



Rewarding Learning

**General Certificate of Secondary Education
2016**

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

WEDNESDAY 8 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 15- or 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 15- or 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited

Level 2: Quality of written communication is satisfactory

Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory): Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 (High Standard): Candidates present, and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

Assessment of spelling, punctuation and the accurate use of grammar.

Marks for spelling, punctuation and the accurate use of grammar will be allocated to specific questions where there is a requirement for sufficient extended writing to enable the accurate application of Performance descriptions (see below). These marks will be identified to candidates on the question papers.

Performance descriptions

(i) Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

(ii) Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

(iii) High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

As shown by the performance descriptions, SPaG marks are awarded 'in the context of the demands of the question'. If the candidate's response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Theme A: People and Where They Live

**AVAILABLE
MARKS**

- 1 (a) (i)** State the straight line distance from the bus station at GR 911649 to the lighthouse at 926573.
- 7.6–7.8 km
7.5–7.59 km or 7.81–7.9 km [1] [2]
- (ii)** State the height of the land at the spot height found at GR 877578.
- 76 m [1]
- (iii)** State one other way to represent height on a map.
- Use of colour or contour lines (accept triangulation pillar) [1]
- (iv)** State the direction Yalberton (GR8658) is from Marldon (GR8663)
- SOUTH [1]
- (v)** Using the Ordnance Survey map, complete **Table 1** by stating the meaning of the following symbols.

Table 1

| Symbol | Meaning |
|---|--------------|
| (given) | Viewpoint |
|  | Mast (given) |
| (given) | Heliport |

[3]

- (vi)** Torbay is an area that attracts many tourists. Using the Ordnance Survey map, state **three** pieces of map evidence to support this statement. Grid references are not required.

Accept any valid tourist activity,
e.g. picnic areas, caravan parks, golf courses, nature reserves, holiday park, marina, museum, etc.

(3 × [1]) [3]

(b) Study **Fig. 1** which shows the 2020 projected population pyramid for Torbay in south west England. Answer the questions which follow.

- (i) Using **Fig. 1**, state the largest age group shown in the population pyramid.

55–59

[1]

- (ii) Describe the difference between the percentage of the aged dependent population for Torbay and the percentage of the aged dependent population for England as shown on **Fig. 1**.

Award [1] for a basic statement,
e.g. There are more elderly people in Torbay.

Award [2] for a brief comparison,
e.g. There are more elderly people in Torbay in all age groups from 65 plus. Around 28% of the population is in the 65–85 age group.

Award [3] for a detailed comparison between Torbay and England pyramid,
e.g. There are more elderly people in Torbay in all age groups from 65 plus. Around 28% of the population of Torbay is in the 65–85 age group compared to only approximately 18% of the population for England.

[3]

- (iii) Explain **one** economic implication of having an aged dependent population.

Award [1] for a basic statement,
e.g. Elderly people require a lot of health care.

Award [2] for a statement with a consequence,
e.g. Elderly people require a lot of health care. Lots of money needs to be invested into doctors and nurses as well as medicines.

Award [3] for a statement, consequence and elaboration,
e.g. Elderly people require a lot of health care. Lots of money needs to be invested into doctors and nurses as well as medicines. The government need to raise this money through taxing the working population.

[3]

(c) (i) Complete the graph in **Fig. 2** by drawing in the following information.

Award [1] for correctly plotting 40,000

Award [1] for joining the line

[2]

(ii) State the meaning of the term **emigration**.

Award [1] for a basic definition,
e.g. people moving out of a country.

Award [2] for a fuller definition,
e.g. people moving out of a country to live or work,
e.g. people leaving an area on a permanent or semi-permanent
basis

[2]

(d) Many EU countries have experienced immigration.

1. For a named country within the EU you have studied, which has experienced immigration, state the country from which migrants have moved.

Any acceptable country, e.g. Poland, Latvia, etc.
Also accept Turkey.

[1]

2. Describe the negative impacts of international migration on the destination country.

Do not credit positive impacts of migration.
Country of destination, e.g. UK (no mark)
No named place or non-EU country – Max bottom Level 2.

Level 1 ([1])

A brief statement relating to one negative impact,
e.g. Migrants take local jobs. [1]

Level 2 ([2]–[3])

Statements which mention two negative impacts with limited detail,
e.g. Migrants take local jobs and are subjected to racist attacks from
locals. [2]

Employers usually exploit these migrants as they pay them low wages
and make them work long hours. [3]

Level 3 ([4]–[5])

Statements which mention two negative impacts with good detail.
One fact/figure [4], two fact/figures [5],
e.g. Migrants take local jobs and place pressure on local services
such as GP surgeries and primary school places. Many locals feel that
migrants claim lots of benefits. It was found in the UK that £28 billion
was paid to migrants; many people feel this money could be spent
on essential services. Migrants also place pressure on housing in an
area. It was found that in areas of high migration house prices were on
average 10% higher. This lack of housing angers local residents with
many migrants subjected to racist attacks. [5]

AVAILABLE
MARKS

- (e) (i) Study **Table 2** which shows the growth of Mumbai, a city in India. Answer the questions which follow.

Using **Table 2**, describe the growth of Mumbai between 1880 and 2040.

Level 1 ([1]–[2])

An answer which briefly discusses the growth in population or the growth in the size of the city,
e.g. The city has increased its population [1] by 14.1 million people [2].

Level 2 ([3]–[4])

An answer which discusses the growth in population and the growth in the size of the city with figures quoted on each.

The city has increased its population [1] by 14.1 million people [2].
The size of the city has expanded rapidly [3] from 50 sq km to 3970 sq km, an increase of 3920 sq km. [4] [4]

- (ii) Choose the column in **Table 2** which best illustrates urban sprawl.

Column 3. [1]

- (f) Explain the causes of urbanisation in LEDC cities.

Level 1 ([1]–[2])

One or two causes simply stated, e.g.

- Push and pull factors [1]
- Natural increase [1]

Level 2 ([3]–[4])

Two valid reasons with consequences,

e.g. In LEDCs people are attracted to the cities as the standard of living is seen as higher, e.g. you can get access to piped water and electricity. Birth rates are generally higher in LEDC cities as children are needed to help earn money for their families. [4]

Level 3 ([5]–[6])

Two well explained causes of urbanisation (push/pull, natural increase) with consequences and elaboration.

In LEDCs many people are attracted to the city due to the prospect of a job. They can earn up to six times more money in these factories as they can off the land. Due to mechanisation in the countryside, there is little chance of earning a living so many people leave the countryside for the city. [3]

High natural increase in the countryside in LEDCs due to high birth rates and falling death rates led to increased pressure in the countryside forcing people to move to the towns and cities. As it is the young who tend to move this adds to the natural increase in the cities as this group is in the childbearing age. [3] [6]

Assessment of spelling, punctuation and the accurate use of grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with

reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. [4]

- (g) Study **Fig. 3** which shows an inner city area within a British city. Answer the questions which follow.

- (i) State the function of the land use zone in **Fig. 3**.

Residential or housing/accommodation [1]

- (ii) Explain the location of this land use zone in a MEDC city.

Award [1] for a basic statement,
e.g. It is located near to the industrial sites in the city/close to the CBD.

Award [2] for a statement and a consequence,
e.g. As factories grew, so did the number of houses that were built. These houses meant that many workers could live near their work.

Award [3] for a statement, consequence and elaboration,
e.g. Most inner cities grew up around the heavy industries such as shipbuilding. The inner city attracted many migrants from the countryside in the 19th and early 20th centuries. As factories grew, so did the number of houses that were built. These houses meant that many workers could live near their work. [3]

- (iii) Urban redevelopment occurs within MEDC cities. For one urban planning scheme that you have studied, assess the extent to which the inner city has had its environment and housing improved in a sustainable way.

Name of MEDC Inner City Area – most will mention Titanic Quarter Belfast.

No named area or candidate just names the city – Max Level 1.

Level 1 ([1]–[2])

A short answer which may address only one aspect of the question or both aspects with very limited detail,
e.g. In Belfast there are lots of new houses built and the environment has been made much cleaner. [2]

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[5])

An answer which addresses both aspects of the question in some detail. One fact/figure needed for top Level 2, e.g. In the Titanic Quarter lots of apartments have been built. In the Arc 7,500 apartments have been constructed. These luxury apartments are aimed at young professionals who move in to work in this area. The environment has also been improved. The soil has been decontaminated and the area landscaped with trees and public walkways. Many buildings have also been restored to their former glory. [5]

Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([6]–[7])

An answer which addresses all aspects of the question (housing, environment and sustainability) with good detail. Two fact/figures needed for [6]. Some judgement or conclusion needed for [7], e.g. In the Titanic Quarter lots of apartments have been built. In the Arc 7,500 apartments have been constructed. These provide homes for up to 20,000 people. However these may not be sustainable as many locals can't afford the high prices. Social housing needs to be built to cater for these people. These luxury apartments are aimed at young professionals who move in to work in this area. The environment has also been improved. The soil has been decontaminated and the area landscaped with trees and public walkways. Many buildings such as the Harland and Wolff Headquarters have also been restored to their former glory. Overall the benefits of the project outweigh the negatives meaning this area will be sustainable for future generations.

Candidates present, and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision. [7]

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Theme B: Contrasts in World Development

AVAILABLE
MARKS

- 2 (a) State the meaning of the term **development gap**.

Award [1] for basic definition

The difference between MEDCs and LEDCs.

Award [2] for a more detailed definition

The division between wealthy and poor areas, in particular the disparity between LEDCs and MEDCs.

[2]

- (b) Using evidence from **Table 3** compare the level of development between a **MEDC** and a **LEDC**.

Award [0] for candidates who do not compare a **MEDC** with a **LEDC**.

Level 1 ([1])

A simple comparison with no evidence from **Table 3** included

- United Kingdom is more economically developed than Afghanistan.

Level 2 ([2]–[3])

A more detailed comparison which includes comparative figures from 1 indicator.

- Afghanistan's poor economic development is evidenced by its low GDP per capita of \$1,100 whereas the United Kingdom has a high GDP per capita of \$37,300. [3]

Level 3 ([4])

A minimum of 2 indicators with 2 sets of figures named which include both social and economic indicators.

- Afghanistan is a LEDC whose poor economic development is evidenced by its low GDP per capita of \$1,100. This limits the country's ability to invest in healthcare and education. The average life expectancy within Afghanistan is 50. The opposite however applies to the United Kingdom, a MEDC with its high GDP per capita of \$37,300. Therefore with its strong economic development continual improvements in healthcare have enabled the life expectancy to reach 80. [4]

- (c) Using **Fig. 4**, explain how **politics** can hinder development in LEDCs. You should refer to a **place** in your answer.

No reference to a place - max Level 2.

Level 1 ([1])

A simple statement with no place reference outlined.

- Corrupt governments fail to forward relief aid provided to those who need it most.
- War hinders development.

Level 2 ([2]–[3])

A simple statement with a slight elaboration

- Aid in the form of money may be embezzled by corrupt governments and not actually reach the people in need. [2] Therefore the majority of the people remain poor with social and economic developments limited. [3]

Level 3 ([4])

Candidates will refer to how a corrupt government fails to spread aid provided amongst their people and the conflict/tension that is usually created. A named place reference is required for Level 3.

- Many LEDC countries such as Uganda have been affected by unstable and corrupt governments. Aid in the form of money may be embezzled by corrupt officials and not actually reach the people in need. Therefore the majority of the people remain poor with social and economic improvements limited. [4]

- (d) Select **one** strategy from the list below and describe how it aims to reduce the development gap.

Award [0] for a response not based on the list provided.

Level 1 ([1])

A simple statement of a strategy or organisation's general aims.

- Some countries agree on targets to decrease poverty and disease [1]

Level 2 ([2]–[3])

Statements of a strategy or organisation's aims and how they have helped are helping to improve the lives of people in LEDCs

- The ONE campaign in the USA aims to increase public awareness of poverty through the use of the internet. [2]
- The ONE campaign in the USA aims to increase public awareness of poverty through the use of the internet; it aims to improve child mortality because diseases such as measles and malaria can be treated if help is made available to LEDCs. [3]

Level 3 ([4])

Statements of a strategy or organisation's aims in detail with one fact/figure for 4 marks showing how the method or strategy is helping or has helped improve the lives of people in LEDCs.

- The ONE campaign in the USA aims to increase public awareness of poverty and aids through the use of the internet; it aims to improve child mortality because 10 million children under the age of 5 die every year due to easily treated diseases such as malaria. They are also campaigning that more help is provided to help reduce the spread of aids in LEDCs as over 2 million people die every year from HIV/AIDS. [4]

- (e) With reference to **Fig. 5**, describe **one** problem trade can create for LEDCs such as Mali.

Level 1 ([1])

A simple statement with no reference to Mali.

- LEDCs struggle to make profits from exports.

Level 2 ([2]–[3])

Candidates will describe one problem trade can create for LEDCs however a lack of specialist terminology and poor elaboration will be evident.

Reference must be made to Mali to achieve top Level 2, e.g.

- LEDCs such as Mali mainly export low valued products such as cotton but import higher value good such as machinery. [2] This keeps the country poor. [3]

Level 3 ([4])

Candidates will describe one problem trade can create for LEDCs with specialist terminology and a full elaboration evident. Reference to Mali will also be included.

- LEDCs such as Mali mainly export low value primary products such as cotton. Cotton and livestock make up 75% of Mali's annual exports. However these low value products often mean the country suffers from a trade deficit, as they import more high cost manufactured goods, e.g. machinery/oil. [4]

- (f) Evaluate the impact of aid on LEDCs. You should refer to a **place** in your answer.

Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

Candidates only mention aid in general terms or may only give benefits and/or problems of aid.

- Aid is good as it provides food [1], medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed [2].

Level 2 ([3]–[5])

Candidates begin to give positive and negative aspects of aid (although may be unbalanced). To access top Level 2 at least one benefit and one problem given with some elaboration. [4]

- Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine, when everything gets destroyed. This aid helps keep people alive and prevents suffering. The people can then recover and try to rebuild their lives. However some aid does not reach the needy, due to poor roads or infrastructure, e.g. Kenya.
- Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed. This aid helps keep people alive and prevents suffering. Money can be spent on people to try to rebuild their lives. This aid involves local people and is appropriate and is sustainable. However some aid is inappropriate and some may not reach the needy due to poor roads and infrastructure in the Ethiopian highlands, [5] (or it may be aid that will only be given if it has strings or conditions attached, e.g. in the form of military equipment). [5]

Level 3 ([6]–[7])

Place reference with two fact figures and some judgement or conclusion is needed for top Level 3.

- Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed. This aid helps keep people alive and prevents suffering. In 2015 Comic Relief raised £68 million for projects to tackle poverty across the UK and Africa. This money can then be spent on people to try to rebuild their lives, e.g. over 1.2 million children in Africa now receive education. This aid involves local people and is appropriate and is sustainable. However some aid is inappropriate and some may not reach the needy due to poor roads and infrastructure, or it may be aid that will only be given if it has strings or conditions attached, e.g. in the form of military equipment. Overall for many people in LEDC countries,

aid is a necessity. Especially if an area has been affected by a natural disaster. We have a responsibility to support others in their time of need. Accept other valid alternative answers.

[7]

AVAILABLE
MARKS

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- 3 (a) (i) Name **one** finite source of energy used in China shown in **Fig. 6**.

Award [1] for one of coal, oil, gas or nuclear. [1]

- (ii) Describe the pattern of energy use in China as shown in **Fig. 6** and comment on the impact of this on the environment.

Level 1 ([1])

A basic statement relating either to energy use or the impact on the environment,
e.g. China's use of energy has increased steadily from 2002 and will continue to do so until 2025.

Level 2 ([2]–[3])

An answer which lacks fact figures or does not address the impact on the environment. Alternatively max Level 2 can be awarded for an answer which addresses the impact on the environment or description, e.g. China uses a lot of fossil fuels and has not made great use of renewables. This has had a negative impact on the environment as emissions have increased steadily 2002–2025.

Level 3 ([4]–[5])

An answer which includes at least two fact figures and addresses the impact on the environment in terms of CO₂ emissions and Global Warming for top Level 3.
e.g. Energy use has increased steadily in China from approximately 1100 million tonnes of oil equivalent in 2002 to 2200 million tonnes in 2015 and is projected to rise to over 2500 million tonnes by 2025. Coal is the main fuel used but its proportion of the overall fuel used has decreased as the use of oil and gas increased. This pattern of reliance on fossil fuels has had a negative impact on the environment as CO₂ emissions have doubled and China currently contributes 14.1% to global emissions . [5]

- (iii) Evaluate the use of **one** renewable energy source as a sustainable solution to energy requirements in a MEDC you have studied.

Level 1 ([1]–[2])

This may be an unbalanced answer, which considers only benefits or problems,
e.g. Denmark uses wind power to generate electricity and this does not contribute greenhouse gases to the atmosphere. [1] Being a renewable source of energy it is sustainable. [2]

Level 2 ([3]–[4])

An answer which addresses at least one benefit and one problem but lacks fact figures and may not include an overall conclusion,
e.g. Denmark uses wind power to generate electricity and this does not contribute greenhouse gases to the atmosphere. Being a renewable source of energy it is sustainable. The largest wind farm at Horns Rev supplies many homes with electricity but it was expensive to build. Another problem is that when there is no wind no electricity is generated and some people consider the turbines unsightly.

Level 3 ([5]–[6])

A full description of the use of a renewable energy source in a MEDC. Answers should include both benefits and problems and have 2 fact figures. An evaluative comment is made, e.g. Denmark uses wind power to generate about 20% of its electricity and this is anticipated to increase to 50% by 2025. This is a sustainable solution as it is renewable. A further benefit is that generating wind energy contributes no greenhouse gases to the atmosphere. The world's largest wind farm Horns Rev, built 14 km offshore provides electricity for 150,000 homes but it cost £245 million to build. One problem is that when there is no wind no electricity is generated. [5] However, overall the use of wind energy has been beneficial for Denmark, reducing the need to import fuel, and this gives Denmark security of supply. [6]

Assessment of spelling, punctuation and the accurate use of grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. [4]

- (b) (i)** Describe how waste management is becoming more sustainable in Banbridge. Refer to **Fig. 7** in your answer.

Award [1] for a basic statement that describes how waste management is more sustainable. Figures are not used.
e.g. More waste is being recycled. [1]

Award [2] for a statement that states the link between a decrease in the amount of general waste and increase in recycling,
e.g. As black bins are only collected monthly homeowners have reduced the amount of waste going into the bin and have increased the amount of waste they recycle so less waste is going to landfill which is good for the environment as fewer areas of land need to be found to bury the waste.

Award [3] for a statement that makes the link between the decrease in general waste and increase in recycling. A figure is used. To access Level 3 sustainability must be addressed,
e.g. As the black bins for general waste are just collected monthly the amount of waste that is being recycled has increased by 40% and the use of brown bins for garden waste has also risen by 15%. This means that the amount of waste going to landfill has decreased and this is more sustainable and good for the environment as materials can be reused again therefore not using up valuable natural resources and less pressure is put on land for landfill sites. [3]

- (ii) Explain why waste management has become a major issue in the UK.

Award [1] for a simple statement,
e.g. Landfill sites are filling up and alternative methods to dispose of waste need to be found.

Award [2] for a statement with elaboration or two reasons why waste has become a major issue,
e.g. There is a shortage of landfill sites and people do not want to live beside them because of smells, blowing waste and vermin which carry diseases. The waste has to be disposed of carefully to minimise environmental and health concerns.

Award [3] for a fully developed answer or an answer which addresses at least two reasons with some elaboration,
e.g. Waste management has become a major issue in the UK as it produces 330 million tonnes per year. This waste generates methane as it rots and being a greenhouse gas this contributes to global warming. There is also a shortage of landfill sites and people do not want to live beside them because of smells, blowing waste and vermin which carry diseases such as rats. The waste has to be disposed of carefully to minimise environmental and health concerns for example due to chemicals in waste like mercury in batteries which could leach into the water supply. (In addition the Government has targets to reduce the amount of waste going to landfill which must be met.) [3]

- (c) (i) Using **Fig. 8** explain **two** ways in which the ecotourism practised by this company benefits the environment in Madeira.

Answers which address education by guides, eco-friendly transport and recycling/sustainable management of waste are acceptable.

Level 1 ([1])

A simply stated method,
e.g. The use of guides with detailed local knowledge means that visitors are informed about the importance of protecting this unique environment.

Level 2 ([2]–[3])

Two methods by which ecotourism benefits the environment simply stated or two methods with one in more detail,
e.g. The use of guides with detailed local knowledge means that visitors and local people are educated and informed about the value of this unique environment and realise how important it is to preserve it. Also by collecting and sorting waste carefully it can be recycled and the environment is kept for future generations.

Level 3 ([4])

Two methods stated with elaboration,
e.g. The use of guides with detailed local knowledge means that visitors and local people educated and informed about the value of this unique environment realise how important it is to preserve it for future generations. This protects the native Laurisilva forest and the habitats of rare birds like the Madeiran Firecrest so it can be enjoyed by future generations. In addition, by using biodiesel in jeeps which are shared with other companies this company saves energy and reduces the amount of CO₂ emissions which means it contributes less greenhouse gases to global warming and does not contribute much to climate change. [4]

- (ii) Describe the impact of a sustainable tourism project on the local community in a country you have studied.

Award [1] for a simple statement which may not refer to a particular country,
e.g. Local people can earn money through planning and developing the tourist treks.

Award [2] for a statement and consequence which refers to a named country,
e.g. In Nam Ha, Laos, an ecotourism project conserves the area and culture. Tourists stay an average of four days and spend an average of \$9 per day. All trekking is arranged through the Nam Ha Eco-guide service using local guides and money made is invested to expand ecotourism.

Award [3] for a valid statement with consequence and elaboration which relates to a named country,
e.g. In the Nam Ha area of Laos an ecotourism project organised by UNESCO is being promoted to conserve the natural and cultural heritage of Laos. Tourists stay an average of four days and spend an average of \$9 per day. All trekking is arranged through the Nam Ha Eco-guide service using local guides and money made is invested to expand ecotourism. \$34,400 was earned in a year through trekking and river tours and this contributed to 40% of the village income and helped the poor due to improvements in health and education. Local people have learnt the benefit of conservation in terms of the earnings they can make to improve their quality of life. [3]

Total

**AVAILABLE
MARKS**

29

108