of tourism.
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
In the Lake District are high mountains and lakes which people like to walk around and climb up to the summit. Blackpool has a sandy beach and lots of amusement arcades, which people like to visit to play games.
- 6(b)(ii) 1 x 2 or 2 x 1 **2 marks**
 In Blackpool more indoor entertainment is being provided which is not dependant on the weather. The Pleasure Beach is building more attractions so that people will come at any time of the year. The resort is trying to get permission to build casinos to attract people all year. The hotels are looking to attract more conference trade as well as tourists.
 In the Lake District the transport infrastructure is being improved to make the area even more accessible. Widespread advertising is taking place to make the area even better known. Diversification is taking place on farms in the area to provide a range of outdoor pursuits that will attract more people. Timeshare developments may bring people into the area all the year around.
- 6(c)(i) To see the ice before it melts. To see a very different part of the world. To have an adventure holiday. To see a unique ecosystem. The areas are becoming more accessible with improved transport links. To see wildlife. **1 mark**

6(c)(ii)	<p>Level 1 (Basic) 1–4 marks</p> <p>Simple statements without any attempt to indicate how the suggested action may have an effect on reducing the impact of tourists on the environment. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. <i>Restrict the number of tourists. Maintain no-go areas. Strict controls on waste. Make holidays more expensive. Make charges for entry to more sensitive areas.</i></p> <p>Level 2 (Clear) 5–6 marks</p> <p>Linked statements with indication of how the suggested actions will reduce tourists' impact on the environment. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. <i>By charging entry to the more sensitive areas, the holidays would become more expensive which would have the effect of reducing the number of tourists visiting. Have a quota system, which only allows a specified number of tourists at one time so the impact is kept manageable. Have strict controls on removal of waste, which would reduce the danger of it entering the food chain or impacting on the ecosystem.</i></p>	6 marks
SPaG	<p>Spelling, Punctuation and Grammar</p> <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> <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> <p>High performance</p> <p>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>

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- 6(d)(i) 2 x 1 **2 marks**
High Temperatures / near the Equator / sea / beaches.
- 6(d)(ii) Tourism that does not destroy the environment / leaves the area in a good state for the next generation / makes good use of scarce resources / benefits local people / respects local traditions and culture / is sustainable. **1 mark**
- 6(d)(iii) 3 x 2
Must refer to the rules given. No number no mark. If the number does not relate to the rule no mark.
Resorts are only allowed to use recycled water in the garden – great increase in the demand for water. Makes use of scarce resources
No building to be taller than the treetops – holiday developments to fit into the landscape and not spoil the existing scenery.
No more than 20% of the island to be built on – no island to become too built up and so most of the island remains natural with the natural vegetation left intact.
Each island to have its own solar powered generator for producing electricity – use renewable energy which is non-polluting and there will be less need to import expensive fossil fuels such as oil.
- 6 marks**

Total Marks for Question 6: 28 |