



General Certificate of Secondary Education

Geography – Short Course
Specification A

Paper 4 40304F Physical & Human
Geography
Higher Tier

Mark Scheme

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

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 The Restless Earth**

- 1(a)(i) False, True, True, True **4 marks**
- 1(a)(ii) together, magma, gentle **3 marks**
- 1(a)(iii) Shape – super-volcanoes are generally flat / surrounded by higher mountains (1) in contrast to the gentle / steep sided mountain / presence of a crater of a volcano (1).
Scale – super-volcano would be much more violent (1) and dwarf eruptions such as Mt St Helens (1); will have much wider effects – on a global scale (1); will emit much more material – either ash or magma.
2×(1+1). **4 marks**
- 1(b)(i) Any valid item either for or against statement from Figure 2 e.g. Sumatra – 9.1 was stronger than Kanto, Japan – 7.9 (1) and there were 96 000 more deaths (1) 1 mark for correct earthquakes and 1 mark for using evidence. **2 marks**
- 1(b)(ii) Population density may have been very high (1) and therefore more people were affected near the epicentre (1); the buildings may have been old and not earthquake proof (1); the foundations may not have been deep enough / poorly built / inappropriate building materials. (1) Lack of evacuation plans (1) poor medical facilities (1)
Either 2×1 or 1×(1+1). **2 marks**
- 1(c) Mercalli Scale will form the basis of the answer. **4 marks**
There should be an understanding that this uses observed effects to determine the position on the scale. These may be described as text or as pictures. The scale goes up to XII. The score is given to match the level of impact. E.g. V will mean that everyone will feel the earthquake and dishes and windows will be broken. In contrast, a level XII will mean total destruction.

Level 1 (Basic) 1–2 marks

Simple, listed points.

An idea that it relates to different levels of damage done.

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) 3–4 marks

Points are developed and linked.

The name of the method will be known.

Examples of the types of damage will be linked to the increasing score.

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.

- 1(d) Actual content will depend on the case study being used. **6 marks**
- Immediate – there will be reference to the need to rescue people – may be done by relatives and basic equipment or just by hand initially, a need to put out fires, to provide medical help, to ensure there is clean water (and food). All of this may require international aid and teams of sniffer dogs, heavy equipment, medical staff, provision of water purifying tablets, blankets, setting up shelters, tents etc.

Long-term – this will involve the need to rebuild houses – using different materials and designs – to make them earthquake proof; to provide the means to be able to do this and to rebuild public buildings; attempts to give advice regarding what to do in an earthquake; to ensure jobs are being created; to help people to come to terms with a traumatic event and loss of parents, children.

Level 1 (Basic) 1–4 marks

Describes responses to an earthquake in a poorer part of the world.

Statements are general in a random order.

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) 5–6 marks

Immediate and long-term responses are distinguished.

Statements are linked.

There is clear reference to the case study named.

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.

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.	

Total Marks for Question 1: 28

Question 2 Water on the Land

- 2(a)(i) Confluence; tributary / small river joins **1 mark**
- 2(a)(ii) Symbol for steep slope / cliff present; contours close together; 100m contour down to 60m clear, but then sequence stops. **2 marks**
2 × 1
- 2(a)(iii) Channel is narrow (1) and winding (1). Valley floor is very narrow (1). Sides are steeply sloping (1). V-shaped (1). Asymmetrical cross profile (1) slopes (1). Allow for detailed observations, e.g. valley widens at Trafalgar. **3 marks**
3×1 / 1+(1+1)
- 2(b) Any valid label that fits the diagram and shows the sequence in the development of an ox-bow lake. **4 marks**
First diagram – reference to river beginning to meander / fastest flow being towards developing outside bend.
Second diagram – fastest flow on outside bend / results in erosion on this side of the channel and slower water on inside bend causes deposition. Third diagram – points for diagram 2 are valid if not previously made. Also, meander shifts and two outside bends get closer together as processes continue.
Fourth diagram – Neck of meander is broken through, often in flood. River follows shortest course, leaving ox-bow lake without water. Deposition completes separation over time.
- Level 1 (Basic) 1–2 marks**
Simple, listed points.
Order not correct – jumps about.
Sequence may be incomplete.
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) 3-4 marks**
Points are developed and linked.
Sequence and formation of ox-bow lake is 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.
- 2(c)(i) Flood occurs when a river bursts its banks (1) for this idea. Flash flooding occurs without warning / rapid response of channel to rain (1) for this aspect. **2 marks**
2 × 1

-
- 2(c)(ii) Relief is steep (1) so runoff will be rapid over the surface (1). **4 marks**
 Boscastle is a built-up area/area covered with buildings / tarmac / concrete (1) so land surface is impermeable and runs off quickly / drains put in to take water away, so gets to river even faster than it would do naturally (1).
 2×1+1
- 2(c)(iii) **X** – trees and debris piled up behind bridge. **3 marks**
Y – building has partly collapsed.
Z – road damaged.
 3 × 1
- 2(d) Actual content will depend on hard engineering methods selected. **6 marks**
 Likely to refer to dams and reservoirs, straightening of rivers.
 For dams and reservoirs, there should be recognition that this involves constructing a barrier behind which a lake is created. This will store water, especially during time of heavy rain and then water can be released during drier periods.
 Straightening involves redirecting the river's flow, by cutting out meanders and creating a more direct course. This means that the water is taken out of the area more quickly as it does not have to travel so far.

Level 1 (Basic) 1–4 marks

Describes 1 or 2 hard engineering methods.

Statements may be in a random order.

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) 5–6 marks

The description is followed by how the method controls flooding.

Refers to more than one method, but may be imbalance.

Statements are linked.

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.

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 Marks for Question 2: 28

Question 3 The Coastal Zone

- 3(a) Responses to convey the following. **3 marks**
 First diagram – Water enters a crack in the rock
 Second diagram – Temperature drops, water freezes and expands.
 Third diagram – Repetition over many years will lead to rock weakening and bits will break off.
 3×1
- 3(b)(i) **W** - sea stack; **X** – cliff; **Y** – cave/wave-cut notch; **Z** – bay **4 marks**
 4×1
- 3(b)(ii) Shifting of loose material down a slope as one. (Definition as clear as this is worth 2). Examples include sliding and slumping – 1 mark for example. **2 marks**
 $2 \times 1 / 1+1$
- 3(c)(i) Between 0.8km and 0.9km. **1 mark**
- 3(c)(ii) There is a sandy beach (1) which varies in width – seems to be narrowest at Mappleton. There are cliffs behind the beach (1) – these form a continuous line. Mappleton is situated on the coast – there is access to the beach from it (1) and the presence of a picnic site and toilets suggest it is used for recreation/tourism (1). **3 marks**
 3×1
- 3(c)(iii) Buildings are near the edge of the cliffs, so it is likely that some of these would go into the sea. Those further away, such as the windmill and the church would survive longer. The road, B1242 is very close to the north edge of Mappleton and this would be threatened, reducing the accessibility to Mappleton. People would lose their homes and the threat of this would be daunting. Businesses near the coast would also go and people would lose their livelihood. People would be forced to move and leave family, friends behind. People may decide to protest and try to get coastal protection. **4 marks**
- Level 1 (Basic) 1–2 marks**
 Simple, listed points.
 General – no specific reference to map.
 Will consider either settlement or residents.
 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) 3–4 marks**
 Points are developed and linked.
 Refers to map.
 Considers both settlement and residents.
 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.
- 3(c)(iv) Groyne is built at right angles to the coast. It will hold back the sand as it moves **2 marks**

down the coast (1). It will interfere with / stop longshore drift (1) and starve beaches to the south of sand (1).
2 × 1

- 3(d) Actual content will depend on coastal habitat selected – likely to be sand dunes / saltmarsh / mudflats but it could relate to area that has been industrialised and now being restored, a nature reserve, SSSI – indeed may be a combination of these. Whichever is selected, there should be reference to the weather conditions such as wind, the influence of the sea, the tidal range and the material present, i.e. sand if sand dunes and its origins. There should then be reference to the species that are present – plants and/or animals and how these have adapted to their habitat, reflecting why it is suitable for them, e.g. marram grass is folded to reduce transpiration in windy area; roots are long and extensive to search for water /stabilise it, **6 marks**

Level 1 (Basic) 1–4 marks

Describes the environment and/or the species present.

Statements may be in a random order.

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) 5–6 marks

The description is followed by links to why the environment is suitable.

Statements are linked.

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.

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 Marks for Question 3: 28

SECTION B**Question 4 Changing Urban Environments**

- 4(a)(i) Correctly plotted point and line completed. **1 mark**
- 4(a)(ii) 95(%) **1 mark**
- 4(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.
- 4(b)(i) They are on the edge of the built up areas. **1 mark**
- 4(b)(ii) Unplanned, migrant, scrap, disease **4 marks**
- 4(b)(iii) Gained electricity (legal or illegal). Built of brick etc. **2 marks**
- 4(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.

Spelling, Punctuation and Grammar		(3 marks)
SPaG	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.	
4(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
4(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 4: 28

Question 5 Changing Rural Environments

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

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

5(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.

5(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.

5(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	✓	

5(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	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.	
5(b)(iii)	Greenpeace / ecowarriors / environmentalists / conservationists / farmers / people living in the existing villages.	1 mark
5(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
5(c)(i)	Water from the Blue and White Nile uses the natural slope of the land to take water to the fields.	1 mark
5(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 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</p> <p>Knowledge of basic information</p> <p>Simple understanding</p> <p>Few links; limited detail; uses a limited range of specialist terms</p> <p>Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><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>	6 marks
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Level 2 (Clear) 5–6 marks

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.

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.

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 | 6 marks |
| | Must refer to the rules given. No number no mark. If the number does not relate to the rule no mark. | |
| | <i>Resorts are only allowed to use recycled water in the garden</i> – great increase in the demand for water. Makes use of scarce resources | |
| | <i>No building to be taller than the treetops</i> – holiday developments to fit into the landscape and not spoil the existing scenery. | |
| | <i>No more than 20% of the island to be built on</i> – no island to become too built up and so most of the island remains natural with the natural vegetation left intact. | |
| | <i>Each island to have its own solar powered generator for producing electricity</i> – use renewable energy which is non-polluting and there will be less need to import expensive fossil fuels such as oil. | |

Total Marks for Question 5: 28 |