



**General Certificate of Secondary Education
June 2012**

Geography B

40353H

Higher Tier

Unit 3 Investigating the Shrinking World

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

UNIT 3 (40353H)

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors.
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

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' or 'L2' 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 L2, reasonably accurate knowledge or some clear understanding.*
- 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 totalled in the 'box' 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 totalled. 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 recognise that many of the answers shown within this marking 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 credit-worthy. 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.

<p>1(a)</p>	<p>Point mark (2x1). 1 mark for identifying an item from Anatoly's desk as evidence of international consumption. 1 mark for clarifying how a range of objects shows globalisation (an interconnected world).</p>	<p>(2 marks)</p>
<p>1(b)</p>	<p>Factors include: changes in transport, changing markets, differences in labour costs and technological advances. Accept any other valid ideas.</p> <p>Level 1 Basic (1-2 marks) Simple statements of why industry has become globalised. Little more than factors given in the question reworded. <i>E.g. because labour is cheaper in less developed countries.</i></p> <p>Level 2 Clear (3-4 marks) Some clear explanation of why industry has become more globalised. May use one or more of the factors given. Credit any other correct ideas. <i>E.g. more advanced technology includes communications. Global communications enable TNCs to split what they do and make goods where labour is cheap to sell in high wage countries.</i></p> <p>Level 3 Detailed (5-6 marks) Detailed explanation of why industry has become globalised. May use factors given and/or others from own knowledge. Credit exemplification.</p>	<p>(6 marks)</p>
<p>1(c)(i)</p>	<p>Reasons might include: market size (UK/EU), labour costs/skills, supply chain, English language, tax advantages of being inside EU, government initiatives, infrastructure advantages, government policy on renewables. Accept any valid reason, including relatively high winds linked to wind farms.</p> <p>Level 1 Basic (1-2 marks) Simple statement(s) of suggested reasons why Siemens wants to locate its wind turbine factory in the UK. <i>E.g. because there's a large market.</i></p> <p>Level 2 Clear (3-4 marks) Clear development of reasons, perhaps in terms of link(s) Siemens likely wants. <i>E.g. the UK has an expanding wind power sector that would provide Siemens with a ready market for its turbines.</i></p>	<p>(4 marks)</p>
<p>1(c)(ii)</p>	<p>Possible benefits: employment, incomes, wage spend (multiplier effect) encouraging other businesses, increased tax revenue (e.g. for social spending), labour skills developed, export potential.</p> <p>Level 1 Basic (1-2 marks) Simple statements of benefit/s is/are made. May be generic. <i>E.g. reduce unemployment, increase incomes.</i></p> <p>Level 2 Clear (3-4 marks) Clear description of benefits opening new factories can bring to an area. Credit given for use of examples from own knowledge as well as Figure 3. <i>E.g. new jobs will generate high wages spent in other businesses such as retail that will prosper and employ more people through the multiplier effect.</i></p>	<p>(4 marks)</p>

<p>1(c)(iii)</p>	<p>1 mark for a simply stated reason and the second mark for its development or for a second reason. Possible reasons include: negative effects of factories on people and/or environments (e.g. noise, pollution, traffic), negative effect on competitors, opposition to wind farms linked to growth of factory output.</p>	<p>(2 marks)</p>
<p>1(c)(iv)</p>	<p>Point mark. 1 mark per suggestion. Up to a further 2 marks for developing a suggestion. Possible reasons include: wanting business, fear of work going abroad, fear of slowness of response when developing the factory is a major risk, desire that government should support development to help his/her firm financially.</p>	<p>(4 marks)</p>
<p>1(c)(v)</p>	<p>1 mark for a simply stated reason and the second mark for its development or for a second reason. Possible reasons include: wanting work to go to less developed countries (1st mark) and feel that UK government help was unfair competition (2nd mark). Credit any other valid points.</p>	<p>(2 marks)</p>
<p>1(d)</p>	<p>Point mark (4x1) – Any four changes. 1 mark for identifying change with dates, 1 mark for use of data. <i>Tertiary sector has increased from 1900 to 2010 (1) by approximately 28% (1).</i> Examples might include: Primary: fall throughout. Rise in secondary until 1950 then decline, especially in the 1980s. Tertiary: slow growth until c1960 then rapid but stepped growth (still stand in 1970s and after c. 1990). Overall shift in balance especially between secondary and tertiary in favour of the latter.</p>	<p>(4 marks)</p>
<p>1(e)</p>	<p>Possible effects include: prosperity reduction, unemployment, built environment dereliction, net outward migration, especially of young/skilled people. Accept negative or positive points (e.g. environmental improvements).</p> <p>Level 1 Basic (1-4 marks) Simple statement(s) of effect(s) is/are made. May be generic points or may name an area. <i>E.g. more unemployment, less income, factories closed, people left area.</i></p> <p>Level 2 Clear (5-6 marks) Clear explanation of how industrial decline has affected the named area. <i>E.g. factory closures meant more unemployment so less wages spent in shops which in turn closed and have been boarded up.</i></p> <p>Level 3 Detailed (7-8 marks) In-depth explanation showing more detailed understanding of how industrial decline has affected the named area. Or effective use of case study showing a broader locational understanding. <i>E.g. closing the Corus steelworks at Redcar lost 1600 jobs as well as leading to reduced spending in shops in Middlesbrough town centre, causing further job losses and making the town less attractive to new investors as more buildings are unused and derelict.</i></p>	<p>(8 marks)</p>

<p>1(f)</p>	<p>Possibilities include: giving grants to companies, developing transport links/infrastructure, supporting (higher) education, easing planning restrictions, promotion. Credit other valid points.</p> <p>Level 1 Basic (1-4 marks) Simple statement(s) of what can be done to attract industry, <i>e.g. government could give grants.</i></p> <p>Level 2 Clear (5-6 marks) Some clear explanation of how factors encourage industry to an area. Links actions to industry needs/wants, <i>e.g. the government can give grants to TNCs and this would reduce their set up costs and encourage them to set up in the area.</i></p>	<p>(6 marks)</p>
<p>1(g)</p>	<p>Making the bag is an example of appropriate technology because it uses recycled materials, uses bicycle transport rather than carbon-based energy, provides work for homeless people, uses hand skills rather than machines that are resource-consuming. So, it is suitable for/sustainable in the place where it is used.</p> <p>Level 1 Basic (1-2 marks) Simple points that are true of appropriate technology. Likely to be closely tied to Figure 6, <i>e.g. using recycled materials like old newspapers.</i></p> <p>Level 2 Clear (3-4 marks) Clearly explain how making the bag is appropriate technology. Uses own knowledge as well as Figure 6. <i>E.g. because making the bag uses recycled materials like old newspapers which are already available in Delhi.</i></p>	<p>(4 marks)</p>
<p>1(h)(i)</p>	<p>Point mark The development gap is the difference between the wealth of countries/regions. May be expressed in terms of data (HDI, GNI etc). 1 mark for who it's between (MEDC/LEDC, developed/developing countries, rich/poor regions etc).</p>	<p>(2 marks)</p>
<p>1(h)(ii)</p>	<p>1 mark for poorer countries advance. 1 mark for becoming more developed/an MEDC/wealthier or 2 marks for a developed idea. Could help reduce the development gap by increasing wealth of poorer countries as profits from sales/wages paid to workers are spent in local businesses, provided that richer countries industry does not grow more.</p>	<p>(2 marks)</p>

<p>2(a)(i)</p>	<p>(2x1) Crowded beach, high density/rise hotels, extent of built foreshore, lots of tourists, lots of hotels, 1 mark per valid piece of evidence from Figure 7.</p>	<p>(2 marks)</p>
<p>2(a)(ii)</p>	<p>Reasons might include: improved travel (jet aircraft, budget airlines), package availability, higher disposable income, greater confidence to travel, fashion, technological change, rise of global tourism companies, destination development, more leisure time/holiday time, greater awareness of global destinations.</p> <p>Level 1 Basic (1-2 marks) Simple statement/s of reason/s. <i>E.g. people had more money to spend on holidays.</i></p> <p>Level 2 Clear (3-4 marks) Clear explanation of why some changes has happened. Credit any examples. <i>E.g. higher disposable income so could afford to travel abroad in the 1960s and long-haul by 1980s.</i></p> <p>Level 3 Detailed (5-6 marks) Detailed explanation. Includes at least two changes shown in Figure 8. May use examples to show broader understanding. <i>E.g. by 1960s people had higher disposable income and the availability of Spanish package holidays via more widely available jet aircraft gave them a new product that was desirable.</i></p>	<p>(6 marks)</p>
<p>2(a)(iii)</p>	<p>Effects include: air pollution, increased greenhouse gases, global warming, water pollution from cruise ships. Allow credit for localised tourism impacts if clearly linked to increased international travel. Pollution must be qualified.</p> <p>Level 1 Basic (1-4 marks) Simple points about environmental effects of travel, including at the destination. <i>e.g. more air flights mean more CO₂ in the atmosphere.</i></p> <p>Level 2 Clear (5-6 marks) Clearly explains how increased international travel affects the environment. <i>E.g. most increased travel is by air and so there are more emissions of greenhouse gases like CO₂ into the atmosphere, which in turn means more global warming. Water pollution occurs at resorts like in the photo because of mass tourism made possible by increased international travel.</i></p>	<p>(6 marks)</p>

<p>2(b)</p>	<p>Point mark (4 x 1) or 2 marks for a developed point (1+1). Credit links to 'global'.</p> <p>Technology such as that in Figure 9 has helped the growth of global tourism by: enabling online operation, costs reduction, direct dealing with customer/supplier, enable flexible packaging, instant booking and payment, wider choice, price comparison, better information access, 24-hour capability, worldwide communication.</p>	<p>(4 marks)</p>
<p>2(c)(i)</p>	<p>Identified elements of the physical environment and suggests reasons <u>why</u>; they attract tourists.</p> <p>Reasons include scenic value and opportunities for leisure/recreation activities including beaches for sunbathing as well as uplands for outdoor recreation.</p> <p>Level 1 Basic (1-2 marks) Simple descriptive points. 'Long sandy beaches'. Max Level 1 if lifts from the resource.</p> <p>Level 2 Clear (3-4 marks) Clear explanation. Use of own knowledge and Figure 10.</p>	<p>(4 marks)</p>
<p>2(c)(ii)</p>	<p>Management includes limiting visitor sites, only allowing small groups with guides, restricting visitors to marked paths, recycling projects, educational visitor sites.</p> <p>Level 1 Basic (1-2 marks) Simple points about management/approaches that could help reduce negative impacts of tourism. May be closely tied to Figure 10, <i>e.g. making people stick to the paths provided.</i></p> <p>Level 2 Clear (3-4 marks) Clearly explains how management is helping reduce negative impacts of tourism in the Galapagos. <i>E.g. making people stick to the paths provided helps reduce erosion of the surface, trampling vegetation and disturbing the animals too much.</i></p>	<p>(4 marks)</p>

<p>2(d)(i)</p>	<p>Benefits that are economic, social, cultural and/or environmental may be included. Accept any benefit(s).</p> <p>Level 1 Basic (1-4 marks) Simple statements of tourism's benefits. <i>E.g. creates jobs.</i></p> <p>Level 2 Clear (5-6 marks) Clear explanation of how tourism can benefit a destination/its people. The answer may include some or all of the benefit types identified above. Credit examples. <i>E.g. creates jobs in tourism that pay wages that get spent in other businesses like shops so the whole economy improves.</i> Max Level 2 if no use of example(s).</p> <p>Level 3 Detailed (7-8 marks) Detailed explanation of how tourism can benefit a destination/its people. The answer is likely to include the range of benefit types identified. Use of examples. <i>E.g. in less developed places like Negril in Jamaica, tourism brought jobs in hotels and work as guides in the informal economy that increased spend in local businesses like shops in the town centre so it could be developed. This increases local taxes which can be used to develop local services like hospitals.</i></p>	<p>(8 marks)</p>
<p>2(d)(ii)</p>	<p>Point mark The development gap is the difference between the wealth of countries/regions. May be expressed in terms of data (HDI, GNI etc). 1 mark for who it's between (MEDC/LEDC, developed/developing countries, rich/poor regions etc).</p>	<p>(2 marks)</p>
<p>2(e)(i)</p>	<p>Point mark (2x1) Possible characteristics of a honeypot include: small-scale, <i>i.e. locality or feature</i>, attracts many visitors or overcrowded, attractive scenically or of historic interest or functional interest (E.g. Eden Project).</p>	<p>(2 marks)</p>
<p>2(e)(ii)</p>	<p>Possible resolutions might involve: education, signage, footpath diversion, limits on tourist vehicles, replacement public transport, tourism police-style patrols, tour operator advice.</p> <p>Level 1 Basic (1-2 marks) Simple suggestion(s) of how conflict could be resolved. <i>E.g. get tourists to stick to paths, build roads around villages, restrict access to farmland.</i></p> <p>Level 2 Clear (3-4 marks) Clear suggestion(s) of how one of the conflicts shown in the table could be resolved that link solution and cause. Credit any relevant exemplification. <i>E.g. notices telling people to keep to paths so crops won't get spoiled by people walking over them.</i></p>	<p>(4 marks)</p>
<p>2(f)(i)</p>	<p>Point mark (4 x 1) - 1 mark for identifying change with dates, 1 mark for use of data. <i>E.g. Decreased from 1992 to 2006 (1) by 7 million (1).</i> Examples might include: <i>Decreased from 1992 to 2006 by 7 million but with a stand still at 13 million 1998-2000. Increased again from 2008 to 2010 by 2 million. Overall a 5 million drop between 1992 and 2010.</i></p>	<p>(4 marks)</p>

2(f)(ii)	<p>(2 x 2) Impacts can be positive or negative. Possible impacts include economic (rising unemployment, change of employment structure, fallen revenue), social (increased crime/drug use, loss of facility) and environmental (decline in upkeep of landscaped/natural/built environments, change of building use, empty buildings/sites). Point mark.</p>	<i>(4 marks)</i>
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