



**General Certificate of Secondary Education**

**Geography – Full Course**  
*Specification A*

**Paper 2 90302F Human Geography**  
**Foundation Tier**

**Mark Scheme**

*Specimen Mark Scheme for Linear Specification (2014 onwards)*  
*(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 Change**

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

<b>1(a)(ii)</b>	Statement	Letter	<b>4 marks</b>
	Contraception becomes more common so that the birth rate falls rapidly	<b>D</b>	
	People have many children because the infant death rate is high	<b>A</b>	
	Birth and death rates increase at the same time		
	Medical advances in curing diseases reduce the death rate	<b>B</b>	
	The rate of natural increase is very high	<b>C</b>	

**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)** This question is about population structure **not** population growth. The candidates can approach this question by a consideration of how to encourage an increase in the birth rate in order to balance the development of an ageing population and/or the development of strategies to cope with an ageing population and the resultant increased demand on social/medical facilities and hence possible detrimental impact on the nation's economy. **6 marks**

**Level 1 (Basic) 1–4 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.

*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.*

<b>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>(3 marks)</b>
	<b>Threshold performance</b>	
	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.	<b>1</b>
	<b>Intermediate performance</b>	
	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.	<b>2</b>
	<b>High performance</b>	
	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.	<b>3</b>
<b>1(c)(i)</b>	1 x 2 or 2 x 1 To look for work (1). To earn money to send back to their families (2)	<b>2 marks</b>
<b>1(c)(ii)</b>	There must be evidence of the use of Figure 4 for maximum marks. There are a wide range of possible examples, covering environmental, social and economic factors. Candidates can concentrate wholly on one of these or deal with a combination of different aspects. The impacts can be on the area in general and/or the local inhabitants.	<b>4 marks</b>

**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.

*There are not enough schools and hospitals. There is labour prepared to work for little money picking fruit and vegetables.*

**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.

*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.*

**Total Marks for Question 1: 28** |

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**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)** The emphasis must be on the efforts of the inhabitants to improve their living conditions. The effects are most likely to be social, but credit can be given to references to the overall improvement to the environment of the squatter settlement and economy provided these are clearly impacting on the individuals' lives. Maximum level 1 if general description of squatter settlement redevelopment. Self-help schemes are the most likely examples but site and service schemes are relevant provided the student shows how local people build on and develop the basics provided by the outside agencies. Involvement of locals in the decision making processes and the development of community run policing arrangements would also be relevant.

**Level 1 (Basic) 1–4 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.*

<b>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>(3 marks)</b>
	<b>Threshold performance</b>	
	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.	<b>1</b>
	<b>Intermediate performance</b>	
	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.	<b>2</b>
	<b>High performance</b>	
	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.	<b>3</b>
<b>2(c)(i)</b>	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.	<b>2 marks</b>
<b>2(c)(ii)</b>	The description can be at any scale, from a new build housing development up to a sustainable settlement such as Dontang or Curitiba. The emphasis should be on preserving resources and the environment for future generations.	<b>4 marks</b>

**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.

*There are lots of green spaces. There is a good public system. There are good waste disposal systems.*

**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.

*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.*

**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)** This is an open-ended question, so a wide range of answers possible using commercial, residential, industrial or recreational examples. The emphasis must be on the location factors significant in the development of the land uses cited. These are likely to be accessibility, land values and the demands of the local population. **6 marks**

**Level 1 (Basic) 1–4 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.*

<b>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>(3 marks)</b>
	<b>Threshold performance</b>	<b>1</b>
	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.	
	<b>Intermediate performance</b>	<b>2</b>
	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.	
	<b>High performance</b>	<b>3</b>
	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(b)(iii)	Greenpeace / ecowarriors / environmentalists / conservationists / farmers / people living in the existing villages.	<b>1 mark</b>
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.	<b>2 marks</b>
3(c)(i)	Water from the Blue and White Nile uses the natural slope of the land to take water to the fields.	<b>1 mark</b>

- 3(c)(ii)** Candidates are not restricted to the Gezira area for their exemplification. **4 marks**  
Since the question refers to disadvantages there must be reference to more than one for maximum marks. The disadvantages can be social, environmental or economic or a combination of these.

**Level 1 (Basic) 1–2 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.

*Salinisation. Water logging. Rural debt.*

**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)** 1-2 correct – 1 mark, 3-5 correct – 2 marks, 6 correct – 3 marks. **3 marks**

Country	Classification in Figure 11a	Classification in Figure 11b
Saudi Arabia	Y	4
Russia	X	2
Brazil	Y	3
Kenya	Y	5
Australia	X	1

**4 (a) (ii)** 2×1 or 1×2 **2 marks**  
 There is a very wide range of stages of development and a simple two-fold division is therefore unacceptable. Countries develop in very different ways so it is not possible to compare an oil exporting country which gets a great deal of wealth from its export with a country whose wealth is dependant on a wider industrial base.

**4 (b) (i)** There should be evidence of the use of both the stimulus and the candidate's own knowledge. Accept that her happiness could be related to economic or social factors. **4 marks**

**Level 1 (Basic) 1-2 marks**

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.

Simple statements largely based on lifts from the stimulus material.

*Her children go to school. She is learning to read. She can operate a sewing machine.*

**Example of CMI annotations**

- **L1 Simple statements**
- **L1 No evidence beyond Figure**

**Level 2 (Clear) 3-4 marks**

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.

Linked statements that go beyond the stimulus material, and have some indication that people in the poorer and richer parts of the world have different priorities.

*Although she has few possessions these give her some hope for the*

future. Being able to read means she can improve herself educationally. Operating a sewing machine means that she has the opportunity to earn some money. People in poor countries do not have the same expectations as those living in rich countries.

**Example of CMI annotations**

- **L2 Evidence of use of own knowledge**
- **L2 Recognition of different priorities**

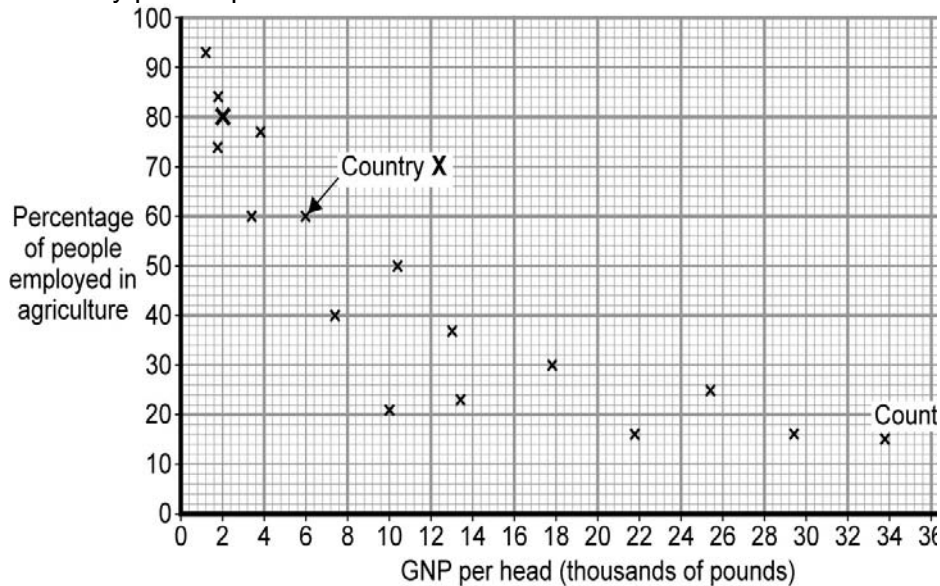
**4 (b) (ii)**      2×1      **2 marks**

Accept straight definitions.  
Standard of living can be measured and so is a quantitative index.  
Quality of life cannot be measured as it is a personal view of what people value in life.

**4 (b) (iii)**      1×2 or 2×1      **2 marks**

In the richer countries people are more concerned by their standard of living whereas in poor countries they are more interested in the quality of their lives.

**4 (c) (i)**      Correctly plotted point.      **1 mark**



**4 (c) (ii)**      The higher the GNP the lower the percentage employed in agriculture/  
negative relationship/correlation.      **1 mark**

**4 (c) (iii)**      1×2 or 2×1      **2 marks**  
Only gives an average figure. The wealth may be concentrated in an elite. May not reflect the situation in all parts of a country. Does not give any indication of the quality of life in a country.

- 
- 4 (d) (i)** Accept any appropriate countries in the core and periphery of the EU or western and eastern Europe, e.g. Country X – Bulgaria, Country Y – UK. **2 marks**
- 4 (d) (ii)** The best answers are likely to relate to a specific EU initiative but accept a more generalised approach but it is likely to leave the candidate in Level 1. **6 marks**

**Level 1 (Basic) 1-4 marks**

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.

Simple statements largely listing the EU strategies with limited indication of how they will impact on the contrasts within the EU.

*The Common Agricultural Policy. The Urban Fund. Regional development grants. The structural fund gives money to the poorer parts.*

**Example of CMI annotations**

- **L1 Listing of EU strategies**

**Level 2 (Clear) 5-6 marks**

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.

Linked statements showing how the proposed initiative aims to reduce the development gap.

*Common agricultural policy gives help to farmers without encouraging environment damage so that the very small farms on the periphery of the EU can compete with the larger farms. The European Investment bank provides funds for building projects like steelworks to reduce unemployment in the poorer parts of the EU.*

**Example of CMI annotations**

- **L2 Linked statement showing how strategy can reduce inequalities**



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<b>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>(3 marks)</b>
	<b>Threshold performance</b>	
	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.	<b>1</b>
	<b>Intermediate performance</b>	
	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.	<b>2</b>
	<b>High performance</b>	
	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.	<b>3</b>

**Total Marks for Question 4: 28**

**Question 5: Globalisation**

- 5 (a) (i)** 'Food miles' is a measure of distance food travels from the **farm** to the consumer. This transport adds to the **carbon dioxide** emissions that are contributing to climate change. Half the vegetables and ninety-five percent of the fruit in the UK are **imported**. **3 marks**
- 5 (a) (ii)** Using the car to go shopping. **1 mark**
- 5 (a) (iii)** People are eating a wider variety of food much of which cannot be grown in this country / growth in the popularity of ethnic foods / can be cheaper to import than grow locally. Eating foods which are out of season / greater demand due to increased population/ improved transport. Do not accept reference to *cost of transport*. **1 mark**
- 5 (a) (iv)** 2×1  
In a greenhouse / polytunnels, use of expensive / high tech machinery (ie machinery must be qualified), large amounts being grown in a small area, controlled environment (lighting / heating). **2 marks**
- 5 (a) (v)** 1×2  
One point developed.  
For one mark – the increased use of fossil fuels / energy to heat greenhouses. Increase in use of fertilizer. Intensive animal rearing.  
For second mark – link to the production of greenhouse gases.  
Do not accept reference to transport. **2 marks**
- 5 (a) (vi)** 1×2 or 2×1  
Decline of subsistence food production in favour of cash crop production. Increase in rural debt due to increasing need for fertilizers, pesticides. Accept positive effects – e.g. Farmers have larger market so make more money. Increased demand brings higher cost of production. Increased demand leading to higher cost of importing.  
Accept "price goes up" (supply and demand). **2 marks**
- 5 (b) (i)** Transnational corporation (at least Transnational correct) **1 mark**
- 5 (b) (ii)** e.g. Ford, Nestlé. **1 mark**

- 5 (b) (iii)** The question is concerned with description therefore no credit for explanation. Candidates can base their answer on their case study exemplar. **6 marks**

**Level 1 (Basic) 1-4 marks**

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.

Simple statements and only limited reference to the globalisation of industry.

*TNC is all around the world. Has many branches.*

**Example of CMI annotations**

- **L1 Simple description of TNCs**
- **L1 No reference to globalisation**

**Level 2 (Clear) 5-6 marks**

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.

Linked statements indicating that it has led to growth of industry in many countries.

*The TNC has its headquarters in MEDC and its factories in other countries. The offices are in rich countries and the manufacturing countries are in poor countries.*

**Example of CMI annotations**

- **L2 Clear link to why TNCs lead to growth of industry in many countries**

<b>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>(3 marks)</b>
	<p><b>Threshold performance</b> 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>	<b>1</b>
	<p><b>Intermediate performance</b> 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>	<b>2</b>
	<p><b>High performance</b> 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>	<b>3</b>
<b>5 (c) (i)</b>	<p>2×1 Increasing population. Greater wealth. Increasing ownership of cars. Developing technology.</p>	<b>2 marks</b>
<b>5 (c) (ii)</b>	<p>There should be evidence of the use of both the stimulus (both map and photo) and the candidate's own knowledge. The question is restricted to environmental effects so can cover both the extraction of the energy source and its transportation to its point of use.</p> <p><b>Level 1 (Basic) 1-2 marks</b> 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.</p> <p>Simple statement(s), largely lifts from the figure(s) or only used own knowledge. <i>The transport of the oil / building of the pipeline goes through protected areas and where the caribou migrate. Pollution due to oil spillage.</i></p> <p><b>Example of CMI annotations</b></p> <ul style="list-style-type: none"> <li>• <b>L1 Only reference to one Figure</b></li> <li>• <b>L1 Simple statements</b></li> <li>• <b>L1 Basic lift</b></li> </ul> <p><b>Level 2 (Clear) 3-4 marks</b> Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate</p>	<b>4 marks</b>

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

Linked statements with evidence of both the use of the stimuli material and of candidate's own knowledge. Shows possible effects on the environment.  
*The increased demand for energy means that it is drilled in very remote areas, which are unspoilt. In Alaska there was the building of the pipeline, which went through unspoilt mountain ranges and protected areas. The building of the pipeline could upset the wildlife and there was always the danger of spillage. Transporting oil by tankers has lead to environmental damage when there is a spillage which means the ecosystem will suffer.*

**Example of CMI annotations**

- **L2 Use of both figures and own knowledge**
- **L2 Shows effects on environment**

**Total Marks for Question 5: 28** |

**Question 6: Tourism**

**6 (a)** 1 mark for each correct column. **3 marks**

CITIES	COASTAL AREAS	MOUNTAINS
1	4	2
3	6	5

**6 (b) (i)** **6 marks**

It must be evident which type of tourist area the candidate has chosen and as the specification is clear in the need for a case study exemplification then this must be evident to an extent in the candidates' answer.

The content of the answer must relate to the National Park or coastal resort named.

If not an NP or resort or non-UK but answer is correct for named place – Max Level 1.

If the location named is within the NP accept the answer.

**Level 1 (Basic) 1-4 marks**

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.

Simple statements with no reference to a named example or a list of attractions with no indication of why they attract large numbers of tourists.

*There are mountains. This is a beach. There are amusement arcades. People can go hiking.*

**Example of CMI annotations**

- **L1 Simple generic statements**
- **L1 No link to why attracts many tourists**

**Level 2 (Clear) 5-6 marks**

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.

Linked statements using a named example and with some indication of why so many tourists visit the area.

*At Blackpool there is a long sandy beach where people can sunbathe. In the Lake District people can climb the Old Man of Coniston.*

**Example of CMI annotations**

- **L2 Named example with specific reasoning**
- **L2 Shows why attracts many tourists**

<b>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>(3 marks)</b>
	<b>Threshold performance</b>	
	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.	<b>1</b>
	<b>Intermediate performance</b>	
	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.	<b>2</b>
	<b>High performance</b>	
	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.	<b>3</b>
<b>6 (b) (ii)</b>	<p>2×1</p> <p><i>National Park</i> – becomes too overcrowded with visitors in honeypot sites. Traffic congestion in narrow mountain roads. Poor weather. Footpath erosion.</p> <p><i>Coastal resort</i> – competition from foreign resorts. Lack of up-to-date facilities. Poor weather.</p> <p>Negative press / media &amp; Higher cost/ more expensive could be relevant for either National Park or coastal resort.</p>	<b>2 marks</b>

<b>6 (b) (iii)</b>	2×2 Reserve 1 mark in each to show how it could benefit the tourist industry. Accept reference to case study exemplars. The 2 strategies <u>must</u> come from 1-3 or 4-6.	<b>4 marks</b>
	<p><b>National Parks</b></p> <ol style="list-style-type: none"> <li>1. <i>Farms offering tourist activities</i> – providing more accommodation in holiday homes and providing activities like pony trekking which would appeal to people who want more to do than look at the scenery or go hiking.</li> <li>2. <i>Managing the effects of footpath erosion</i> – ensuring that the footpaths are safe for walking while at the same time reducing the impact on the environment may encourage more trekkers to come to the area.</li> <li>3. <i>Zoning of the area into honeypots and wilder more remote areas</i> – in order to preserve the wild areas, which are attractive to those tourists requiring a more peaceful or wild area, most visitors could be encouraged to use the honeypot sites. This would limit any environmental damage and so encourage people to keep visiting the area.</li> </ol> <p><b>Coastal resorts</b></p> <ol style="list-style-type: none"> <li>4. <i>Building conference centres</i> – this will bring more trade into the resort because people would come outside of the holiday season and mean the hotels would be used for people other than tourists.</li> <li>5. <i>Concentrating on the luxury end of the market</i> – by providing some more expensive hotels and facilities such as art galleries and concert halls it would attract a different type of tourist from the usual family orientated tourists who are able to spend more money and so increase the profit margins.</li> <li>6. <i>Developing a wider range of attractions including those indoors</i> – these would be less dependent on the weather and so could extend the holiday seasons. Attractions like the Pepsi Max at Blackpool will attract people who do not wish to spend their holiday on the beach.</li> </ol>	
<b>6 (c) (i)</b>	2×1 Must develop information from Figure 16. Safe shallow lagoon ideal for swimming/sailing. To view sharks in the Indian Ocean. To sunbathe on the sandy beach (with shade from the palm trees). Max 1 for use of beach or sea, or straight lift.	<b>2 marks</b>
<b>6 (c) (ii)</b>	2×1 or 1×2 Wildlife disappeared. Clearance of the natural vegetation. Destruction of the coral. Visual pollution due to unsympathetic architecture. Traffic on road leading to air / noise pollution. Water pollution from hotel waste.	<b>2 marks</b>
<b>6 (d) (i)</b>	2×1 <i>Conservation</i> – Doing something practical to preserve the landscape, environment, wildlife and natural resources. <i>Stewardship</i> – Looking after the environment. Having responsibility for the environment.	<b>2 marks</b>



- 6 (d) (ii)** The benefits could be to the environment, the local economy or the lives of the people, but candidates could concentrate on one aspect. Are not required to use photo. **4 marks**

**Level 1 (Basic) 1-2 marks**

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.

Simple statements with little reference to how it can be considered sustainable. May be largely derived from Figure 17.

*People stay in native huts. The guides are local people. The tourists live with the local communities.*

**Example of CMI annotations**

- **L1 Simple generic statements**
- **L1 No named example**

**Level 2 (Clear) 3-4 marks**

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.

Linked statements and some attempt to explain how the environment is preserved.

*People stay in a wooden lodge and are taught about the rainforest.*

*Few trees are cut down and all the food and resources used are from the local area. As little of the forest is cut down as possible.*

**Example of CMI annotations**

- **L2 Evidence of named example with some specific details**
- **L2 Shows impact on future generations**

**Total Marks for Question 6: 28** |