

# Mark Scheme Summer 2009

GCSE

## GCSE Geography B (1313)

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Summer 2009

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## Unit 1313 Paper 1F

Question Number	Answer	Mark
1(a)(i)	Asia	(1)

Question Number	Answer	Mark
1(a)(ii)	Africa	(1)

Question Number	Answer	Mark
1(a)(iii)	It will fall / decrease (1) from 730m to 650m (1) or from just over 11% to 7% (1) or by 80m (1)	(2)

Question Number	Answer	Mark
1(b)(i)	1 [ X ]	(1)

Question Number	Answer	Mark
1(b)(ii)	3 [ X ]	(1)

Question Number	Answer	Mark
1(c)(i)	Subtract the death rate from the birth rate [ X ]	(1)

Question Number	Answer	Mark
1(c)(ii)	The difference between the number of immigrants and the number of emigrants [ X ]	(1)

Question Number	Answer	Mark
1(d)	The average age people will live to (1) The average age at which people will die (1) How long / the number of years a person is expected to live (1) Do <i>not</i> allow: how long a person has left to live	(1)

Question Number	Answer	Mark
1(e)	Better health care / medical treatment (1) Better care homes / hospitals / doctors (1) Better diet (1)            Higher standard of living (1) Better / safer working conditions (1) Do <i>not</i> allow people are fitter or people have jobs	(2)

Question Number	Answer	Mark
1(f)	more [ X ] (1) Eastern [ X ] (1) three [ X ] (1)	(3)

(Total 14 marks)

Question Number	Answer	Mark												
2(a)(i)	<table border="1"> <tr> <td>From 1992 to 1998, natural increase was greater than net migration.</td> <td>[ X ]</td> </tr> <tr> <td>The lowest natural increase on Figure 5 was in 1995.</td> <td>[ ]</td> </tr> <tr> <td>Natural increase was lower than net migration from 1999 to 2006.</td> <td>[ X ]</td> </tr> <tr> <td>The greatest increase in net migration was from 2004 to 2005.</td> <td>[ ]</td> </tr> <tr> <td>The net migration was higher in 2000 than in 2005.</td> <td>[ ]</td> </tr> <tr> <td>The natural increase was lower in 2006 than in 2000.</td> <td>[ X ]</td> </tr> </table> <p>If more than three crosses, deduct one mark from total score for each cross in excess of three.</p> <p style="text-align: right;">3 x 1</p>	From 1992 to 1998, natural increase was greater than net migration.	[ X ]	The lowest natural increase on Figure 5 was in 1995.	[ ]	Natural increase was lower than net migration from 1999 to 2006.	[ X ]	The greatest increase in net migration was from 2004 to 2005.	[ ]	The net migration was higher in 2000 than in 2005.	[ ]	The natural increase was lower in 2006 than in 2000.	[ X ]	(3)
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The greatest increase in net migration was from 2004 to 2005.	[ ]													
The net migration was higher in 2000 than in 2005.	[ ]													
The natural increase was lower in 2006 than in 2000.	[ X ]													

Question Number	Answer	Mark
2(a)(ii)	Net migration [ X ]	(1)

Question Number	Answer	Mark
2(b)(i)	<p>(Overall) increase (1) from 320,000 to 570,000 (1)  rate has (approx) doubled ( 1)  (slight) decrease 1991-1992 (1) followed by steady increase 1992-2004 (1) slight fall 2004-2005 (1)  faster increases 1993-1994 / 1997-1999 / 2003-2004 (1)  steady / steadier / little increase 1994-1997 / 2000-2001 / 2002-2003 (1)  Credit any correctly identified change</p>	(3)

Question Number	Answer	Mark
2(b)(ii)	Jobs / work / looking for work (1) to earn (more) money / pay (1) (formal) study (1) for a better / higher standard of living (1) (OR vice -versa statements about Poland) Unemployment is higher in Poland <i>or</i> unemployment is 18% in Poland <u>but only</u> 5% in the UK (1) GDP (per person) is lower in Poland <i>or</i> GDP (per person) is €11,600 in Poland <u>but</u> £20,336 in the UK. (1) A8 countries are now EU members so migrants have the right to live in the UK (1) Do not allow better healthcare	(2)

Question Number	Answer	Mark
2(b)(iii)	2004 [ X ]	(1)

Question Number	Answer	Mark
2(c)	Immigrant arrow 5.0 cms wide (1) Emigrant arrow 3.5 cms wide (1) Max 1 mark if arrow heads not drawn Correct shading (1) Max. 2 marks if shading is untidy, if no ruler used for straight edges of arrows, or arrows go beyond the vertical boundary	(3)

(Total 13 marks)



Question Number	Answer	Mark
3(a)(i)	Poland	(1)

Question Number	Answer	Mark
3(a)(ii)	Hospitality / catering (1) construction (1) retailing (1) farming (1) Credit any appropriate specific examples (max 2 marks) e.g. harvesting / picking, (food) processing / packing, cleaning, (building) labourer, shop assistant etc.. Allow unskilled jobs (1) for one mark Must be work or jobs, not just place of work eg shop, fast food, supermarket etc	(3)

Question Number	Answer	Mark
3(a)(iii)	(Possible) conflicts with locals / difficulties in integration (1) racial tension (1) religious /cultural differences (1) migrants taking jobs / housing (1) (Benefits of) bringing cultural diversity (1) new skills (1) e.g. doctors (1) willingness to do low paid jobs / work long hours (1) Credit well argued points e.g. increased demand for housing means more jobs in construction (1) more young male immigrants will produce a better workforce (1)  Do <i>not</i> allow overcrowding  NB 3 marks can be gained for all difficulties, all benefits, or a combination.	(3)

(Total 7 marks)

Question Number	Answer	Mark
4(a)	The average age of the population is increasing (1) The proportion / %age of people over 65 / old / elderly is increasing (1)  Do <i>not</i> allow: The <i>number</i> of people over 65 / old / elderly is increasing OR there are more old people than young people OR any answers referring to changes in birth rate, death rate, life expectancy or old people living longer	(1)

Question Number	Answer	Mark
4(b)(i)	fell [ X ] 21% [ X ] the same as [ X ] rose [ X ] double [ X ]	(5)

Question Number	Answer	Mark
4(b)(ii)	May lead to population decrease (1) Fewer nurseries / schools will be needed (1) Schools will be less crowded/full (1) so there will be a surplus of / unwanted buildings / facilities (1) and fewer teachers needed / teacher redundancies (1) <u>In the future / eventually</u> fewer of working age (1) so fewer to support the elderly (1) fewer taxes collected (1) so less money for services (1)	(2)

Question Number	Answer	Mark
4(b)(iii)	Fewer taxes collected (1) and fewer to support the elderly (1) so - Difficulties in funding / providing enough social / leisure services / facilities (1) e.g. care homes, (free) bus passes etc. (1 max for e.g.) People may have to work longer / retire later (1)	(2)

(Total 10 marks)

Question Number	Answer	Mark
5(a)(i)	<p>Pensions needed / have to be paid (1)</p> <p>Strain / pressure on healthcare / doctors / hospitals (1)</p> <p>Increased) demand for sheltered housing / care homes (1)</p> <p>Increased) demand for social services / subsidies (1)</p> <p>e.g. home helps, meals provision, free TV licences, bus passes (1 max for e.g.)</p> <p>(Increased) demand for leisure facilities (1)</p> <p>e.g. golf courses, dance halls, etc. (1 max for e.g.)</p> <p>More public transport needed / public transport is over)crowded (1)</p>	(2)

Question Number	Answer	Mark
5(a)(ii)	<p>May do unpaid / voluntary work (1) e.g. Citizen's Advice Bureau, hospital transport etc. (1 max. for e.g.)</p> <p>May help the working population by doing low paid jobs (1)</p> <p>May give a boost to the leisure industry because they have more time / money to spend on recreation (1)</p> <p>May help their children with child care (1) thus reducing costs (to the community / council) OR allowing parents to carry on working (1)</p> <p>Do <i>not</i> allow just: more time to spend with family / grandchildren</p>	(2)

(Total 4 marks)

Question Number	Indicative content
6(a)	<p>No mark for ranking of options. Credit valid reasons for candidates' ranking of options.</p> <p>Criteria include:</p> <ul style="list-style-type: none"> <li>- relevance to the UK's changing population amount and population structure</li> <li>- relevance to the balance between natural change and change due to net migration</li> <li>- the pattern of immigration, particularly from central and eastern EU countries</li> <li>- the purpose of the immigration and its economic and social impact</li> <li>- the problems and benefits brought about by an ageing population</li> <li>- the implication of both immigration and an ageing population for government and local councils</li> </ul>

**Some suggested advantages and disadvantages of each Option**

Option A - To reduce the population increase due to net migration

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- annual quotas on immigration would help to deal with the problem of increasing / high immigration shown in Fig. 6</li> <li>- fewer immigrants could help reduce the problems of integration / racial conflict etc. for government, local councils and local communities</li> <li>- fewer immigrants might mean more jobs are available for local workers, so that unemployment would be reduced</li> <li>- encouraging emigration would help to increase the relatively low numbers shown in Fig. 6</li> <li>- emigration of the elderly / retired would help the problem of an ageing population</li> </ul>	<ul style="list-style-type: none"> <li>- fewer immigrants might mean low paid, unskilled jobs may remain difficult to fill</li> <li>- influencing immigration and emigration might not deal directly with the problem of an ageing population</li> <li>- it may be skilled workers who are likely to emigrate, which would be bad for the UK economy</li> <li>- it may be difficult to stop immigration from the EU, since workers are free to move between member countries. The UK may have to leave the EU to overcome this problem</li> </ul>

Option B - To encourage continued immigration of working aged people with skills which are needed

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- immigrants bring cultural diversity - food, customs, language etc. as well as skills</li> <li>- they may have skills in which there is a shortage in the UK</li> <li>- they will pay taxes which help government and local councils' economy</li> <li>- taxes paid will reduce the tax burden on UK workers, as well as providing revenue to enable government to address problems of an ageing population</li> <li>- working aged migrants will help to reduce the old age dependency statistic</li> <li>- young immigrants may bring families with them so that money does not need to be sent back to their country of origin, but stays in the UK economy</li> <li>- young immigrants may have more children, thus increasing the low birth rate</li> </ul>	<ul style="list-style-type: none"> <li>- there may still be racial problems in areas with concentrations of immigrants</li> <li>- more services / facilities might be needed for immigrants which may strain the local economy</li> <li>- even skilled immigrants may take jobs which UK workers might have done</li> <li>- it might be difficult to control the number of family members accompanying successful immigrants; these family members might need services which are not normally in place</li> </ul>

Option C - To increase the provision of facilities and services for the retired and elderly

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- providing more facilities and services for the elderly would produce more jobs in construction as well as in running them</li> <li>- better facilities and services might keep the elderly in better health, reducing their demands for health care etc.</li> </ul>	<ul style="list-style-type: none"> <li>- providing more facilities and services may cost large amounts of money which taxpayers will have to fund</li> <li>- providing more for the elderly might divert funds away from other facilities and services, which might adversely affect the rest of the population</li> <li>- tackling problems of the elderly does nothing to address migration problems</li> </ul>

Option D - To encourage people to continue working past retirement age

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"><li>- skilled, experienced workforce is retained</li><li>- elderly workers still pay taxes</li><li>- fewer pensions would need to be paid in the short term</li><li>- pensioners would eventually be better off when they do retire</li><li>- more elderly workers could mean a reduction in the need for immigrant workers</li></ul>	<ul style="list-style-type: none"><li>- the promise of larger pensions when the elderly do retire may be a problem for the economy in the future</li><li>- elderly workers may be slower and/or less efficient</li><li>- there may be fewer jobs available for younger workers, with an increase in unemployment</li><li>- there may also be fewer jobs available for skilled immigrants</li><li>- if the elderly are still working, there will be fewer voluntary workers available, so that services relying on them may suffer</li><li>- the elderly may still live longer - so that the population will still be ageing</li></ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Only considers a few relevant criteria Probably only uses obvious points from figure 12 Makes simple points lifted from the Resource Booklet e.g. Migrant workers need encouraging because they can do low paid jobs and work long hours If the elderly carry on working they will need fewer facilities, and contribute to the community For the top mark, makes several simple points.</p>
Level 2	4-6	<p>Considers a number of relevant criteria May use more sources than figure 12, especially figures 7 and 11, but also figures 5, 6, 8, 9 and 10. Makes a number of simple points, but also includes at least one developed (D) point (i.e. elaborates with more detail, or explanation, or makes comparisons). Having quotas on the number of immigrants permitted would stop the trend of increasing immigration shown in Figure 6. (D) Continued immigration of skilled workers provides extra tax revenue for local councils (D), enabling them to provide more care and support for the elderly (D) An increase in the provision of facilities and services for the elderly would keep them in better health (D), so they would not be as much of a burden on the local council (D) The elderly can continue doing voluntary or lower paid jobs which will reduce their reliance on the working population (D), and reduce their demand for extra facilities (D)</p> <p>For the top mark:</p> <ul style="list-style-type: none"> <li>- Includes a few developed (D) points</li> <li>- Writes in sentences with a clear and structured style. Spells, punctuates and uses the rules of grammar with reasonable accuracy.</li> </ul>

Question Number	Indicative content	
<b>6(b)(i)</b>		
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>Only considers a few relevant criteria Probably only uses obvious points from figure 12 Makes simple points lifted from the Resource Booklet e.g. Migrant workers need encouraging because they can do low paid jobs and work long hours If the elderly carry on working they will need fewer facilities, and contribute to the community For the top mark, makes several simple points.</p>
<b>Level 2</b>	3	<p>Considers a number of relevant criteria May use more sources than figure 12, especially figures 7 and 11, but also figures 5, 6, 8, 9 and 10. Makes a number of simple points, but also includes at least one developed (D) point (i.e. elaborates with more detail, or explanation, or makes comparisons). Having quotas on the number of immigrants permitted would stop the trend of increasing immigration shown in Figure 6. (D) Continued immigration of skilled workers provides extra tax revenue for local councils (D), enabling them to provide more care and support for the elderly (D) An increase in the provision of facilities and services for the elderly would keep them in better health (D), so they would not be as much of a burden on the local council (D) The elderly can continue doing voluntary or lower paid jobs which will reduce their reliance on the working population (D), and reduce their demand for extra facilities (D)</p>



Question Number	Indicative content	
<b>6(b)(ii)</b>		
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>Only considers a few relevant criteria</p> <p>Probably only uses obvious points from figure 12</p> <p>Makes simple points lifted from the Resource Booklet</p> <p>Having quotas could prevent some good immigrants moving to the UK</p> <p>More healthcare and homes for the elderly would cost local councils too much</p> <p>Elderly workers may be less efficient and only able to do low paid jobs</p> <p>For the top mark, makes several simple points.</p>
<b>Level 2</b>	3	<p>Considers a number of relevant criteria</p> <p>May use more sources than figure 12, especially figures 7 and 11, but also figures 5, 6, 8, 9 and 10.</p> <p>Makes a number of simple points, but also includes at least one developed (D) point (i.e. elaborates with more detail, or explanation, or makes comparisons).</p> <p>Immigrant workers, even skilled ones, might take jobs from the local population (D), or need benefits from government which existing workers would have to pay for through taxes (D)</p> <p>If the elderly continued working, there might be fewer jobs available for newly qualified young workers, or skilled immigrants. (D)</p> <p>Increasing healthcare and subsidies for the elderly would mean other services might have to be reduced or cut (D), and this would affect the rest of the population as well (D).</p>

(Total 12 marks)

## Unit 1313 Paper 2F

Question Number	Answer	Mark								
1(a)	<table border="1" style="display: inline-table; margin-right: 20px;"> <tr> <td>Loss of land</td> <td>B</td> </tr> <tr> <td>Congestion</td> <td>D</td> </tr> <tr> <td>Air pollution</td> <td>C</td> </tr> <tr> <td>Accidents</td> <td>A</td> </tr> </table> <p style="margin-left: 20px;">Three or four correct = 3 marks Two correct = 2 marks One correct = 1 mark</p>	Loss of land	B	Congestion	D	Air pollution	C	Accidents	A	(3)
Loss of land	B									
Congestion	D									
Air pollution	C									
Accidents	A									

Question Number	Answer	Mark
1(b)(i)	Two-thirds	(1)

Question Number	Answer	Mark
1(b)(ii)	250 km	(1)

Question Number	Answer	Mark
1(b)(iii)	<p>Cheap (1) Frequent (1)</p> <p>If more than 2 boxes are crossed, deduct 1 mark for each extra box</p>	(2)

Question Number	Answer	Mark
1(c)(i)	<p>Metro provides <u>fast/cheap</u> transport (1) so many people will travel by train instead of by car (1) Fewer cars on the roads means less congestion (1) A train carriage takes up less space than the number of cars needed for the same number of passengers (1) Metro is underground so takes passengers who would otherwise use surface transport (1)</p>	(2)

Question Number	Answer	Mark
1(c)(ii)	Metro trains are electric (1) so do not cause <u>noise</u> pollution (1) or <u>air</u> pollution (1) Cars produce exhaust fumes (1) so fewer cars on the road means less <u>air</u> pollution (1)  Do not credit just pollution	(2)

Question Number	Answer	Mark
1(d)(i)	Incineration and landfill	(1)

Question Number	Answer	Mark
1(d)(ii)	3	(1)

Question Number	Answer	Mark
1(e)(i)	Waste that is buried in the ground	(1)

Question Number	Answer	Mark
1(e)(ii)	Cheap method of waste disposal (1) Can keep waste buried for long periods/years (1) Methane can be used for energy (1) Landfill gas is a renewable source of energy (1) Means of reclaiming derelict land eg disused quarry (1) Reclaimed land can later be used for housing/farming /parks(1)  Do NOT accept "it is an easy way of storing waste" OR "it can hold a lot of waste"	(1)

Question Number	Answer	Mark
1(e)(iii)	<p>Value of the waste material is lost (1)  OR some <u>recyclable</u> materials may be buried (1)  Risk of explosions/fires (1)  which cause emissions of harmful chemicals/dioxins (1)  Gases may be released which can smell bad (1)  and add to greenhouse effect/global warming (1) eg methane (1)  (Accept "<u>air</u> pollution" for 1 mark if none of above are credited)  Neighbouring areas may suffer from litter/visual pollution (1)  Site may attract pests e.g. rats, flies (1)  Trucks delivering waste cause noise pollution (1)  Soil/water supply can become contaminated (1)  Takes up <u>valuable</u> land / land that could be used for housing (1)  OR site may not be redeveloped because of contamination (1)  Subject to EU restrictions/tax (1)  which has increased costs of landfill(1)</p>	(2)

Question Number	Answer	Mark
1(e)(iv)	Burning waste	(1)

Question Number	Answer	Mark
1(e)(v)	<p>Quick method of waste disposal (1)  Disposes of <u>hazardous</u> waste (e.g. medical) (1)  Produces energy (1)  that can be used to generate heat or electricity (1)  Solid residue can be used (1)  in road building/construction (1)  Reduces the need to use up land for waste disposal (1)  OR does not take up much land (1)  Modern incinerators are less polluting than old designs (1)</p> <p>Do NOT accept ash may be used as fertiliser</p>	(2)

Question Number	Answer	Mark
1(e)(vi)	Expensive (1) Produces <u>dangerous</u> fumes/dioxins (1) that can cause cancer (1) Produces gases/smoke that can smell bad (1) Produces gases that cause acid rain (1) Produces CO <sub>2</sub> (1) that causes global warming (1) (Accept " <u>air</u> pollution" for 1 mark if none of the details about gases above are credited) Produces ash that has to be disposed of as landfill (1) Modern incinerators require large volumes of waste to be profitable so may discourage recycling (1) Recyclable materials may be destroyed (1) Large incinerators/chimneys may be ugly (1)	(2)

Question Number	Answer	Mark
1(f)(i)	Waste management that is environmentally friendly	(1)

Question Number	Answer	Mark																				
1(f)(ii)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Product</th> <th style="width: 10%;">Reusing</th> <th style="width: 10%;">Recycling</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Refillable ink cartridge</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>Steel made from scrap metal</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Glue made from animal bones</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Returnable glass milk bottle</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </tbody> </table> <p>Four correct = 2 marks            Three correct = 1 mark            One/two correct = 0 mark</p>	Product	Reusing	Recycling		Refillable ink cartridge	X			Steel made from scrap metal		X		Glue made from animal bones		X		Returnable glass milk bottle	X			(2)
Product	Reusing	Recycling																				
Refillable ink cartridge	X																					
Steel made from scrap metal		X																				
Glue made from animal bones		X																				
Returnable glass milk bottle	X																					

Question Number	Answer	Mark
1(f)(iii)	Any way whereby <b>manufacturers</b> can avoid <b>producing</b> waste: Eg Introduce more efficient production methods (1) with improved quality control / process monitoring (1) Improve product lifetimes/durability (1) Provide <u>cheap</u> after-sales service (1) Use less packaging (1) Produce fewer advertising leaflets/junk mail (1)  Accept e.g. filters on chimneys to reduce emissions (1) Do NOT accept examples of reusing or recycling.	(1)

Question Number	Indicative content	
1(g)	<p><b>Child Labour</b>  eg Nikewatch, Just Do It, Save The Children, Global March Against Child Labour, Children In Crisis, UNICEF, International Labour Organisation.</p> <p>Candidates can score marks without naming a specific campaign group.  Do not automatically penalise candidates who name a target company instead.</p> <p>Credit material written in (i) that would be relevant in (ii), and vice-versa</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>Mentions one or two problems:</b>  Eg Children work for very low wages; they work long hours; they suffer health risks; they lose out on education.</p> <p><b>Mentions one or two campaign activities:</b>  Eg advertising, website, fund-raising, demonstrations, lobbying.</p>
Level 2	3-4	<p><b>Mentions three or four problems  OR describes one or two in some detail:</b>  Eg Names a TNC using sweatshops and country they are located in; or gives statistics on wages/working hours.</p> <p><b>Mentions three or four campaign activities:  OR describes one or two in some detail:</b>  Eg specific advert/slogan/logo; support of a named celebrity; publicity event such as cycle challenge; filing a lawsuit against a company eg Firestone Nestles; running education camps for child labourers in LEDCs.</p> <p>To reach the top mark:  Writes in sentences with a clear, structured style.  Spells, punctuates and uses grammar rules with some accuracy.</p>
	QWC	

OR

Question Number	Indicative content	
1(g)	<p><b>Unfair trade</b> eg Fairtrade (Foundation), Oxfam, Traidcraft, Friends of the Earth, Amnesty International, World Development Movement, CAFOD, Trade Justice Movement.</p> <p>Candidates can score marks without naming a specific campaign group.</p> <p>Credit material written in (i) that would be relevant in (ii), and vice-versa.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>Mentions one or two problems:</b> Eg farmers have difficulty selling their produce; companies paying low prices and making large profits; LEDC farmers living in poverty.</p> <p><b>Mentions one or two campaign activities:</b> Eg advertising, website, political lobbying, demonstrations, buying/selling Fairtrade goods.</p>
Level 2	3-4	<p><b>Mentions three or four problems</b> <b>OR describes one or two in some detail:</b> Eg Names some LEDCs and/or commodities affected by unfair trade practices such as dumping and EU Economic Partnership Agreements.</p> <p><b>Mentions three or four campaign activities:</b> <b>OR describes one or two in some detail:</b> Eg specific advert/slogan/logo; publicity event such as a Fairtrade Fortnight; recognise Fairtrade Towns in MEDCs; market Fairtrade goods in catalogue or shops; empower farmers/craft workers in LEDCs; licensing the Fairtrade Mark to products.</p> <p>To reach the top mark: Writes in sentences with a clear, structured style. Spells, punctuates and uses grammar rules with some accuracy.</p>
	QWC	

(Total 30 marks)

Question Number	Answer	Mark									
2(a)	<table border="1"> <tr> <td>East Devon Way</td> <td>→</td> <td>000807</td> </tr> <tr> <td>Museum</td> <td>→</td> <td>998825</td> </tr> <tr> <td>Information Centre</td> <td>→</td> <td>002812</td> </tr> </table> <p>Two or three correct = 2 marks  One correct = 1 mark  Accept just lines, and arrow heads pointing in opposite directions</p>	East Devon Way	→	000807	Museum	→	998825	Information Centre	→	002812	(2)
East Devon Way	→	000807									
Museum	→	998825									
Information Centre	→	002812									

Question Number	Answer	Mark												
2(b)(i)	<table border="0"> <tr> <td>Nature reserve (1)</td> <td>Visitor centre (1)</td> </tr> <tr> <td>Woodland (1)</td> <td>Wind pump/generator (1)</td> </tr> <tr> <td>Golf course (1)</td> <td>Club House (1)</td> </tr> <tr> <td>Parking/car park (1)</td> <td>Road/track (1)</td> </tr> <tr> <td>Railway (1)</td> <td>Footpath (1)</td> </tr> <tr> <td>Housing/built-up area (1)</td> <td>Pond/lake (1)</td> </tr> </table>	Nature reserve (1)	Visitor centre (1)	Woodland (1)	Wind pump/generator (1)	Golf course (1)	Club House (1)	Parking/car park (1)	Road/track (1)	Railway (1)	Footpath (1)	Housing/built-up area (1)	Pond/lake (1)	(2)
Nature reserve (1)	Visitor centre (1)													
Woodland (1)	Wind pump/generator (1)													
Golf course (1)	Club House (1)													
Parking/car park (1)	Road/track (1)													
Railway (1)	Footpath (1)													
Housing/built-up area (1)	Pond/lake (1)													

Question Number	Answer	Mark
2(b)(ii)	R = mud (1) S = sand (1) Accept sand dunes (1)	(2)

Question Number	Answer	Mark								
2(c)	<table border="1"> <tr> <td>A</td> <td>Wave</td> </tr> <tr> <td>E</td> <td>Movement of sand with backwash</td> </tr> <tr> <td>D</td> <td>Direction of wind</td> </tr> <tr> <td>B</td> <td>Movement of sand with swash</td> </tr> </table> <p>Three or four correct = 3 marks  Two correct = 2 marks  One correct = 1 mark</p>	A	Wave	E	Movement of sand with backwash	D	Direction of wind	B	Movement of sand with swash	(3)
A	Wave									
E	Movement of sand with backwash									
D	Direction of wind									
B	Movement of sand with swash									



Question Number	Answer	Mark
2(d)(i)	(River) Exe	(1)

Question Number	Answer	Mark
2(d)(ii)	<p>They have leisure opportunities (must give one example: eg golf, bird watching, swimming, walking, sunbathing) available there (1) within a short distance (1)</p> <p>They may be employed there (must give one example: eg at visitors centre/club house)(1), so their journey to work is short (1)</p> <p>They are sheltered by it (1), so won't suffer from rough seas (1)</p> <p>It provides sandy beaches (1), whilst their beach is mudflat(1)</p> <p>Tourists visiting the spit may spend money in / bring business to Eastdon (1) because they might pass through Eastdon (on their journey) (1)</p> <p>(This means of course that just "Tourists may spend money in / bring business to Eastdon" does not get a mark)</p> <p>Do NOT accept "it is a nature reserve"</p>	(2)

Question Number	Answer	Mark
2(e)(i)	<p>Eg Thousands/lots of birds live/migrate there (1)</p> <p>It has a variety of habitats (1)</p> <p>Dunes/saltmarshes are easily damaged (1)</p> <p>Visitor pressure could be a problem (1)</p> <p>Do NOT accept just "it is a wildlife area"</p>	(1)

Question Number	Answer	Mark
2(e)(ii)	<p>Smoke/air pollution may harm wildlife (1)</p> <p>Vegetation/plants may be burnt (1)</p> <p>Bird habitats could be destroyed (1)</p> <p>Soil could be scorched (1)</p> <p>Litter left behind may harm wildlife(1)</p>	(1)

Question Number	Answer	Mark
2(e)(iii)	<p>Unleashed dogs may chase/worry/attack birds (1)</p> <p><u>Barking</u> dogs may disturb (nesting/resting) birds (1)</p> <p>Dogs foul beaches (1), which is a health hazard (1)</p> <p>so it means some beaches are left safe for children to play (1)</p>	(2)

Question Number	Answer	Mark								
2(f)(i)	<table border="1"> <tr> <td>Groyne</td> <td></td> </tr> <tr> <td>Rock armour (rip-rap)</td> <td>Z</td> </tr> <tr> <td>Beach recharge (beach nourishment)</td> <td></td> </tr> <tr> <td>Sea wall</td> <td>Y</td> </tr> </table>	Groyne		Rock armour (rip-rap)	Z	Beach recharge (beach nourishment)		Sea wall	Y	(2)
Groyne										
Rock armour (rip-rap)	Z									
Beach recharge (beach nourishment)										
Sea wall	Y									

Question Number	Answer	Mark
2(f)(ii)	<p><b>Advantages</b>  Curved top deflects wave/water backwards or away from land (1)  Prevents erosion (1)  Prevents flooding (1)  Strong / long lasting (1)  Provides promenade (1)</p> <p><b>Disadvantages</b>  Expensive (to build/maintain) (1)  Ugly/unsightly (1)  Access to beach restricted (1)  Dangerous - people may fall off (1)  Had to be reinforced by boulders placed in front of it (1)  2 + 2</p>	(4)

Question Number	Answer	Mark
2(f)(iii)	Longshore drift	(1)

Question Number	Answer	Mark
2(f)(iv)	Soft engineering	(1)

Question Number	Indicative content	
2(g)(i)&(ii)	<p><b>Earthquake:</b> eg Kobe; Izmit/Turkey; San Francisco  <b>Volcano:</b> eg Chances Peak/Montserrat; Mt St Helens</p> <p>Candidates can score marks without naming a specific tectonic event.</p> <p>Credit material written in (i) that would be relevant in (ii), and vice-versa.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p><b>Mentions one or two effects:</b>  Eg people were killed; houses collapsed; lava covered roads.</p> <p><b>Mentions one or two responses:</b>  Eg rescue by fire service; use of emergency supply packs; sending of international aid; rebuilding of houses.  Also accept descriptions of victims' feelings.</p>
Level 2	4-6	<p><b>Mentions three or four effects,  OR describes one or two in some detail:</b>  Eg 200 people were killed; deaths were due to fires; people had to move to the other side of the island; transport/energy infrastructure was disrupted; crops were washed away by a tsunami.</p> <p><b>Mentions three or four responses,  OR describes one or two in some detail:</b>  Eg international aid such as food, water or blankets; future planning such as designating evacuation routes, safe assembly points or emergency accommodation.</p> <p><b>QWC</b>  To reach the top mark:  Writes in sentences with a clear, structured style.  Spells, punctuates and uses grammar rules with some accuracy.</p>

(Total 30 marks)

Question Number	Answer	Mark
3(a)(i)	Very high	(1)

Question Number	Answer	Mark
3(a)(ii)	Very low	(1)

Question Number	Answer	Mark
3(a)(iii)	Increase (1) Decrease (1)	(2)

Question Number	Answer	Mark
3(b)(i)	Domestic	(1)

Question Number	Answer	Mark
3(b)(ii)	No or 0% water is used industrially (1) Because Afghanistan has few factories (1) Little water is used domestically (1) because living standards are low (1) OR people do not have dishwashers/showers/swimming pools etc (1) Most water is used in agriculture (1) because most people are farmers (1)  Do not credit just quoting the %s for domestic and agricultural	(2)

Question Number	Answer	Mark
3(b)(iii)	Canada has a smaller area of farmland than the USA	<b>X</b>
	The USA imports (buys) a lot of farm produce from other countries	
	People in the USA generally eat more than people in Canada	
	Canada has more land which is too cold to farm	<b>X</b>
	If more than two statements are crossed, deduct 1 mark for each extra cross.	
		(2)

Question Number	Answer	Mark
3(c)(i)	300 million	(1)

Question Number	Answer	Mark
3(c)(ii)	They may fall ill/catch a disease (1) Also award marks for specific diseases: Eg cholera (1), typhoid (1), dysentery (1)  They may be unable to work (1) They may die (1) They may suffer from dehydration due to not drinking (1)	(2)

Question Number	Answer	Mark
3(c)(iii)	People in urban areas are more likely to have piped water (1) as it is more economical to pipe it to towns/population centres (1) Many African countries can't afford to pipe water to the rural areas (1) Rural people get water from surface sources/rivers/pools (1) which are more likely to become polluted (1)	(2)

Question Number	Indicative content	
3(d)	Eg Aswan Dam, Three Gorges Dam; Akosombo Dam, Lesotho Highlands Water Project  Must be a scheme supplying water (though it may be a multi-purpose one) Candidates can score marks without naming a specific management scheme. Full marks could be scored on just one of people/environment	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<b>Mentions one to three simple effects:</b> Eg people got more drinking water; farmland was irrigated; HEP was generated at dam; settlements were flooded by reservoir; animal habitats were lost under reservoir.  Max 3 marks for water supply scheme that is not from a river (eg wells)
Level 2	4-6	<b>Mention four or more simple effects</b> <b>OR explains one or more effects in some detail:</b> Eg cotton was grown with irrigation water; HEP was generated leading to development of industry; reservoir flooded major road and disrupted transport; ancient temples had to be relocated; river no longer flooded annually; river's delta suffered coastal erosion.

(Total 20 marks)

Question Number	Answer	Mark
4(a)(i)	Lower crop yields (1) Coastal floods (1)    Accept floods	(1)

Question Number	Answer	Mark
4(a)(ii)	Deforestation (1) Lower crop yields (1) Accept stronger tropical storms (1)	(1)

Question Number	Answer	Mark
4(a)(iii)	Increase (1) More (1) More (1)	(3)

Question Number	Answer	Mark
4(b)(i)	E.g. Melting of icecaps / permafrost (1) Possible diversion of ocean currents/Gulf Stream (1) Heavy rainfall / <u>river</u> floods (1) Landslides (1) Forest fires (1) Water shortages/drought/desertification (1) Decline of ski resorts / reduced snowfall (1) Destruction/bleaching of coral reefs (1) Loss of wildlife habitats (1) Extinction of species of wildlife (1) Environmental refugees (1) Conflicts over water/food (1)  Do NOT accept rising temperatures/heat, rising sea level, thunderstorms or anything shown on Map 2	(2)

Question Number	Answer	Mark
4(b)(ii)	<p>Two marks for two benefits + one for reason or development.  OR one mark for a benefit + two for reasons or developments.  Max 2 marks if area not named.</p> <p>Eg Crops will be grown further north in <b>UK</b> (1)  because of longer growing season (1)  <b>UK</b> will grow exotic crops/olives/grapes/oranges outdoors (1)  so will be able to reduce imports (1)  and reduce transportation costs/food-miles (1)  <b>UK</b> will get more tourists (1)  and therefore more income (1)  because of sunnier summers (1)  Fewer <b>UK</b> people will die from hypothermia (1)  and heating bills will be lower (1)  because of milder winters (1)  Crop yields will increase in parts of <b>Sub-Saharan Africa</b> (1)  so reducing famine (1)  because of increased rainfall (1)  due to convectional uplift (1)  Fish stocks in <b>Antarctic Ocean</b> may increase (1)  because water from melting ice-cap is rich in nutrients (1)  and will encourage growth of plankton (1)  Getting minerals/oil from the <b>Arctic</b> sea bed will be easier (1)  and sea transport between Europe and Asia will be quicker (1)  due to opening of NW Passage (1)  because of melting of Arctic ice-cap (1)  <b>Greenland</b> may expand farming (1)  and develop HEP (1)  on land exposed by melting/retreat of ice (1)</p>	(3)

Question Number	Answer	Mark
4(c)(i)	USA	(1)

Question Number	Answer	Mark
4(c)(ii)	<p>Africa consists of LEDCs (1) OR African countries are poor (1)  with relatively few factories/power stations (1)  and few motor vehicles (1)  to burn fossil fuels (1)</p>	(2)

Question Number	Answer	Mark
4(c)(iii)	India's carbon emissions will increase (greatly) (1) They will double (1) OR grow by 1230 m tonnes per year (1) The more carbon dioxide/CO <sub>2</sub> released, the greater the global warming (1) Carbon dioxide/CO <sub>2</sub> is a greenhouse gas (1) It allows radiation from the sun to pass through it (1) but absorbs radiation from the earth (1) and prevents it escaping into space (1)	(3)

Question Number	Indicative content	
4(d)	<b>Acid Rain:</b> e.g. United Kingdom; Scandinavia; NW Europe  Candidates can score marks without naming a specific area.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<b>Mentions one or two simple causes.</b> Eg burning fuels causes acid rain; power stations release gases into the air; sulphur (or nitrogen) pollutes the air; cars release gases into the air.
Level 2	3-4	<b>Mentions three or four simple causes.</b> <b>OR explains one or two in some detail:</b> Eg emissions from thermal power stations, factories and vehicles cause acid rain; sulphur (or nitrogen) oxide combines with water molecules to form acid.

**OR**

Question Number	Indicative content	
4(d)	<b>Urban Climate:</b> e.g. London; Atlanta  Candidates can score marks without naming a specific area.	
Level	Mark	Descriptor
		No rewardable material
Level 1	1-2	<b>Mentions one or two simple causes.</b> Eg heat from the city warms the air; factories pollute the air; cars release heat; buildings provide shelter from the wind.
Level 2	3-4	<b>Mentions three or four simple causes.</b> <b>OR explains one or two in some detail:</b> Eg buildings generate heat from their central heating systems which then escapes into the air; car exhaust fumes heat the atmosphere; streets funnel winds; pollutants from chimneys increase smog/rainfall; tarmac roads absorb heat from the sun.

(Total 20 marks)



Question Number	Answer	Mark										
5(a)(i)	<table border="1"> <tbody> <tr> <td>T</td> <td>Palm tree</td> </tr> <tr> <td>P</td> <td>Bare sand</td> </tr> <tr> <td>S</td> <td>Crop</td> </tr> <tr> <td>Q</td> <td>Field boundary</td> </tr> <tr> <td>U</td> <td>Woodland</td> </tr> </tbody> </table> <p>Five correct = 3 marks Three or four correct = 2 marks One or two correct = 1 mark</p>	T	Palm tree	P	Bare sand	S	Crop	Q	Field boundary	U	Woodland	(3)
T	Palm tree											
P	Bare sand											
S	Crop											
Q	Field boundary											
U	Woodland											

Question Number	Answer	Mark
5(a)(ii)	(Artificially) watering the land/soil/crops Adding water to the land/soil/crops (1)	(1)

Question Number	Answer	Mark
5(b)(i)	Over-grazing	(1)

Question Number	Answer	Mark
5(b)(ii)	<p><b>Over-grazing</b>  <u>Too</u> many animals on/graze the land (1)            (Do NOT accept just "many animals graze the land")</p> <p>Grass/vegetation cover destroyed/eaten away/trampled (1)            leaving loose/bare soil (1)            exposed to erosion by wind (1)            and by surface runoff (after rainstorms) (1)            Ground/soil becomes infertile / loses nutrients (1)            and plant roots may be eaten (1)            so it is difficult for vegetation to re-establish itself (1)</p> <p><b>Over-cultivation</b>  <u>Too</u> many crops are planted/grown/harvested (1)            (Do NOT accept just "many crops are planted/grown/harvested")</p> <p>Nutrients are removed from the soil (in the harvested crop) (1)            and not returned to the soil (1)            so soil loses structure OR becomes more crumbly/loose (1)            Soil is vulnerable to erosion by wind (1)            and by surface runoff (after rainstorms) (1)            Ground/soil becomes infertile / loses nutrients (1)            Because it is continuously cropped /has no rest time (fallow) (1)            so it is difficult for vegetation to re-establish itself (1)</p>	(3)

Question Number	Answer	Mark
5(c)(i)	<p>Farming that does not use artificial or chemical fertilizers/pesticides/herbicides</p> <p>Accept just "farming that does not use chemicals"            Do not accept just "farming that is natural"            OR "farming that does not use fertilisers" (i.e. must say chemical or artificial fertilisers)</p>	(1)

Question Number	Answer	Mark
5(c)(ii)	<p>(20) cattle and (525) sheep (1)</p> <p>Accept cows and sheep (1)            No mark if (wild) birds are mentioned</p>	(1)

Question Number	Answer	Mark
5(c)(iii)	Received money/finance (1) from the EU / European Union (1) eg Environmentally Sensitive Area grants (1) Stewardship grants (1)  Do NOT accept "receives grants" on its own (i.e. must specify)	(2)

Question Number	Answer	Mark
5(c)(iv)	Encouraged heather to grow (1) Planted woodland/trees/ash trees/birch trees (1)	(2)

Question Number	Answer	Mark
5(c)(v)	So the landscape is not spoilt (1) Modern materials would look out of place (1) eg steel/aluminium (1) Planning restrictions may prevent use of other materials (1) because it is an Environmentally Sensitive Area / National Park (1) Local stone may be cheap to use/reuse (1) Local stone may be strong (1) Local stone will not have to be transported far so it is environmentally-friendly (1)  Accept "It supports local businessmen / the local economy" (1)	(2)

Question Number	Indicative content	
5(d)	<p>E.g. East Anglia; Fens</p> <p>Accept if the named region is not in an EU country. Candidates can score marks without naming a specific region.</p> <p>Accept hedges as natural vegetation Credit explanations of modern methods (eg hedge removal to make use of large machinery easier) as well as explanations of the environmental effects of those methods.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>Mentions one or two simple effects:</b> Eg water is polluted by chemicals; soil is eroded after removal of hedges; soil is damaged by burning stubble; natural vegetation is destroyed by ploughing up grassland; plants are killed by draining marshland.</p> <p>NB Can score 2 marks by referring to just one of vegetation/water/soil</p>
Level 2	3-4	<p><b>Explains one or two effects in some detail:</b> Eg rivers are polluted by fertilizers or pesticides being washed into them; soil humus content is reduced by burning stubble; topsoil is eroded by wind after hedges are removed; biodiversity is reduced OR wild flower species are endangered by ploughing up grassland or draining wetland.</p> <p>NB Can score 4 marks by referring to just one of vegetation/water/soil if they give sufficient detail on it</p>

(Total 20 marks)

Question Number	Answer	Mark										
6(a)	<table border="1"> <tr> <td>V</td> <td>Forest</td> </tr> <tr> <td>X</td> <td>Rocky coastline</td> </tr> <tr> <td>Y</td> <td>Apartments</td> </tr> <tr> <td>W</td> <td>Beach</td> </tr> <tr> <td>U</td> <td>Jetty for boats</td> </tr> </table> <p>Five correct = 3 marks Three or four correct = 2 marks One or two correct = 1 mark</p>	V	Forest	X	Rocky coastline	Y	Apartments	W	Beach	U	Jetty for boats	(3)
V	Forest											
X	Rocky coastline											
Y	Apartments											
W	Beach											
U	Jetty for boats											

Question Number	Answer	Mark
6(b)(i)	464	(1)

Question Number	Answer	Mark
6(b)(ii)	<p>Do not credit just lifts from Fig. 11 - there must also be some explanation/development to score a mark</p> <p>Variety of wild animals/plants/ecosystems - encourages interest in the natural environment/wildlife (1)  Guided plant study - so education about wildlife/environment (1)  Animals kept in secure areas - encourages their conservation (1)  Cars banned/electric carts or bikes used - so less <u>noise</u> pollution (1) and no <u>air</u> pollution (1)  so little contribution to global warming (1)  Water sports/canoes/pedalos/aqua bikes are <u>non-motorized</u> (1)  - so no pollution <u>of water</u> (1) from oil-spills (1)  and no damage to ecosystems (1)</p>	(3)

Question Number	Answer	Mark
6(b)(iii)	<p>Do not credit just lifts from Fig. 11 - there must also be some explanation/development to score a mark</p> <p>464 apartments means a <u>large number</u> of tourists - so some negative impact on environment possible(1)            Building of apartments - so destruction of <u>habitat</u> (1)            Air-conditioning - so uses/wastes a lot of energy/electricity (1)            Jacuzzis - so uses/wastes a lot of water (1)            Some wild animals caged - so not in natural habitat/free to roam(1)            Restaurants offer non-Mexican cuisine - so food may be imported(1) and energy is wasted in food-miles/transportation (1)            All inclusive/unlimited/free food and drink - so encourages excess/waste (1)            Accept coach/boat trips would cause <u>air/noise</u> pollution (1)</p>	(3)

Question Number	Answer	Mark
6(c)	<p><b>Dropping litter</b>            Litter can harm (farm) animals (1)            eg they can choke on plastic bags (1)                and get cut by broken glass/metal cans (1).            Litter can damage farm machinery (1)            Glass can focus sun's rays and cause fires (1)            Litter is unsightly (1)</p> <p><b>Riding on footpaths</b>            Risk of accidents/injuries to walkers from motor-bikes/bikes/horses(1)            Horses/vehicles cause <u>erosion</u> of the land/footpaths (1).            Removal of vegetation exposes soil to rain/further erosion (1)            Farmers lose fertile topsoil/productive land (1)            Eroded areas are unsightly (1)</p> <p>Do NOT credit same idea (eg eyesore) twice</p> <p>2 + 2 OR 1 + 3 OR 3 + 1</p>	(4)

Question Number	Answer	Mark
6(d)(i)	<p>Rural area = area of countryside (1)</p> <p>Accessibility = ease of travelling/getting to a place(1)            Do NOT accept "ease of accessing"</p>	(2)

Question Number	Indicative content	
6(d)(ii)	<p>Eg Lake District, Peak District, Snowdonia, Dartmoor</p> <p>Accept if the named national park is not in an EU country.            Max 2 marks if named rural area is not a national park (eg country park) but 0 marks if the named area is a theme park.            Candidates can score marks without naming a specific rural area.</p> <p>Do NOT accept attractions of the national park/rural area as explanations in part 2</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>States origin of visitors simply:</b>            Eg from (nearby) cities, from the surrounding area.</p> <p><b>States a simple link between the park's accessibility and its visitors:</b>            Eg It is very accessible from nearby cities so it gets many visitors from them.  <b>OR gives one other simple reason:</b>            Eg The cities have large populations; people want to escape from pollution of the city</p>
Level 2	3-4	<p><b>Describes origin of visitors briefly:</b>            Eg names one or two cities; gives a typical travelling distance.</p> <p><b>Gives a brief explanation relating to accessibility:</b>            Eg links the volume of visitors to a named transport route or to the nearness of named settlements.  <b>OR gives two other simple reasons</b>  <b>OR gives one developed reason:</b>            Eg People want to escape from noise and air pollution of the urban area where they live.</p>

(Total 20 marks)

## Unit 1313 Paper 3H

Question Number	Answer	Mark
1(a)(i)	Asia	(1)

Question Number	Answer	Mark
1(a)(ii)	Africa	(1)

Question Number	Answer	Mark
1(a)(iii)	It will fall / decrease (1) from 730m to 650m (1) or from just over 11% to 7% (1) or by 80m (1)	(2)

Question Number	Answer	Mark
1(b)(i)	1	(1)

Question Number	Answer	Mark
1(b)(ii)	3	(1)

Question Number	Answer	Mark
1(c)(i)	The difference between birth rate and death rate The difference between the number of births and the number of deaths Birth rate minus death rate [but <u>NOT</u> death rate minus birth rate] Births per thousand minus deaths per thousand [but <u>NOT</u> deaths per thousand minus births per thousand] Accept birth rate higher than death rate Accept BR and DR for birth rate and death rate throughout	(1)

Question Number	Answer	Mark
1(c)(ii)	The difference between the number of immigrants and the number of emigrants The difference between the number of people entering and the number of people leaving The number of immigrants minus the number of emigrants [but <u>NOT</u> vice versa]	(1)



Question Number	Answer	Mark
1(d)	The <u>average</u> age people will live to (1) The <u>average</u> age at which people die (1) How long / the number of years a person is <u>expected</u> to live (1) Do <i>not</i> allow how long a person has left to live or how long a person is going to live	(1)

Question Number	Answer	Mark
1(e)	Good /better health care / medical treatment (1) Good /better care homes / hospitals / doctors (1) Good /better diet (1) High(er) standard of living (1) Good /better / safer working conditions (1)  Do <i>not</i> allow people are fitter or people have jobs or just: better care or better health	(2)

Question Number	Answer	Mark
1(f)	Central / Eastern Europe(an countries) show population loss / decrease (1) of up to 0.9% (1) Accept three or more correctly named countries instead of 'Central /Eastern Europe(an countries)'  Western Europe(an countries) show population gain / increase (1) of generally 0 - 0.4% (1) but over 0.5% in a few countries (1) Accept three or more correctly named countries instead of 'Western Europe(an countries)'  Max. 2 marks if no data used	(3)

(Total 14 marks)

Question Number	Answer	Mark
2(a)	<p>Natural increase was higher than net migration from 1992 to 1998 (1), but lower from 1999 to 2006 (1) [or equivalent statements]</p> <p>Net migration became greater than natural increase between 1998 and 1999 [or around 1998 / 1999] (1)</p> <p>Natural increase and net migration were the same around 1998-99 (1)</p> <p>The greatest excess of natural increase over net migration was in 1992 (1)</p> <p>The greatest excess of net migration over natural increase was in 2005 (1)</p> <p>Do <i>not</i> credit statements about changes / trends</p> <p>Max 2 marks if no data used</p>	(3)

Question Number	Answer	Mark
2(b)(i)	<p>(Overall) increase (1) from 270,000 to 580,000 (1)</p> <p>rate has (approx) doubled (1)</p> <p>(slight) decrease 1991-1992 (1) (followed by) steady increase 1992-2004 (1) slight fall 2004-2005 (1)</p> <p>faster increases 1993-1994 / 1997-1999 / 2003-2004 (1)</p> <p>steady / steadier / little increase 1994-1997 / 2000-2001 / 2002-2004 (1)</p> <p>The peak number of immigrants was in 2004 (1)</p> <p>Credit any correctly identified change</p> <p>Max 2 marks if no data used</p>	(3)

Question Number	Answer	Mark
2(b)(ii)	<p>Unemployment is <u>higher</u> in Poland <i>or</i></p> <p>Unemployment is high in Poland but low in the UK <i>or</i></p> <p>unemployment is 18% in Poland <u>but only</u> 5% in the UK (1)</p> <p>GDP (per person) is <u>lower</u> in Poland <i>or</i></p> <p>GDP (per person) is low in Poland but high in the UK <i>or</i></p> <p>GDP (per person) is €11,600 in Poland <u>but</u> £20,336 in the UK (1)</p>	(2)

Question Number	Answer	Mark
2(b)(iii)	2004	(1)

Question Number	Answer	Mark
2(c)	Immigrant arrow 5.0 cms wide (1) Emigrant arrow 3.5 cms wide (1) Max. 1 of these 2 marks if arrow heads not drawn (or just bars) Correct shading (1) Max. 2 marks overall if shading is untidy or absent, if no ruler used for straight edges of arrows, or if arrows go beyond the vertical boundary If the width of both arrows is wrong, then no marks ( <i>even if shading is correct</i> )	(3)

(Total 12 marks)

Question Number	Answer	Mark
3(a)(i)	Poland and Lithuania	(1)

Question Number	Answer	Mark
3(a)(ii)	Allow relevant / appropriate jobs e.g. washing up (1) (food) packing (1) cook / chef (1) waiter / waitress (1) portering (1) cleaning (1) general maintenance (1) shop assistant (1) shelf stacking (1) etc. Allow unskilled jobs (1) for one mark	(2)

Question Number	Answer	Mark
3(a)(iii)	Young men are more likely to move <u>on their own</u> / have fewer family ties(1) Young men are able to do strenuous / heavy work (1) Do <i>not</i> accept just: they are fit Young men are more ambitious (1), more prepared to take a risk (1)	(2)

Question Number	Answer	Mark
3(a)(iv)	(Possible) conflicts with locals / difficulties in integration (1) racial tension (1) religious /cultural differences (1) migrants taking jobs (1) and/or housing (1) crowded schools (1) (Benefits of) bringing cultural diversity (1) new skills (1) e.g. doctors (1) [max. 1 mark for e.g.] willingness to do low paid jobs / work long hours (1) willingness to do jobs local workers do not want to do (1) e.g. cleaners (1) [max. 1 mark for e.g.] Credit well argued points e.g. increased demand for houses means more jobs in construction (1) more young immigrants will produce a stronger / flexible workforce (1) Do <i>not</i> allow overcrowding on its own NB 3 marks can be gained for all difficulties, all benefits, or a combination.	(3)

(Total 8 marks)

Question Number	Answer	Mark
4(a)	The average age of the population is increasing (1) The proportion / %age of people over 65 / old / elderly is increasing (1)  Do <i>not</i> allow: The <i>number</i> of people over 65 / old / elderly is increasing OR there are more old people than young people OR any answers referring to changes in birth rate, death rate, life expectancy or old people living longer	(1)

Question Number	Answer	Mark
4(b)(i)	They were the same (1) <i>or</i> both were 21% (1)	(1)

Question Number	Answer	Mark
4(b)(ii)	Under 15s %age will be half the over 60s %age (1) <i>or</i> Over 60s %age will be double the under 15s %age (1) <i>or</i> Over 60s will be 30% <u>whereas / but</u> under 15s will be 15% (1) Do <i>not</i> allow just: there will be more over 60s than under 15s	(1)

Question Number	Answer	Mark
4(c)	It will decrease (1) from 60% to 55% <i>or</i> by 5% (1) Max 1 mark if comments refer separately to 15-44s and 45-59s	(2)

Question Number	Answer	Mark
4(d)	May lead to population decrease (1) Fewer nurseries / schools will be needed (1) so there will be a surplus of / unwanted buildings / facilities (1) and fewer teachers needed / teacher redundancies (1) Government needs to pay less child benefit (1) so more money is available for / can be spent on other services (1) <u>In the future / eventually</u> fewer of working age (1) so fewer to support the elderly (1) the dependency ratio will increase (1) fewer taxes collected (1) so less money for services (1)	(4)

(Total 9 marks)

Question Number	Answer	Mark
5	<p>Advantages: May do unpaid / voluntary work (1) e.g. Citizen's Advice Bureau, hospital transport etc. (1 max. for e.g.)            May help the working population by doing low paid jobs (1)            May give a boost to the leisure industry because they have more time / money to spend on recreation (1)            May help their children with child care (1) thus reducing costs to the community / council / parents <i>or</i> allowing parents to carry on working (1)            Do <i>not</i> allow just: more time to spend with family / grandchildren or just: provide childcare</p> <p>Disadvantages: (More) pensions have to be paid (1)            Cost of / pressure on healthcare / doctors / hospitals (1)            (Increased) cost of /demand for sheltered housing/care homes (1)            (Increased) cost of / demand for social services / subsidies (1)            e.g. home helps, meals provision, free TV licences, bus passes [1 max for e.g.]            More public transport needed / public transport is (over)crowded (1)</p> <p>Max 4 marks for advantages or disadvantages.</p>	(5)

(Total 5 marks)

Question Number	Indicative content
6(a)	No mark for ranking of options. Credit valid reasons for candidates' ranking of options. Criteria include: <ul style="list-style-type: none"> <li>- relevance to the UK's changing population amount and population structure</li> <li>- relevance to the balance between natural change and change due to net migration</li> <li>- the pattern of immigration, particularly from central and eastern EU countries</li> <li>- the purpose of the immigration and its economic and social impact</li> <li>- the problems and benefits brought about by an ageing population</li> </ul> the implication of both immigration and an ageing population for government and local councils

**Some suggested advantages and disadvantages of each Option**

Option A - To reduce the population increase due to net migration

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- annual quotas on immigration would help to deal with the problem of increasing / high immigration shown in Fig. 6</li> <li>- fewer immigrants could help reduce the problems of integration / racial conflict etc. for government, local councils and local communities</li> <li>- fewer immigrants might mean more jobs are available for local workers, so that unemployment would be reduced</li> <li>- encouraging emigration would help to increase the relatively low numbers shown in Fig. 6</li> <li>- emigration of the elderly / retired would help the problem of an ageing population</li> </ul>	<ul style="list-style-type: none"> <li>- fewer immigrants might mean low paid, unskilled jobs may remain difficult to fill</li> <li>- influencing immigration and emigration might not deal directly with the problem of an ageing population</li> <li>- it may be skilled workers who are likely to emigrate, which would be bad for the UK economy</li> <li>- it may be difficult to stop immigration from the EU, since workers are free to move between member countries. The UK may have to leave the EU to overcome this problem</li> </ul>

Option B - To encourage continued immigration of working aged people with skills which are needed

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- immigrants bring cultural diversity - food, customs, language etc. as well as skills</li> <li>- they may have skills in which there is a shortage in the UK</li> <li>- they will pay taxes which help government and local councils' economy</li> <li>- taxes paid will reduce the tax burden on UK workers, as well as providing revenue to enable government to address problems of an ageing population</li> <li>- working aged migrants will help to reduce the old age dependency statistic</li> <li>- young immigrants may bring families with them so that money does not need to be sent back to their country of origin, but stays in the UK economy</li> <li>- young immigrants may have more children, thus increasing the low birth rate</li> </ul>	<ul style="list-style-type: none"> <li>- there may still be racial problems in areas with concentrations of immigrants</li> <li>- more services / facilities might be needed for immigrants which may strain the local economy</li> <li>- even skilled immigrants may take jobs which UK workers might have done</li> <li>- it might be difficult to control the number of family members accompanying successful immigrants; these family members might need services which are not normally in place</li> </ul>



Option C - To increase the provision of facilities and services for the retired and elderly

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- providing more facilities and services for the elderly would produce more jobs in construction as well as in running them</li> <li>- better facilities and services might keep the elderly in better health, reducing their demands for health care etc.</li> </ul>	<ul style="list-style-type: none"> <li>- providing more facilities and services may cost large amounts of money which taxpayers will have to fund</li> <li>- providing more for the elderly might divert funds away from other facilities and services, which might adversely affect the rest of the population</li> <li>- tackling problems of the elderly does nothing to address migration problems</li> </ul>

Option D - To encourage people to continue working past retirement age

Some possible ADVANTAGES	Some possible DISADVANTAGES
<ul style="list-style-type: none"> <li>- skilled, experienced workforce is retained</li> <li>- elderly workers still pay taxes</li> <li>- fewer pensions would need to be paid in the short term</li> <li>- pensioners would eventually be better off when they do retire</li> <li>- more elderly workers could mean a reduction in the need for immigrant workers</li> </ul>	<ul style="list-style-type: none"> <li>- the promise of larger pensions when the elderly do retire may be a problem for the economy in the future</li> <li>- elderly workers may be slower and/or less efficient</li> <li>- there may be fewer jobs available for younger workers, with an increase in unemployment</li> <li>- there may also be fewer jobs available for skilled immigrants</li> <li>- if the elderly are still working, there will be fewer voluntary workers available, so that services relying on them may suffer</li> <li>- the elderly may still live longer - so that the population will still be ageing</li> </ul>

Level 1	1-3	<p>Only considers a few relevant criteria Probably only uses obvious points from figure 12 Makes simple points lifted from the Resource Booklet e.g. Having quotas on the number of immigrant workers would reduce the overall amount of immigration Increased emigration of retired people could mean fewer old people to be supported If the elderly carry on working they will need fewer facilities, and contribute to the community Continued immigration would mean more social problems with the existing population More healthcare and homes for the elderly would cost local councils too much Elderly workers may be less efficient and only able to do low paid jobs For the top mark, makes several simple points.</p>
Level 2	4-6	<p>Considers a number of relevant criteria May use more sources than figure 12, especially figures 7 and 11, but also figures 5, 6, 8, 9 and 10. Makes a number of simple points, but also includes at least one developed (D) point (i.e. elaborates with more detail, or explanation, or makes comparisons). An increase in migrant workers provides extra tax revenue for local councils (D), enabling them to provide more care and support for the elderly (D) An increase in the provision of facilities and services for the elderly would keep them in better health (D), so they would not be as much of a burden on the local council (D) The elderly can continue doing voluntary or lower paid jobs which will reduce their reliance on the working population (D), and reduce their demand for extra facilities (D) More migrant workers might take jobs from the local population (D), or need benefits from government which existing workers would have to pay for through taxes (D)</p> <p>Increasing healthcare and subsidies for the elderly would mean other services might have to be reduced or cut (D), and this would affect the rest of the population as well (D).</p> <p>For the top mark:</p> <ul style="list-style-type: none"> <li>- Includes a few developed (D) points</li> <li>- Must include advantages and disadvantages of at least one of the options</li> <li>- Should include some comparison between the options to justify the rank order</li> <li>- Writes in sentences with a clear and structured style. Spells, punctuates and uses the rules of grammar with reasonable accuracy.</li> </ul>

Level 3	7-9	<p>Considers a range of criteria  May refer to a range of sources, especially figures 5 - 11 inc.; may explicitly prioritise between them  Includes many developed (D) points (i.e. elaborates with more detail, or explanation, or makes comparisons).  May see some implications not mentioned in the Resource Booklet.  Acknowledges problems as well as advantages of all the options.  An increase in migrant workers provides extra tax revenue for local councils (D), enabling them to provide more sheltered housing and healthcare for the elderly (D)  The elderly might continue doing voluntary or lower paid jobs like in the Citizen's Advice Bureau (D), which will reduce their demand for extra facilities, which will in turn reduce their reliance on the working population (D)  Increasing healthcare and subsidies for the elderly would mean other services might have to be reduced or cut (D), and this would affect the rest of the population as well (D).  May include some well developed (WD) points.  More migrant workers might take jobs from the local population, or need benefits from government which existing workers would have to pay for through taxes, leaving less government money for providing facilities / benefits for the elderly and retired (WD)</p> <p>For the top mark:</p> <ul style="list-style-type: none"> <li>- Makes some well developed (WD) points in a thoroughly argued, balanced answer.</li> <li>- Must include comparison between all the options to justify the rank order</li> <li>- Writes in sentences that are clear, structured and coherent. Spells, punctuates and uses the rules of grammar with few errors, using specialist terms appropriately and with precision.</li> </ul>
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Question Number	Answer	Mark
6(b)	Credit any relevant suggestions e.g. the overall estimated costs of each scheme (1) the comparative cost of each scheme to the government / local council (1) the effect on council tax (1) implications / projections of options A and B on the future population size (1) and structure (1) of the UK Statistics about what immigrants add to / take out of the economy (1) Statistics about what the elderly / retired add to / take out of the economy (1)	(3)

(Total 12 marks)

## Unit 1313 Paper 4H

Question Number	Answer	Mark
1(a)(i)	Two-thirds	(1)

Question Number	Answer	Mark
1(a)(ii)	250 km	(1)

Question Number	Answer	Mark
1(a)(iii)	Trains run every 4 minutes (at peak times)	(1)

Question Number	Answer	Mark
1(a)(iv)	To keep the fares affordable (1) To encourage people to use the metro (1) To encourage people not to use cars (1)	(2)

Question Number	Answer	Mark
1(a)(v)	<p>Metro provides <u>fast/cheap</u> transport (1) so many people will travel by train <u>instead of by car</u> (1)</p> <p><b>Road congestion</b> Fewer cars on the roads (means less congestion) (1) A train carriage takes up less space/ground than the number of cars needed to carry the same number of passengers (1) Metro goes <u>underground</u> so takes some people who would otherwise be travelling on the <u>surface</u> (and adding to congestion) (1)</p> <p><b>Traffic pollution</b> Metro trains are electric (1) so do not cause <u>noise</u> pollution (1) Metro trains do not cause <u>air</u> pollution (1) because they do not produce exhaust fumes (1) OR fewer cars on the road means less <u>air</u> pollution (1) because cars produce exhaust fumes (1)</p> <p>Do NOT credit just pollution or traffic pollution</p>	(4)

Question Number	Answer	Mark
1(c)(ii)	<p><b>Incineration</b>  Expensive (1)  Produces dioxins / <u>dangerous</u> fumes (1)  that can cause cancer (1)  Produces gases/smoke that can smell bad (1)  Produces gases that cause acid rain (1)  Produces CO<sub>2</sub> (1) which causes global warming (1)  (Accept "<u>air</u> pollution" for 1 mark if none of the details above about gases are credited)  Produces ash that has to be disposed of as landfill (1)  Modern incinerators require large volumes of waste to be profitable so may discourage recycling (1)  Recyclable materials may be destroyed (1)  Large incinerators/chimneys may cause visual pollution (1)</p> <p><b>Landfill</b>  Value of the waste material is lost (1)  OR some <u>recyclable</u> materials may be buried (1)  Risk of explosions/fires (1)  which cause emissions of harmful chemicals/dioxins (1)  Gases may be released which can smell bad (1)  and add to greenhouse effect/global warming (1) eg methane (1)  (Accept "<u>air</u> pollution" for 1 mark if none of the details above about gases are credited)  Site may attract pests e.g. rats, flies (1)  Neighbouring areas may suffer from litter/visual pollution (1)  Trucks delivering waste cause noise pollution (1)  Soil/water supply can become contaminated (1)  Takes up <u>valuable</u> land  OR takes up land that could be used for housing/farming, etc (1)  OR the site may not be redeveloped because of contamination (1)  Subject to EU restrictions/tax (1)  which has increased costs of landfill(1)</p> <p>Do not accept just "visual pollution" or "noise pollution" on their own, i.e. There must be some development such as the cause (eg tall chimneys, trucks) or a reference to neighbouring areas suffering. However, "air pollution" on its own is acceptable.</p> <p>2 + 2</p>	(4)

Question Number	Answer	Mark
1(c)(iii)	<p>Quick method of waste disposal (1)  Disposes of <u>hazardous</u> waste (e.g. medical) (1)  Produces energy (1)  that can be used to generate heat or electricity (1)  Solid residue can be used (1)  in road building/construction (1)  Reduces the need to use up land for waste disposal (1)  OR does not take up much land (1)  Modern incinerators are less polluting than old designs (1)  Some recyclable materials eg metals may be recovered (1)</p> <p>Do NOT accept ash may be used as fertiliser</p>	(2)

Question Number	Answer	Mark
1(d)(i)	Statements 1, 2 and 3	(1)

Question Number	Answer	Mark
1(d)(ii)	<p>Reusing is cheaper than recycling (1)  Recycling uses more energy (1)</p>	(1)

Question Number	Answer	Mark
1(d)(iii)	<p>Any way whereby manufacturers can avoid <b>producing</b> waste:  Eg Introduce more efficient production methods (1)  with improved quality control / process monitoring (1)  Improve product lifetimes/durability (1)  Provide <u>cheap</u> after-sales service (1)  Produce fewer advertising leaflets/junk mail (1)  OR use computer records rather than paper (1)  Fit filters on chimneys to reduce emissions (1)  Use less packaging (1)  Still accept "less packaging" if it is linked to businesses other than manufacturers (eg supermarkets)</p> <p>Do NOT accept examples of reusing or recycling.</p>	(2)

Question Number	Indicative content	
1(e)(i)&(ii)	<p><b>Child Labour</b>            eg Nikewatch, Just Do It, Save The Children, Global March Against Child Labour, Children In Crisis, UNICEF, International Labour Organisation, etc</p> <p>Max 4 marks if campaign group is not named.            Do not automatically penalise candidates who name a target company instead.            Credit material written in (i) that would be relevant in (ii), and vice-versa</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>Mentions one or two problems:</b>            Eg Children work for very low wages; they work long hours; they suffer health risks; they lose out on education.</p> <p><b>Mentions one or two campaign activities:</b>            Eg advertising, web-site, fund-raising, demonstrations, lobbying.</p> <p>One problem/activity mentioned for one mark            Two problems/activities mentioned for two marks</p>
Level 2	3-4	<p><b>Describes one or two problems in some detail:</b>            Eg Names a TNC using sweatshops and country they are located in; or gives statistics on wages/working hours.</p> <p><b>Describes one or two activities in some detail:</b>            Eg specific advert/slogan/logo; support of a named celebrity; publicity event such as cycle challenge; filing a lawsuit against a company eg Firestone Nestles; running education camps for child labourers in LEDCs.</p> <p>One problem/activity in some detail for three marks            Two problems/activities in some detail for four marks            N.B. Candidates can also score three marks (but no more) by <u>mentioning</u> three or more problems/activities</p> <p>To reach the top mark:            Must include a point with some detail.            Writes in sentences with a clear, structured style.            Spells, punctuates and uses grammar rules with some accuracy.</p>
	QWC	
Level 3	5-6	<p><b>Describes three or four problems in some detail:</b>            May give details of poor working conditions in specific factories; or a TNC's ineffective monitoring of its code of practice in factories.</p> <p><b>Describes three or four activities in some detail</b>            May refer to activities in both LEDCs and MEDCs.            May comment on the effectiveness of specific strategies.</p> <p>Four problems/activities in some detail for six marks</p> <p>To reach the top mark:            Writes in sentences that are clear, structured and coherent.            Spells, punctuates and uses grammar rules with accuracy.            Uses specialist terms appropriately.</p>
	QWC	

**OR**

Question Number	Indicative content	
1(e)(i)&(ii)	<p><b>Unfair trade</b></p> <p>eg Fairtrade (Foundation), Oxfam, Traidcraft, Amnesty International, Friends of the Earth, CAFOD, World Development Movement, Trade Justice Movement. Max 4 marks if campaign group is not named. Credit material written in (i) that would be relevant in (ii), and vice-versa</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>Mentions one or two problems:</b> Eg LEDC farmers have difficulty selling their produce; companies paying low prices and making large profits; LEDC farmers living in poverty.</p> <p><b>Mentions one or two campaign activities:</b> Eg advertising, political lobbying, demonstrations, buying/selling Fairtrade goods.</p> <p>One problem/activity mentioned for one mark Two problems/activities mentioned for two marks</p>
Level 2	3-4	<p><b>Describes one or two problems in some detail:</b> Eg Names some LEDCs and/or commodities affected by unfair trade practices; gives statistics on prices received; describes dumping.</p> <p><b>Describes one or two campaign activities in some detail:</b> Eg specific advert/slogan/logo; publicity event such as a Fairtrade Fortnight; recognise Fairtrade Towns in MEDCs; market Fairtrade goods in catalogue or shops; empower farmers/craft workers in LEDCs; licensing the Fairtrade Mark to products.</p> <p>One problem/activity in some detail for three marks Two problems/activities in some detail for four marks N.B. Candidates can also score three marks (but no more) by <u>mentioning</u> three or more problems/activities</p> <p>To reach the top mark: Must include a point with some detail Writes in sentences with a clear, structured style. Spells, punctuates and uses grammar rules with some accuracy.</p>
	QWC	
Level 3	5-6	<p><b>Describes three or four problems in some detail</b> May give details of the effects on workers in a specific LEDC; or show how MEDC subsidies / import tariffs affect LEDC trade.</p> <p><b>Describes three or four activities in some detail</b> May refer to activities in both LEDCs and MEDCs. May comment on the effectiveness of specific strategies.</p> <p>Four problems/activities in some detail for six marks</p> <p>To reach the top mark: Writes in sentences that are clear, structured and coherent. Spells, punctuates and uses grammar rules with accuracy. Uses specialist terms appropriately.</p>
	QWC	

(Total 30 marks)



Question Number	Answer			Mark
2(a)(i)	Nature reserve	Visitor centre	Pond/lake	
	Woodland	Wind pump/generator	Road/track	
	Golf course	Club House	Footpath	
	Parking/car park	Housing/built-up area		
	Do NOT accept beach			
	Four correct = 2 marks; three correct = 1 mark; two/one correct = 0 mark			(2)

Question Number	Answer	Mark
2(a)(ii)	R = mud (1) S = sand (1) Accept sand dunes (1)	(2)

Question Number	Indicative content											
2(b)(i)	May use terms like prevailing wind, swash or backwash but this is not necessary.											
Level	Mark	Descriptor										
	0	No rewardable material										
Level 1	1	<p><b>Identifies two or three lettered features - such as, for example:</b></p> <table border="1"> <tbody> <tr> <td>A</td> <td>Waves at an angle to the beach</td> </tr> <tr> <td>B</td> <td>Movement of sand with (breaking) wave (swash)</td> </tr> <tr> <td>C</td> <td>Direction of long-shore drift</td> </tr> <tr> <td>D</td> <td>Direction of wind (or waves)</td> </tr> <tr> <td>E</td> <td>Movement of sand with returning water (backwash)</td> </tr> </tbody> </table> <p><b>OR gives a simple description of the process:</b> Eg Waves hit the beach at an angle and move sand along the coast.</p>	A	Waves at an angle to the beach	B	Movement of sand with (breaking) wave (swash)	C	Direction of long-shore drift	D	Direction of wind (or waves)	E	Movement of sand with returning water (backwash)
A	Waves at an angle to the beach											
B	Movement of sand with (breaking) wave (swash)											
C	Direction of long-shore drift											
D	Direction of wind (or waves)											
E	Movement of sand with returning water (backwash)											
Level 2	2	<p><b>Identifies four or five features lettered on the map</b> <b>OR explains the transportation process partially:</b> Eg Waves hit beach at angle. Pebbles are carried in a zigzag path, so they move along the beach. This is called longshore drift.</p>										
Level 3	3	<p><b>Explains the transportation process clearly and in a logical sequence:</b> Eg Wind drives waves at an angle to the beach (A). Breaking wave carries sand up beach at same angle. Retreating water carries it straight back down (E). As more waves break, sand moves in a zigzag path along the beach.</p> <p>Must mention/refer to at least one feature by its letter on the sketch map</p>										

Question Number	Answer	Mark
2(b)(ii)	NE/NNE (1) north-eastwards /north-north-eastwards (1) To NE/NNE (1) From SW/SSW (1)	(1)

Question Number	Indicative content	
2(c)	-	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1	Lifts one or more relevant descriptive points from Figure 7 or OS map: Eg Nature reserve set up; barbecues not allowed; dogs must be on leads; there is a wind turbine.
Level 2	2-3	Explains one or two measures briefly: Eg Public cannot enter parts of nature reserve so wildlife not disturbed there; barbecues not allowed so plants not accidentally burnt; dogs must be on leads so they don't chase birds; people must travel on foot to prevent damage to vegetation; visitors centre/bird hide encourages public to appreciate wildlife; wind turbine is renewable energy source.
Level 3	4-5	Explains three or four measures briefly OR one or two in some detail Eg Destruction of vegetation by vehicles or horses would cause erosion of sand dunes as loose sand is exposed; dogs would disturb nesting birds by chasing or barking, and foul beaches creating a health hazard; wind turbine saves on the greenhouse gas emissions from burning fossil fuels.

Question Number	Answer	Mark
2(d)(i)	Langstone Rock	(1)

Question Number	Answer	Mark
2(d)(ii)	Groyne	
	Gabion	
	Rock armour (rip-rap)	Z
	Beach recharge (beach nourishment)	
	Sea wall	Y
	Offshore reef	
		(2)

Question Number	Answer	Mark
2(d)(iii)	Railway (track/line) Do NOT accept footpath or hotel	(1)

Question Number	Answer	Mark
2(d)(iv)	Expensive to <u>build/maintain</u> (1) Reflects wave energy rather than absorbs it (1) Had to be reinforced/protected by boulders placed in front of it (1) Ugly/unsightly (1) Makes beach access difficult (1) Dangerous - people could fall off (1)	(2)

Question Number	Answer	Mark
2(e)(i)	Managed = planned/organised/controlled (by people)(1) Retreat = coastline/coast/land goes/erodes back (1) OR sea advances over the land/coast (1)  Eg: "They let the sea flood the coast in a controlled way" = 2 marks "People had a plan for the coastline to move inland" = 2 marks "They dismantled the coastal defence/sea-wall to allow the sea to advance over the land" = 2 marks  Allow 1 mark for the following lift from the News Item: "The sea wall has been deliberately broken and the sea has flooded the coast" However this would score 2 marks: "The sea wall has been <u>deliberately</u> broken to <b>enable</b> the sea to flood the coast"  Also accept managed retreat means " <u>realignment</u> of coastal defences" (1) or just "coastal <u>realignment</u> " (1) (The term <b>realignment</b> must be used to score here)	(2)

Question Number	Answer	Mark
2(e)(ii)	<p>More cost-effective than traditional methods/sea-wall/hard engineering (1)  in areas where the coast has little settlement/industry (1)  and land is of low value (1)  Creates wetlands/marshes which absorb the sea's energy (1)  and therefore are natural defences against erosion/floods (1)  and prevent tidal surges flowing up neighbouring estuaries (1)  and flooding towns/ports/resorts (1)  so more valuable places are less vulnerable to flooding (1)  It avoids cost of maintaining/raising existing coastal defences (1)  so is more sustainable than a hard engineering strategy (1)  It addresses the problem of coastal squeeze / loss of coastal wetlands caught between hard defences and rising SL (1)  Creates wetlands/marshes which provide habitats for wildlife (1)  and opportunities for recreation/bird watching (1)  A natural coastline is more attractive than one protected with hard engineering (1)</p> <p>Accept "it is a type of soft engineering and works with nature (not against nature)" (1)</p> <p>Do NOT accept lifts (without elaboration) from News Item 1:  e.g. "A natural coastline can develop and adapt"      "It is a more sustainable coast"      "It is better for wildlife and for people"</p>	(3)

Question Number	Indicative content	
2(f)	<b>Earthquake:</b> eg Kobe; Izmit/Turkey; San Francisco <b>Volcano:</b> eg Chances Peak/Montserrat; Mt St Helens  Max 4 marks if tectonic event/earthquake/volcano is not named.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<b>Mentions one or two responses:</b> Eg rescue by fire service; use of emergency supply packs; sending of international aid; rebuilding of houses. May not mention any long-term plans
Level 2	3-4  QWC	<b>Mentions three or more responses            OR describes one or two in some detail:</b> Eg international aid such as supplies of water, food and blankets; long-term plans such as safe assembly points, emergency shelters and evacuation routes  To reach the top mark: Must include a point with some detail. Writes in sentences with a clear, structured style. Spells, punctuates and uses grammar rules with some accuracy
Level 3	5-6  QWC	<b>Clearly distinguishes between the immediate responses and long-term plans, and describes some in detail:</b> Eg Use thermal imaging cameras to locate trapped people; divert lava flows to avoid settlements; use seismographs to monitor vibrations; monitor sulphur levels in lakes; organise practice drills; insist on earthquake-proof building designs such as interlocking steel frames or automatic shutters on windows.  <b>Includes some place-specific references:</b> Eg dates, Richter rating, named locality.  To reach the top mark: <i>Writes in sentences that are clear, structured and coherent.            Spells, punctuates and uses grammar rules with accuracy.            Uses specialist terms appropriately.</i>

(Total 30 marks)

Question Number	Answer	Mark
3(a)(i)	Very high	(1)

Question Number	Answer	Mark
3(a)(ii)	Low (1) North Africa (1) High (1) India (1)	(4)

Question Number	Answer	Mark
3(a)(iii)	Distribution of rainfall is B (1) Reliability of rainfall is D (1)	(2)

Question Number	Answer	Mark
3(b)	USA/Canada is an MEDC (1) and industrialised (1) so much water used for cooling/raw material (1) People in USA/Canada have high living standards (1) so much water used in showers/washing machines/dishwashers/ swimming pools (1) Afghanistan/India is an LEDC (1) so most workers are farmers (1) and much water used to increase crop yields (1) Climate in much of Afghanistan/India is dry (1) so much water is needed for irrigation (1) Max 2 marks for general statements about MEDCs/LEDCs without referring by name to any countries in Fig 8.	(4)

Question Number	Answer	Mark
3(c)	Aquifers may become <u>depleted</u> / <u>wells</u> may dry up (1) as population grows (1) and demand for water increases (1) It can take centuries for aquifers to recharge (1) if the climate is arid / rainfall is low (1) People may face water shortages (1) Aquifers may become polluted (1) from human/animal/industrial waste (1) and fertilisers (1) so people may catch disease (1) It may cause subsidence (1) Countries sharing same aquifer may conflict over use of water (1) Water from some aquifers may be hard (1) causing lime scale in pipes/kettles (1) It may be costly to <u>drill down/sink wells</u> (1)	(3)

Question Number	Indicative content	
3(d)	<p>Eg Aswan Dam; Three Gorges Dam; Akosombo Dam; Lesotho Highlands Water Project</p> <p>Must be a <u>river</u> management scheme and must supply water (though it may be a multi-purpose scheme).            Max. 4 marks if the river management scheme is not named.            Max. 2 marks for a water supply scheme that is not from a river (e.g. wells).            but 0 marks if the river management scheme is inappropriate (e.g. one solely to improve navigation or control floods).</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>Mentions one or two simple effects:</b>            Eg people got more drinking water; farmland was irrigated; settlements were flooded by reservoir.</p>
Level 2	3-4	<p><b>Mentions three or more simple effects            OR explains one or two in some detail:</b>            Eg cotton was grown with irrigation water; ancient temples had to be relocated to save them; river no longer flooded annually; river's delta suffered coastal erosion.</p> <p>To reach the top mark:            Must include a point with some detail.</p>
Level 3	5-6	<p><b>Explains a range of effects, with at least one in detail:</b>            Eg capacity of reservoir was reduced due to increased evaporation, and silting occurred because dam traps sediment; delta downstream of dam has retreated due to erosion by sea and reduced input of silt from river.</p> <p>Must mention effects on people <b>and</b> environment to reach Level 3.</p> <p><b>Includes place-specific detail:</b>            Eg date of completion, named locality.</p>

(Total 20 marks)

Question Number	Answer	Mark
4(a)(i)	Coastal floods (1) or just floods (1) Lower crop yields (1)	(1)

Question Number	Answer	Mark
4(a)(ii)	0 marks in (a)ii, if (a)i is wrong  <b>Coastal floods</b> Sea level rise (1) due to (thermal) expansion of sea water (1) and melting of ice-caps/ice-sheets/glaciers (1) (Do NOT accept ice-bergs) Stronger storms cause stormy seas (1)  <b>Lower crop yields</b> Lack of moisture (1) due to reduced rainfall / drought (1) and increased evaporation (1)	(2)

Question Number	Answer	Mark
4(b)(i)	<b>Spread of illness/disease</b> Greater risk of sunstroke from heat waves (1) Greater risk of hay fever (1) due to longer growing season/more pollen (1) Spread of disease-carrying insects (1) eg mosquitoes spread malaria/dengue fever (1) tsetse fly spread sleeping sickness (1) midges spread blue tongue disease(1) Bacteria multiply rapidly in warmer weather (1)  <b>Declining fishing grounds</b> Sea will become warmer (1) Fish will migrate to cooler waters (1) Fish stocks will decrease (1) eg cod/haddock (1)  <b>Stronger tropical storms</b> Sea temperatures will increase (1) Evaporation from sea will be great(er)(1) Energy (for hurricane)is transferred to atmosphere (1) when the water vapour condenses (1)	(2)



Question Number	Answer	Mark
4(b)(ii)	<p>Melting of icecaps / permafrost (1)  Possible diversion of ocean currents/Gulf Stream (1)  Heavy rainfall / <u>river</u> floods (1)  Landslides (1)  Forest fires (1)  Water shortages/drought/desertification (1)  Decline of ski resorts / reduced snowfall (1)  Destruction/bleaching of coral reefs (1)  Loss of wildlife habitats (1)  Extinction of species of wildlife (1)  Environmental refugees (1)  Conflicts over water/food (1)  Credit other valid examples</p> <p>Do NOT accept rising temperatures/greater warmth, rising sea level, thunderstorms or anything shown on Map 2.</p>	(3)

Question Number	Answer	Mark
4(c)(i)	<p>USA/Western Europe are MEDCs (1)  with many factories/power stations (1)  and high volumes of vehicles (1)  These produce high levels of carbon emissions (1)  by burning fossil fuels (1)</p> <p>Accept reverse arguments for Africa/India/Latin America as LEDCs  But do NOT credit same idea twice.</p> <p>Max 2 marks for general statements about MEDCs/LEDCs without referring by name to any areas in Fig 9.</p>	(3)

Question Number	Answer	Mark
4(c)(ii)	<p>Africa, India and Latin America</p> <p>Three correct = 2 marks; two correct = 1 mark;  one correct = 0 mark</p>	(2)

Question Number	Answer	Mark
4(c)(iii)	<p>Carbon dioxide/CO<sub>2</sub> is a greenhouse gas (1)  It allows (short-wave) radiation from the sun to pass through it (1)  It absorbs (long-wave) radiation from the earth (1)  and so prevents heat escaping from the earth (into space) (1)</p> <p>The warmer air is, the more carbon dioxide/CO<sub>2</sub> it can absorb (1)  so the two are linked by positive feedback (1)</p>	(2)

Question Number	Indicative content	
4(d)	Acid Rain: e.g. United Kingdom; Scandinavia; NW Europe Max 4 marks if an area is not named.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<b>Makes one or two simple points.</b> Eg acid rain is a type of air pollution; sulphur pollutes the air; nitrogen pollutes the air; burning fuels causes acid rain; power stations release gases into air; cars release gases into air.
Level 2	3-4	<b>Makes three or more simple points</b> <b>OR explains one or two in some detail:</b> Eg burning coal, gas and oil causes acid rain; emissions from thermal power stations, factories and vehicles cause acid rain; sulphur oxide (or nitrogen oxide) combines with water molecules to form acid rain; winds transport pollutants; cooling of air causes condensation. To reach the top mark: Must include a point with some detail.
Level 3	5-6	<b>Gives a coherent explanation of the process and includes detail</b> May explain one aspect very thoroughly: Eg how orographic uplift leads to rainfall. <b>Includes place-specific detail:</b> Eg named localities, pH of rainfall, direction of prevailing wind.

**OR**

Question Number	Indicative content	
4(d)	Urban Climate: e.g. London; Atlanta Max 4 marks if an area is not named.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<b>Makes one or two simple points.</b> Eg heat from city warms air; factories pollute the air; cars release heat; buildings give shelter from wind.
Level 2	3-4	<b>Makes three or more simple points</b> <b>OR explains one or two in some detail:</b> Eg buildings generate heat from their central heating systems which then escapes into air; car exhaust fumes heat the atmosphere; streets funnel winds; pollutants from chimneys increase smog/rainfall; tarmac roads absorb heat from sun. To reach the top mark: Must include a point with some detail.
Level 3	5-6	<b>Gives a wide ranging explanation and includes detail.</b> May explain one or two aspects very thoroughly: Eg explains how built-up areas decrease average wind speeds but increase turbulence; OR how dark surfaces like tarmac absorb more heat than vegetation in countryside; OR how pollutants are condensation nuclei for rain. <b>Includes place-specific detail:</b> Eg named localities; statistics on differences in temperature/wind speed/humidity

(Total 20 marks)

Question Number	Answer	Mark
5(a)	<p><b>Natural features</b>  eg sand (1), dunes (1), woodland/trees (1), palm trees (1), (bare) soil (1)  flat land (1), bare land (1), arid (1)  Do NOT accept "desert" (as this is given in stem of the question)  Do NOT accept both "trees" and "palm trees"</p> <p><b>Human features</b>  eg crop/grass (1) livestock (1), fields/field boundaries (1),  irrigation works (1), rows of planted palm trees (1), trenches (1)</p> <p>Do NOT accept palm trees twice  Accept any other features visible in photograph</p> <p>2 + 2 or 3 + 1 or 1 + 3 = 4</p>	(4)

Question Number	Answer	Mark
5(b)	<p>Goats/animals are <u>over</u>grazing the land (1)  (Do NOT accept just "goats/animals are grazing the land")  OR <u>too</u> many goats/animals are grazing the land (1)  (Do NOT accept just "many goats/animals are grazing the land")</p> <p>Grass/vegetation cover destroyed/eaten away/trampled (1)  leaving loose/bare soil (1)  exposed to erosion by wind (1)  and erosion by surface runoff (after rainstorms) (1)  Ground/soil becomes dry/infertile or loses nutrients (1)  and plant roots may be eaten (1)  so it is difficult for vegetation to re-establish itself (1)</p> <p>Also accept for MAXIMUM 2 marks explanations that are NOT based on evidence from the photograph:</p> <p>Eg Reduced rainfall (1) causes vegetation to wither (1)  Increased population (1) causes increased demand for food (1)  Overcultivation (1) causes ground/soil to become infertile (1)  Demand for firewood (1) leads to deforestation (1)</p>	(4)

Question Number	Answer	Mark
5(c)(i)	<p>Received money/finance (1)  from the EU / European Union (1)  eg Environmentally Sensitive Area grants OR Stewardship grants (1)</p> <p>Do NOT accept "receives grants" on its own (i.e. must specify)</p>	(2)

Question Number	Answer	Mark
5(c)(ii)	Does not use insecticides (1) because it is an organic farm (1) so bird's food supply (insects) is not restricted (1) Does not use herbicides (1) so wild flowers can flourish (1) Provides nesting place for birds in rushes (1) Does not allow livestock to disturb birds' nests (in the rushes) (1) Has created new habitats for wild birds (1) e.g. planted trees for birds to nest/feed in (1) encouraged growth of heather for birds to nest/feed in (1) Does not allow livestock to graze on rough grassland and thus prevent heather colonising it (1)	(4)

Question Number	Indicative content
5(d)	E.g. East Anglia; Fens  Max. 4 marks if an EU region is not named Max. 4 marks if not an EU country Max. 4 marks if candidates refer to just one of natural vegetation/water/soil Accept hedges as natural vegetation

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<b>Mentions one or two simple effects:</b> Eg water is polluted by chemicals; soil is damaged by burning stubble; soil is eroded after removal of hedges; natural vegetation is destroyed by ploughing up grassland; plants are killed by draining marshland.
Level 2	3-4	<b>Mentions three or more simple effects OR explains one or two in some detail:</b> Eg rivers polluted by fertilizers/pesticides being washed into them; soil humus content reduced by burning stubble; topsoil eroded by wind after hedges removed; biodiversity is reduced OR wild flower species are endangered by ploughing grassland or draining wetland.  To reach the top mark: Must include a point with some detail.
Level 3	5-6	<b>Explains a range of effects, with at least one in detail:</b> Eg explains how fertilizers cause eutrophication; explains how use of large machinery and hedge removal together encourage soil erosion; explains how burning stubble increases soil erodibility.  <b>Includes some place-specific details:</b> Eg named localities, statistic on scale of damage.  Must refer to <u>two</u> of natural vegetation/water/soil to reach Level 3

(Total 20 marks)

Question Number	Answer	Mark
6(a)	<p><b>Natural features</b> eg sea (1), sand (1), beach (1), forest/vegetation (1), inlet (1), rocky coast (1), flat land (1), calm/sheltered water (1)</p> <p><b>Human features</b> eg huts/apartments (1) hotel (1) thatched roofs (1), swimming pool (1), jetty (1), path/road (1), picnic tables (1), land use is geared to tourism (1)</p> <p>Accept any other features visible in photograph</p> <p>2 + 2 or 3 + 1 or 1 + 3 = 4</p>	(4)

Question Number	Answer	Mark
6(b)(i)	<p>Do not credit just lifts from Fig. 11 - there must also be some explanation/development to score a mark</p> <p>Variety of wild animals/plants/ecosystems - encourages interest in the environment/wildlife (1) Guided study of plants/insects - so education about wildlife (1) Animals kept in secure areas - encourages their conservation (1) Local guides - so employment/income for local people (1) Cars banned/electric carts or bikes used - so less <u>noise</u> pollution (1) and no <u>air</u> pollution (1) so little contribution to global warming (1) Water sports /kayaks/pedalos/aqua bikes are <u>non-motorized</u> (1) so no pollution of water (1) from oil spills (1) and no damage to ecosystems (1)</p> <p>Allow MAX. 1 mark for vaguer comments: eg a feature "does not damage the environment" or "is environmentally-friendly"</p>	(3)

Question Number	Answer	Mark
6(b)(ii)	<p>Do not credit just lifts from Fig.11 - there must also be some explanation/development to score a mark</p> <p>464 apartments means a <u>large number of tourists</u> - so maybe mass tourism rather than eco-tourism (1) Building of apartments - so destruction of habitat/vegetation (1) Air-conditioning - uses a lot of / wastes energy/electricity (1) Jacuzzis -use a lot of / waste water (1) Some restaurants offer non-Mexican/foreign cuisine - so food is probably imported (1) and energy is wasted in food-miles/transportation (1) All-inclusive/unlimited food and drink - encourages waste (1) Coach/boat trips would cause <u>air/noise</u> pollution (1) Animals caged - not free to roam/in natural habitat (1)</p>	(3)

Question Number	Answer	Mark
6(c)(i)	<p>It has the <u>greatest</u> number of visitors per hectare (1)  + a further mark for explanation:  this shows impact/pressure of visitors on land/environment (1)</p> <p>It has the <u>greatest</u> number of visitors per head of population (1)  + a further mark for explanation:  this shows impact/pressure of visitors on people living in park (1)</p> <p>Do NOT accept just "it has the greatest number of visitors".</p> <p>Accept  "It is the smallest National Park but gets the 2<sup>nd</sup> highest number of visitors" (1)  "It has the 2<sup>nd</sup> smallest population but the 2<sup>nd</sup> highest number of visitors" (1)</p>	(2)

Question Number	Answer	Mark
6(c)(ii)	<p>Evidence on:  traffic congestion/number of vehicles (1)  amount of litter (1)  air pollution (1)  footpath erosion (1)  loss of habitats (1)</p> <p>Information on:  volume of visitors on particular days/weekends (1)  the occurrence of honeypots or local pressure points (1)  the fragility/vulnerability of landscapes or ecosystems (1)</p> <p>Credit other valid examples</p>	(2)

Question Number	Indicative content	
6(d)	<p>Eg Lake District, Peak District, Snowdonia, Dartmoor</p> <p>Max. 4 marks if a national park is not named  Max. 4 marks if the named national park is not in an EU country  Max. 2 marks if the rural area named is not a national park (eg country park) but 0 marks if the named area is inappropriate: eg a theme park</p> <p>The question is about accessibility. Do NOT accept attractions of the national park/rural area as explanations for the numbers of visitors.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p><b>States the location very simply:</b>  Eg in Northern England.  <b>OR draws a rudimentary map.</b>  e.g. shows the approximate location of the national park within the country but no other features</p> <p><b>Gives a simple explanation:</b>  Eg It is very accessible so gets many visitors.</p>
Level 2	3-4	<p><b>Describes the location briefly:</b>  Eg in Derbyshire west of Sheffield  <b>OR draws a map with the national park and an additional feature</b>  such as a named transport route or a town.</p> <p><b>Gives an explanation with some detail</b>  Eg links the volume of visitors to a named transport route or to the nearness of named settlements.</p>
Level 3	5-6	<p><b>Describes the location in detail</b>  Eg It is in Derbyshire to the east of Manchester and to the west of Sheffield and the M1.  <b>OR draws a clear map with the national park accurately located and additional features</b>  such as named transport routes, mountain range or nearby towns.</p> <p><b>Explains in detail</b>  Eg links the numbers and/or origins of its visitors to the location of named transport routes and/or the location/size of settlements.  OR compares its volume of visitors with those of other national parks of greater/lesser accessibility in the same country.</p> <p>May distinguish between day-trippers and tourists.  May refer to contrasting accessibilities of different places within the National Park.</p>

(Total 20 marks)

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