

**General Certificate of Secondary Education**

**Geography - Full Course**

*Specification B*

**Unit 3      Investigating the Shrinking World**

**Higher Tier**

**Mark Scheme**

*Specimen Mark Scheme*

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.

Where an answer fails to achieve Level 1, zero marks should be given.

#### **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.

#### **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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

### **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.*

### **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 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 – Investigating the Globalisation of Industry**

- 1(a)(i) Simple points: 1 mark – *“on the coast”, “in China.”*  
More complex description probably using distance and/or direction: 2 marks  
– e.g. *“on the eastern coast of China.”* **2 marks**
- 1(a)(ii) **Level 1 (Basic) 1–2 marks**  
Simple comparison probably focussing on either differences or similarities and using some data from the map, e.g. *“Xiamen is poorer than Hong Kong with \$6546 compared to \$29149”, “Xiamen is poorer than Hong Kong but richer than Chengdu.”*  
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**  
More detailed comparison with some development of points and effective comparative use of data. Comparison may focus on similarities and differences, e.g. *“Xiamen’s GNI is around double Chengdu’s”, Xiamen is above the Chinese average and has a similar GNI to Beijing and less than \$2000 less than Shanghai.”*  
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.  
NB: One developed point = L2 - 3 marks **4 marks**
- 1(a)(iii) **Level 1 (Basic) 1–2 marks**  
Simple points lacking development probably focussing on idea of average or only being one indicator. Likely to be negative points with little attempt at balance, e.g. *“the GNI only shows the average wealth”, “the GNI is too simple”, “the GNI is a single indicator.”*  
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**  
More sophisticated answer with some development of points. Answer could attempt balance between positive and negative features of GNI. May use examples of other indicators (such as the HDI) and/or places to support answer, e.g. *“the GNI only shows the average wealth so there could be a lot of very poor people and a few very rich people with a poor overall quality of life”, “the GNI is only one indicator. A better indicator may be the HDI because it includes economic and social factors and shows the quality of life more effectively”, “the GNI gives a simple way of judging how rich a country is which usually works to show how developed a place is. This makes it an effective basic indicator.”*  
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.

NB: One developed point = L2 - 3 marks

4 marks

- 1(b)(i) Accept reasonable points which can be linked to chemical industry in the correct row. Can be either positive or negative.
- Economic – related to jobs, money, wealth of country, taxation.
  - Social – related to quality of life.
  - Environmental – related to environmental impacts. Do not allow “pollution” by itself – requires qualification.

Expect points from the resource to be used: jobs and money (econ); chemical spill (env); fumes causing health problems (soc); falling house prices (soc/econ).

4 marks

- 1(b)(ii) No marks for making decision.

#### **Level 1 (Basic) 1–2 marks**

Tends to accept or reject the proposal offering basic ideas, perhaps lifted from the resource with little development. Likely to have a limited focus and be one-sided, e.g. *“the new plant could pollute the environment if there is a chemical spill and be bad for the health of children.”*

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**

More detailed reasons for acceptance or rejection **or** a balanced appreciation which justifies the choice. Some development of points, e.g. *“Although a chemical spill could pollute the environment and kill fish or other sea creatures the jobs the area would gain would bring in lots of money and help improve people’s quality of life. This would help to improve their life expectancy and give them a more comfortable life.”*

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.

#### **Level 3 (Detailed) 7–8 marks**

Detailed reasoning to make a clear case **or** a well-balanced appreciation. Clear justification of choice and good development of points. Resources may be used effectively. May qualify decision with management possibilities, e.g. *“China is a poor country and although Xiamen is richer than average it needs to keep growing to become more developed. The chemical plant will bring lots of jobs many of which are likely to be highly paid. As long as the company can make sure that the environment is protected by building in safety features to reduce the chance of chemical spills the development is a good idea. There are already lots of chemical plants in Xiamen so the workers are likely to have the right sorts of skills.”*

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

	<p>between factors</p> <p>Range of ideas in a logical form; uses a range of specialist terms where appropriate</p> <p>Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.</p> <p>Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.</p>	<b>6 marks</b>
1(c)(i)	North-west	<b>1 mark</b>
1(c)(ii)	95 (accept 90-100)	<b>1 mark</b>
1(d)(i)	<p>1 mark for line and shading on chart.</p> <p>1 mark for completed key.</p>	<b>2 marks</b>
1(d)(ii)	<p><b>Level 1 (Basic) 1–2 marks</b></p> <p>Simple points lacking development, perhaps simply lifting data from table. May list changes or lack complexity, e.g. <i>“Primary has reduced from 8% to 2%, Secondary has reduced etc.”</i>, <i>“Primary and secondary have gone down. Tertiary is the only one to go up.”</i></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><b>Level 2 (Clear) 3-4 marks</b></p> <p>More detailed answer with some development of points and clear use of data in a more complex way. Level 2 requires use of more than one sector of industry and could attempt an overview approach, e.g. <i>“Tertiary employment has increased by 22% whereas both primary and secondary have declined”, “The employment structure has become more dominated by tertiary jobs which are now just over three quarters of the jobs available. Primary industry has virtually disappeared.”</i></p> <p>Knowledge of accurate information</p> <p>Clear understanding</p> <p>Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate</p> <p>Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p> <p>NB: One developed point = L2 - 3 marks</p>	<b>4 marks</b>
1(e)	<p><b>Level 1 (Basic) 1-2 marks</b></p> <p>Simple points likely to list locations and activities from Figure 5 or be simply overviews e.g. <i>“The t-shirt was made in Vietnam. The cotton was grown in Egypt. The dye was made in Tunisia. The shirt was sold in Leeds”</i> or <i>“They are spread all over the world.”</i></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><b>Level 2 (Clear) 3-4 marks</b></p>	

Some development of points with an attempt to develop an overview of the pattern of activities and countries e.g. *“Most of the countries are in the poor south”, “Most of the things done in the south are primary or secondary industries”, “The activities done in the rich north are tertiary industries” etc.*

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.

**Level 3 (Detailed) 5-6 marks**

Detailed answer with clear development of points using the resource effectively to develop an overview e.g. *“The rich north only has tertiary processes such as designing and retailing. These are both located in Europe”, “The primary activities are located in Egypt, Venezuela and South Africa. These are spread out over a wide area in the poor south”, “Secondary activities are found in Vietnam, Tunisia and Mexico. These are all close to the north/south line.”*

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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

**6 marks**

- 1(f)(i) Two reasonable points – can be either positive or negative. Expect points such as less money, businesses lose money, less traffic, less noise, increased unemployment, increase in crime etc.

Pollution points need to be qualified.

**2 marks**

1(f)(ii) **Level 1 (Basic) 1–4 marks**

Simple points suggested with little explanation, e.g. *cheaper wages, sell products there, easy to transport, close to raw materials etc.*

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**

Some development of points showing some understanding of reasons, possibly linking to examples of places or businesses, e.g. *“cheap wages mean companies can make more money by paying people less”, “there are lots of people to sell to so companies can sell more products and make more money”, “better transport means it is easier to make things in poorer countries can transport them to richer countries.”*

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.

**Level 3 (Detailed) 7-8 marks**

Detailed answer with clear development of points showing good understanding of reasons for global organisation. Examples of companies and/or places must be used to access L3, e.g. *“Nike produces trainers in Vietnam because they can pay lower wages than in the USA because Vietnam is a poor country and the wages paid will be larger compared to what people might earn farming. This means the company can make more profit and still sell their shoes for high prices in developed countries”, “Environmental laws in places like Nigeria mean that chemical companies can set up factories without having to pay as much money on safety features designed to prevent leaks”, “Companies such as Shell need to drill for oil in places all over the world because oil is found in different places. If they only concentrated in the UK they would have less of their product to sell.”*

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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

**8 marks**

- 1(f)(iii) Any reasonable suggestions, e.g. *“provide sites”, “advertise/market the area”, “give grants or loans”, “provide training or support” etc.*

**2 marks**

- 1(f)(iv) **Level 1 (Basic) 1–2 marks**

Simple points suggested with little explanation, e.g. *can communicate quicker, use web ordering, websites to sell products, quicker transport, larger ships/planes.*

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**

Some development of points showing some clear understanding of reasons why technological developments have made global organisation easier, possibly linking to examples of places or businesses, e.g. *“the internet means companies can sell products through websites to people all over the world very easily”, “larger ships or planes make it easier to transport products such as cars around the world”, “e-mail allows companies to communicate very quickly all over the world so they can organise production and marketing from one place.”*

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.

**4 marks**

NB: One developed point = L2 - 3 marks

**Total Marks for Question 1: 50**

**SECTION B – Investigating Global Tourism**

2(a)(i) 491783: Church (place of worship) **with tower**  
487737: Windmill (**not** windpump) **2 marks**

2(a)(ii) 5.9km (allow 5.7-6.0km) or 3.7 miles (allow 3.6-3.8 miles)  
1 mark for distance, 1 mark for units **2 marks**

2(a)(iii) Focus is on why tourists might be attracted to the area not on facilities provided – so features such as car parks need clear justification.

**Level 1 (Basic) 1–2 marks**

Simple points suggesting why the area might attract tourists lacking development and clear use of map evidence, e.g. *“there are beaches for people to sunbathe on”, “3 museums”, “Suffolk coast and heaths path.”*

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**

Clear points made with some development of points and clear use of map evidence, e.g. *“the 3 museums in Southwold would attract visitors as there is something to do if the weather is wet”, “the nature reserve in 4776 is attractive for visitors who enjoy the countryside and looking at plants or animals.”*

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.

NB: One developed point = L2 - 3 marks

**4 marks**

2(b)(i) Sites that attract visitors (1) in large numbers (1).

**2 marks**

2(b)(ii) Points must relate to benefits to the economy – jobs and money, although broader benefits such as tax revenue (via council tax) or house prices could be justified.

**Level 1 (Basic) 1–2 marks**

Simple points lacking development, e.g. *“lots of jobs created”, “money brought into the area”, “shops have more customers” etc.*

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**

More detailed answer with some development of points e.g. *“Jobs are created earning people money. Some of this money gets spent in local businesses creating a multiplier effect because more jobs get created to deal with the extra business”, “more tourists means more money for local shops which means more profits for shop owners.”*

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.

NB: One developed point = L2 - 3 marks

**4 marks**

2(c)(i)

**Level 1 (Basic) 1–2 marks**

Simple points relevant to problems created by tourism suggested with little development, *e.g. litter bins, park and ride, more buses, council housing/cheap rents, signage and information, more police/traffic wardens, more car parks etc.*

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**

Some development of points showing clear understanding of management.

A place needs to be named for L2, although this might not be linked to specific management points, *e.g. "park and ride systems will keep vehicles out of narrow streets and reduce congestion problems and problems with tourists parking in the way of local people", "in Blackpool the beach is cleaned every morning during the summer to make sure that there is no litter on it to put off visitors. Dogs are also banned from the beach."*

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.

**Level 3 (Detailed) 5-6 marks**

Detailed answer with clear development of points showing good understanding of management strategies. Clear reference to a named place related to management, *e.g. "In Hawkshead too much traffic on narrow streets caused problems including congestion, air pollution and a risk of accidents. To manage the problem a bypass was built around the town and the centre pedestrianised. This made it safer for people to walk in the centre. Local cars are allowed into the village if they have permits, but all tourist vehicles have to use the bypass which leads to a large pay and display car park."*

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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

**6 marks**

- 2(c)(ii) Answer should relate to the same management schemes as used in 2(c)(i). Allow Level 1 credit only for generic points.

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

Simple points related to effectiveness lacking evaluative content or with little development, e.g. *“the park and ride scheme has been very effective and fewer cars now drive into the town centre”, “litter bins don’t seem to have solved the litter problem very well”, “tourism management in Hawkshead has been very effective.”*

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**

Some development of points showing clear evaluative content which is likely to mention both positive and negative aspects of schemes. Level 2 answers should clearly relate to the same schemes dealt with in the previous question. e.g. *“The bypass has made the centre of the town much quieter and has been successful from this point of view. On the other hand it has destroyed habitats and caused the town to expand up to the bypass, so from this point of view it is less successful”*

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.

NB: one developed point = L2 – 3 marks

**4 marks**

- 2(d)(i) 1 mark per bar in correct rank order. Bars must be named on axis.

**4 marks**

- 2(d)(ii) Choice of country likely to be India, although Brazil, India and/or Egypt are justifiable.

**Level 1 (Basic) 1–2 marks**

Simple points lacking development to link to quality of life, probably using data in a simple way from table, e.g. *“India has the lowest life expectancy (63), GNI (\$540) and Literacy (68%)”, “India is the lowest in all 3 indicators”, “India is the poorest.”*

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**

More detailed answer with some development of quality of life points. May bring in additional indicators/ideas to develop the quality of life idea, e.g. *“India is the poorest country which means that there isn’t the money to build schools and hospitals so people have less well paid jobs and are more likely to die from diseases or injuries”, “India has the lowest life expectancy. This may be because water borne diseases such as cholera are common due to a lack of money to build proper sanitation systems.”*

Knowledge of accurate information

	<p>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.                  NB: One developed point = L2 - 3 marks</p>	<b>4 marks</b>
2(e)(i)	<p>Simple points: 1 mark – <i>“on the coast”, “in Brazil.”</i>                  More complex description probably using distance and/or direction: 2 marks – e.g. <i>“on the north-east coast of Brazil.”</i></p>	<b>2 marks</b>
2(e)(ii)	<p>Idea of long travel time or distance for one mark. More complex definition linking the two and/or qualifying the idea for the second mark – e.g. <i>“long haul destinations are a long distance away involving travel for more than 7 hours.”</i></p>	<b>2 marks</b>
2(e)(iii)	<p><b>Level 1 (Basic) 1–2 marks</b>                  Simple points lacking development. Allow any relevant reasons which could explain the increase, e.g. <i>advertising, more knowledge of world through TV/internet, increased affluence, more leisure time, new airports, bigger/quicker/more reliable planes, cheaper flights etc.</i>                  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><b>Level 2 (Clear) 3-4 marks</b>                  More detailed answer with some development of points, e.g. <i>“advertising and TV programmes mean more people know about Brazil as a tourist location and may want to visit”, “increased leisure time means people have more time to take longer holidays further from home”, “bigger and quicker planes mean people are able to travel further in a quicker time and can visit more distant places like Brazil.”</i>                  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.                  NB: One developed point = L2 - 3 marks</p> <p><b>Level 3 (Detailed) 5-6 marks</b>                  Detailed answer with clear development of points which clearly focus on the reasons for increase, e.g. <i>“Technology means that people know more about Brazil and that it is advertised more effectively. The internet and television allow travellers to find out about distant places and to research and compare holidays quickly and easily. This may lead to a growth of long haul destinations such as Brazil”, “Bigger planes and the building of more airports means that travel is easier and quicker. Airports in places such as Natal mean that it is possible to travel quickly to places which would once have taken much longer to get to.”</i>                  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</p>	

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

**6 marks**

2(f)

**Level 1 (Basic) 1–4 marks**

Simple impacts identified, *e.g. litter, habitats destroyed, water pollution, air pollution, eyesore etc.*

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.

NB: Pollution points need qualification.

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

Some development of labelled points showing understanding of environmental impacts, *e.g. “buildings may destroy habitats making animals move away”, “sewage from hotels might pollute the water”, “new hotels may destroy the natural view” etc.*

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.

**Level 3 (Detailed) 7-8 marks**

Detailed answer with clear development of a **range** of points demonstrating good understanding of the possible environmental impacts of a large-scale development, *e.g. “new buildings may be on vegetation and destroy habitats meaning animal species may leave the area”, “lots of sewage from new hotels may leak into the water killing fish and coral reefs”, “large buildings may be an eyesore destroying the beauty of the area permanently.”*

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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

**8 marks**

**Total Marks for Question 2: 50**