Centre Number						Paper Reference	Surname
Candidate Number						Candidate Signature	Other Names

For Examiner's use only

For Team Leader's use

1313/4H

Edexcel GCSE

Geography B

Paper 4H

HIGHER TIER

Time: 2 hours

N0000

Materials required for the examination

None

Items included with these question papers

Resource Booklet
Ordnance Survey (OS) Map

Instructions to Candidates

In the boxes above, write your centre number, candidate number, the paper reference, your signature, your surname and other names. The paper reference is shown in the top left hand corner.

Write your answers in the spaces provided in this question paper. If you need more space, use the extra writing page at the back of this book. If you use this make sure that you show the number of the question you are answering.

Answer **both** questions in Section A and **either** B3 **or** B4
and **either** B5 **or** B6

Information for Candidates

The total mark for this paper is 105. The marks for the various questions are shown in round brackets: e.g. (2).

There are 23 pages in this question paper. All blank pages are indicated.

Advice to Candidates

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking account of your use of grammar, punctuation and spelling.

Question Number	Leave Blank
A1	
A2	
B3	
B4	
C5	
C6	
Sub Total	
QWC	
Total	

Turn over

Edexcel
Success through qualifications

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION

Leave blank

A 1. (a) Study Figure 1 in the Resource Book, which shows world population growth since 1750 and its projected growth to 2100.

(i) What was the total world population in 1800 and in 2000?

1800……

2000……

(1)

(ii) Describe how world population is expected to increase between 1750 and 2100.

……..

……..

(2)

(iii) Suggest two reasons why the total world population grew slowly before 1900.

1…..……..

……..

2…..……..

……..

(2)

(b) Study Figure 2 below which shows the population structure of Mexico and the UK.

Leave blank

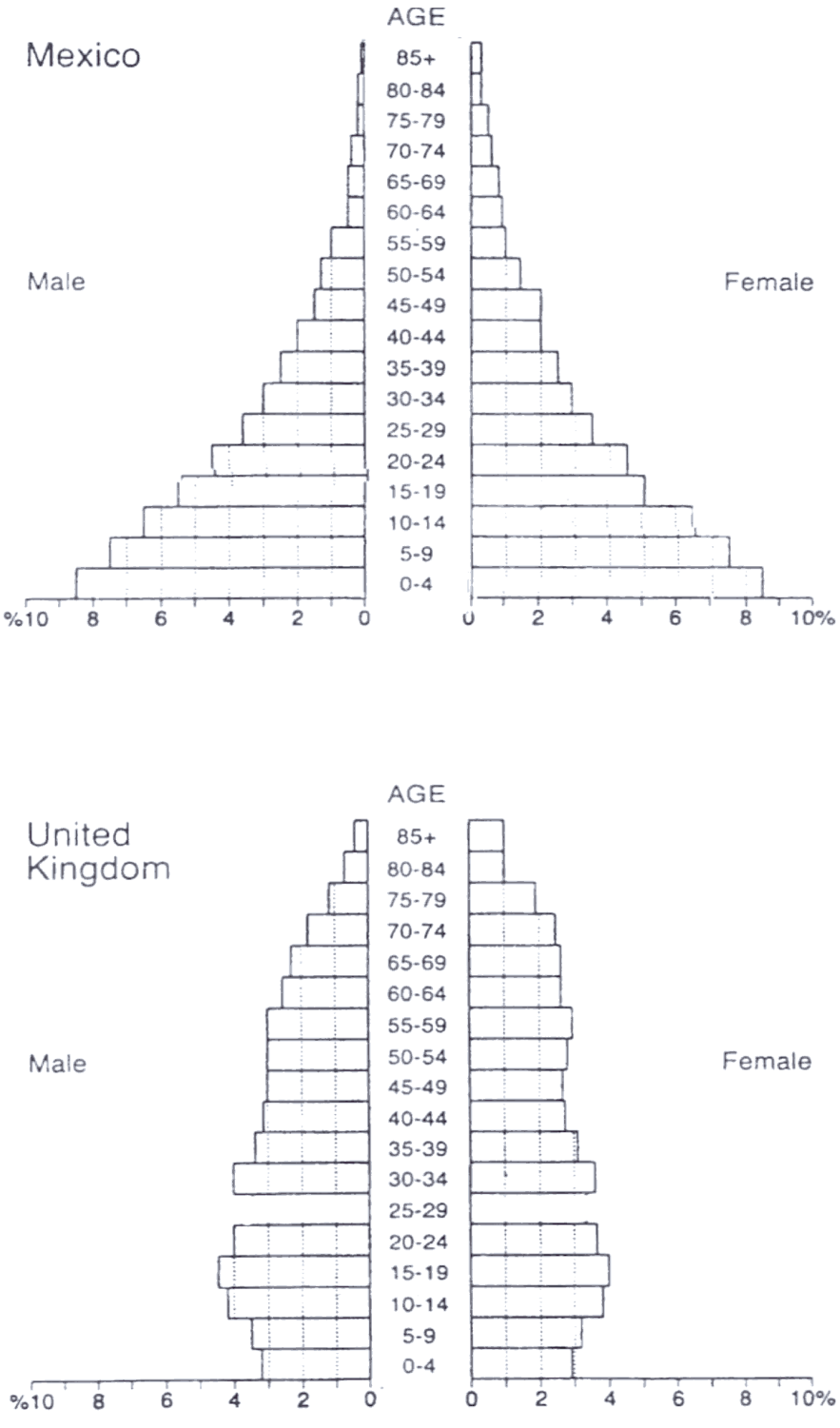

Figure 2

Leave blank

(i) Complete the table below.

Age Grouping	UK %	Mexico %
0 – 4	6.2	

(1)

(ii) Complete the pyramid for the United Kingdom.
Use the data below.

Age Grouping	Male	Female
25 – 29	3.5	3.3

(2)

(iii) What do the two pyramids suggest about the birth rate of each country?

……..

……..

……..

……..

(2)

(iv) The UK pyramid suggests an ageing population. .....
Why could this be a disadvantage?

……..

……..

……..

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……..

(4)

(v) Suggest one advantage of an ageing population.

……..

……..

(1)

(c) Look at Figure 3 below, which shows the factors contributing to population change.

Leave blank

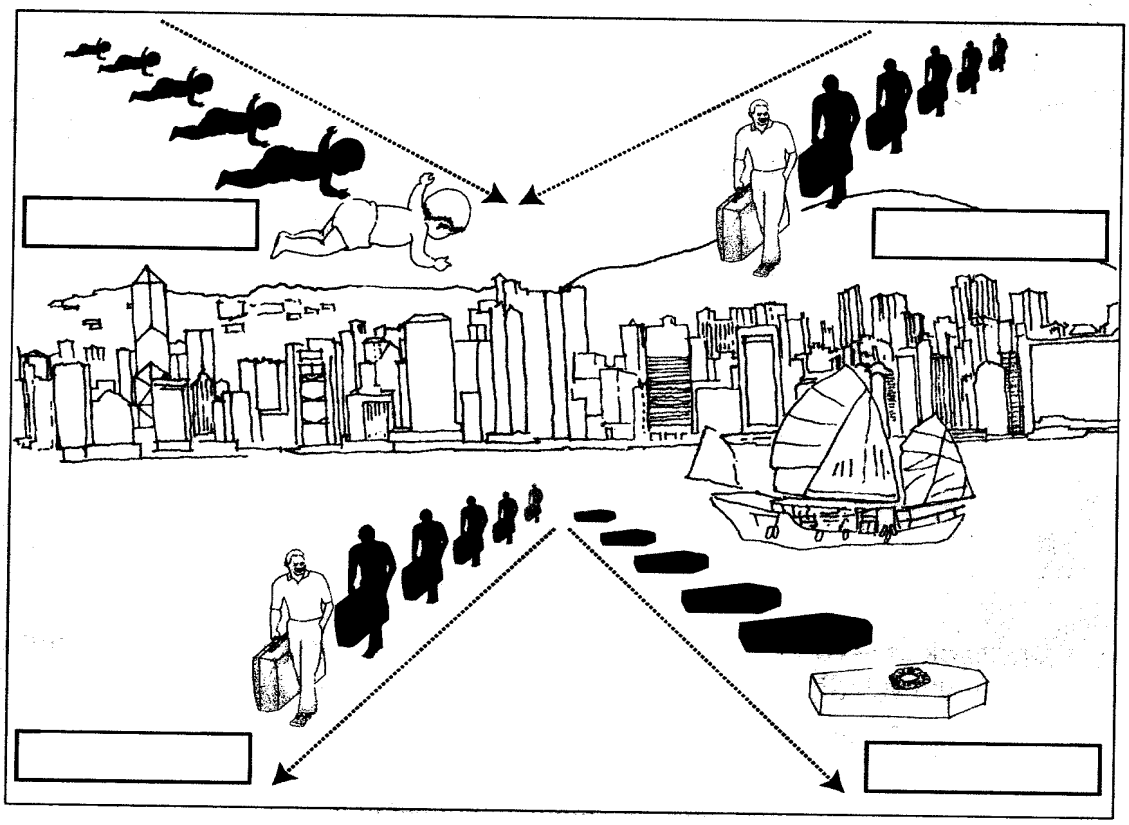

Figure 3

(i) Identify these factors. Write them in the correct spaces in the diagram. **(2)**

(ii) An MEDC in Europe is receiving a large number of migrant workers. A government minister is in favour of this. Suggest why.

……..

……..……

…….. **(3)**

(iii) Some people in the same MEDC disagree with the government minister. Suggest why.

……..

……..

……..

……..

(2)

(d) For **either** a thermal energy source in an MEDC
or a small scale renewable project in an LEDC:

Leave blank

- Describe how it is contributing to the supply of energy
- Explain what impact it is having on the environment.

How far is this a sustainable development? give your reasons

Study chosen: ……...……..

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(9)

Total: 30 marks

End of Question 1

Leave blank

A2 Study the 1:50,000 Ordnance Survey (OS) map of the area around Shoreham-by-Sea in Sussex.

(a) Find the town of Steyning (centred in grid square 1711).

(i) Give one piece of evidence that suggests Steyning attracts many tourists.

……..

……..

(1)

(ii) Give one reason why it would be difficult to build new housing to the south-west of the town.

……..

……..

(1)

(b) There is a plan for a large new housing development in grid square 1812.

(i) Suggest two **advantages** and two **disadvantages** of the site.
Use map evidence.

Advantages

1…..……..

2…..……..

Disadvantages

1…..……..

2…..……..

(4)

Part (ii) begins on the next page

Leave blank

(ii) Small towns like Henfield (Grid Square 2116) or Steyning (Grid Square 1711) are becoming more popular places to live in than larger urban areas.
Suggest why.

……..

……..

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……..

……..

……..

(3)

(iii) Many people already living in Henfield are against further expansion.
Suggest why.

……..

……..

……..

……..

……..

……..

(3)

(iv) 'Brownfield sites' are often suggested as ideal alternative places for new housing.
Suggest why developers are **not** always keen to develop such sites.

……..

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(3)

Leave blank

(c) A developer is keen to obtain planning permission for an out-of-town shopping centre in grid square 1905.

(i) State one **economic** advantage of the site for the developer.

……..

……..

(1)

(ii) Suggest why some people are in favour of the shopping centre and some people are against.

……..

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(5)

Part (d) begins on the next page

(d) . Choose a town or city you have studied, where there are traffic and waste problems.

Leave blank

- Describe some of these traffic and waste problems

and

- explain how these problems can be dealt with to make the town or city more sustainable .

Town/city chosen: ……..……..

……...……..

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(9)

Total: 30 marks

End of Question A2

SECTION B

Leave blank

ANSWER <u>EITHER</u> QUESTION B3 <u>OR</u> QUESTION B4

B3: WATER

(a) Study Figure 4 in the Resource Book, three maps which provide information about the Narmada River Project, a water management scheme in India.

(i) From map 4B, name **two** Indian states affected by the Sardar Sarovar Scheme.

1……

2……

(1)

(ii) From map 4C, state **two** ways that water reaches the irrigated areas.

1…..……..

2…..……..

(2)

(b) Study Figure 5, which provides more information about the Narmada River Project.

(i) State **two** kinds of land which will be flooded.

1……

2……

(1)

(ii) How may this project bring advantages to those living in this part of India?

……..

……..

……..

……..

……..

……..

……..

……..

(4)

(c) (i) Two possible physical effects of the dam downstream are increased erosion by the river and salinisation of the soil (build up of salts)

Choose <u>one</u> of these effects and explain how and why it may occur.

……..

……..

……..

……..

(3)

(ii) Study Figure 4, map C again.
Describe and explain two other problems that could develop for people living in the area shown on the map.

……..

……..

……..

……..

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……..

(3)

Leave blank

Part (d) begins on the next page

(d) Choose a river or lake which has been polluted.

Leave blank

- Describe the effects of the water pollution

and

- explain how people are dealing with this problem.

Name of river or lake: …….

……...……..

……...……..

……...……..

……...……..

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(6)

Total: 20 marks

End of Question B3

ANSWER <u>EITHER</u> THIS QUESTION <u>OR</u> QUESTION B3

Leave blank

B4: WEATHER & CLIMATE

(a) Study Figure 6 in the Resource Booklet, a map showing the world distribution of acid rain.

(i) Name the **three** areas where acid rain of pH 4.5 (or less) has been recorded.

……..

……..

……..

(3)

(ii) Explain **why** some areas have highly acidic rain.

……..

……..

……..

……..

……..

……..

(3)

Part (b) begins on the next page

(b) Study Figure 7 in the Resource Booklet, which shows the temperatures recorded in a British city on 21 January in the evening.

Leave blank

(i) Describe the variations in temperature across the city.

……..

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(4)

(ii) Suggest reasons for those variations, using evidence from Figure 7.

……..

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……..

……..

……..

(4)

Leave blank

(c) Many people are concerned about **global warming**.
Explain the process of global warming and how it may affect a **named area** that you have studied.

Name of area……

……...……..

……...……..

……...……..

……...……..

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……...……..

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……...……..

……...……..

(6)

Total: 20 marks

End of Question B4

SECTION C

Leave blank

CHOOSE <u>EITHER</u> QUESTION C5 <u>OR</u> QUESTION C6

C5: FARMING

(a) Study Figure 8 in the Resource Booklet, which shows changes on a farm in Denmark between 1950 and 1995.

(i) What change has taken place to the size of the fields since 1950?:

…..……..

…..……..

(1)

(ii) State three other changes which took place on the farm.

1…..……..

2…..……..

3……

(2)

(iii) Choose one change.
Suggest why the farmer made this change.

Chosen change……

Reasons

……..

……..

……..

……..

(2)

Leave blank

(iv) Explain fully why local conservationists were against some of the changes shown in Figure 8.

……..

……..

……..

……..

……..

……..

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……..

(4)

(b) (i) The farmer now uses large amounts of chemical fertilisers for growing crops.
How may this harm the environment?

……..

……..

……..

……..

(2)

(ii) The farmer does not want to change to organic farming.
Suggest two reasons that the farmer might give to explain this opinion.

1…..……..

2…..……..

(2)

(c) Name an area you have studied where **either** deforestation **or** desertification has occurred.

Leave blank

Name of area……

Deforestation or Desertification? ……

Explain the causes of deforestation or desertification in your chosen area.

……...……..

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(6)

Total: 20 marks

End of Question C5

Leave blank

ANSWER EITHER THIS QUESTION OR QUESTION C5

C6: RECREATION AND TOURISM

(a) Study Figure 9 in the Resource Booklet, a graph showing the number of visits to a National Park.

(i) Briefly describe the change in the number of visits shown on the graph.

……..

……..

(1)

(ii) Suggest **three** reasons to explain this change.

1…..……..

……..

2…..……..

……..

3…..……..

……..

(3)

(b) Study Figure 10 in the Resource Booklet, a map showing a National Park on the Dutch coast.

(i) List **four** facilities that have been provided for visitors to the National Park.

1……

2……

3……

4……

(2)

(ii) Estimate the area of the park.

…….sq km

(1)

Leave blank

(iii) The National Park is an area of sand dunes.
Explain how the environment could be damaged if too many visitors use it.

……..

……..

……..

……..

……..

……..

(3)

(iv) Suggest how the transport and access arrangements shown in Figure 10 are designed to reduce visitor pressure.

……..

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……..

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……..

(4)

Part (c) begins on the next page

(c) **Ecotourism** is a growing industry in many parts of the world.

Leave blank

Name an LEDC you have studied where ecotourism has been successfully developed.

Name of LEDC…….

Explain how ecotourism **benefits** the environment **and** the local people.

……...……..

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(6)

Total: 20 marks

End of Paper

Extra writing page

Leave blank

If you use this page to complete an answer to any question, the question number MUST be clearly shown.

Paper
Reference
1313/4H

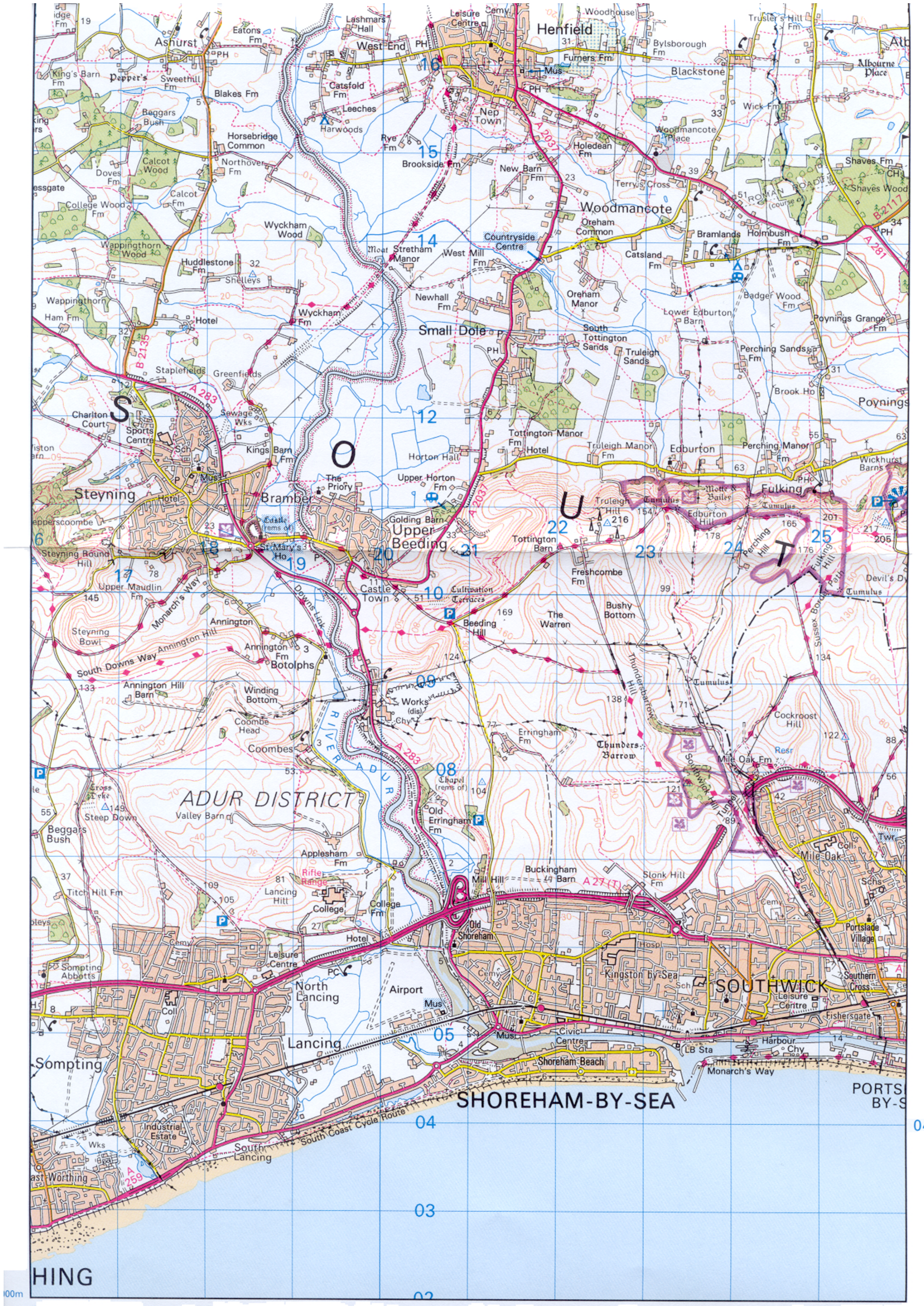
Ordnance Survey
Map Extract

Edexcel GCSE

2001

Geography B

Paper 4H



Henfield
Ashurst
West End
Lashmars Hall
Eatons Fm
Leisure Centre
Woodhouse
Bylsborough Fm
Furners Fm
Blackstone
Trusler's Hill Fm
Albourne Place
King's Barn Fm
Pepper's
Sweethill Fm
Blakes Fm
Catsfold Fm
Leeches
Harwoods
Nep Town
Beggars Bush
Horsebridge Common
Rye Fm
Holedean Fm
Woodmancote Place
Wick Fm
Calcot Wood
Doves Fm
Northover Fm
Brookside Fm
New Barn Fm
Terry's Cross
Shaves Fm
Shaves Wood
Calcot Fm
College Wood Fm
Woodmancote
Oreham Common
ROMAN ROAD
Wyckham Wood
Wappingthorn Wood
Moat
Stretham Manor
West Mill Fm
Countryside Centre
Bramlands
Holmbush Fm
Huddlestone Fm
Shelleys
Catsland Fm
Badger Wood Fm
Wappingthorn
Ham Fm
Wyckham Fm
Hotel
Newhall Fm
Oreham Manor
Lower Edburton Barn
Poynings Grange Fm
Small Dole
South Tottington Sands
Truleigh Sands
Perching Sands Fm
Staplefields
Greenfields
Brook Ho
Poynings
Charlton Court
Sports Centre
Sewage Wks
Tottington Manor Fm
Kings Barn Fm
Horton Hall
Hotel
Truleigh Manor Fm
Edburton
Perching Manor Fm
Wickhurst Barns
Steyning
Mus
The Priory
Upper Horton Fm
Motte & Bailey
Fulking
Bramber
Castle (rems of)
Golding Barn
Upper Beeding
Truleigh Hill
Edburton Hill
Tumulus
Steyning Round Hill
St Mary's Ho
Tottington Barn
Perching Hill
Fulking Hill
Devil's Dyke
Upper Maudlin Fm
Freshcombe Fm
Castle Town
Cultivation Terraces
Bushy Bottom
Steyning Bowl
Monarch's Way
Annington
Annington Hill
Beeding Hill
The Warren
Sussex Border Path
South Downs Way
Annington Fm
Botolphs
Downs Link
Thundersbarrow Hill
Annington Hill Barn
Winding Bottom
Works (dis)
Chy
Coombe Head
Cockroost Hill
Erringham Fm
Coombes
RIVER ADUR
Thundersbarrow
Resr
Mile Oak Fm
Chapel (rems of)
Cross Dyke
ADUR DISTRICT
Steep Down
Valley Barn
Old Erringham Fm
Southwick Hill
Beggars Bush
Mile Oak
Applesham Fm
Rifle Range
Buckingham Barn
Slonk Hill Fm
Titch Hill Fm
Lancing Hill
College
College Fm
Mill Hill
A 27 (T)
Cemy
Portslade Village
Old Shoreham
Hotel
Leisure Centre
Sompting Abbotts
Hosp
Kingston by Sea
North Lancing
Airport
SOUTHWICK
Southern Cross
Leisure Centre
Mus
Fishersgate
Coll
Lancing
Civic Centre
Sompting
LB Sta
Harbour
Shoreham Beach
Monarch's Way
SHOREHAM-BY-SEA
PORTS BY-S
Industrial Estate
South Coast Cycle Route
South Lancing
Wks
East Worthing
HING

Paper
Reference
1313/4H

Resource Booklet

Edexcel GCSE

2001

Geography B

Paper 4H

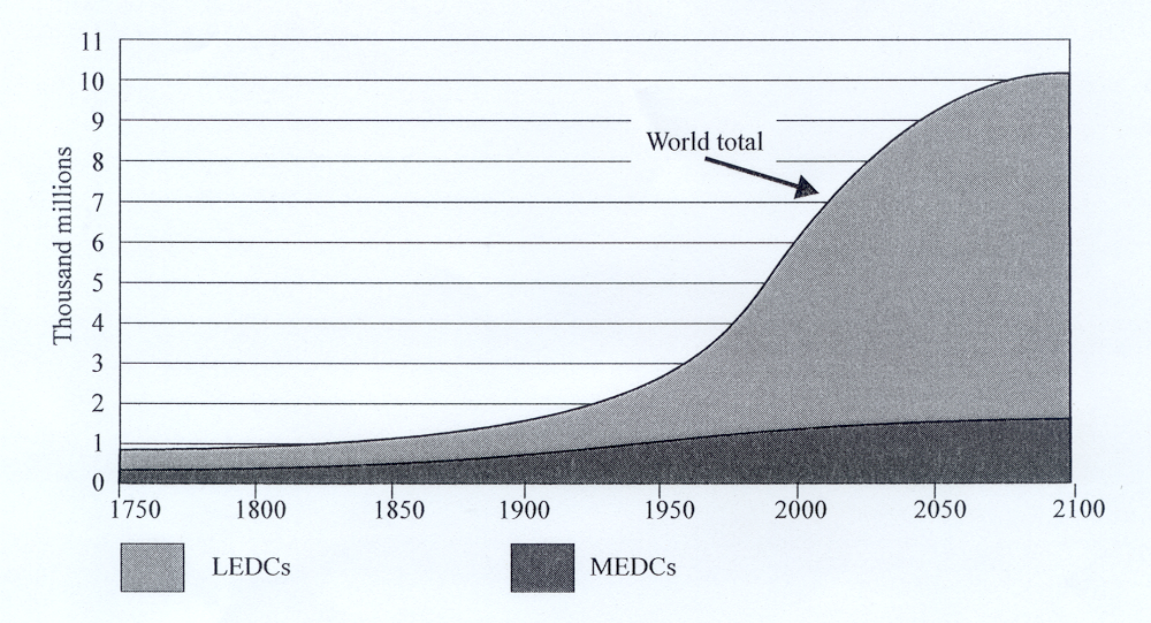

Thousand millions
11
10
9
8
7
6
5
4
3
2
1
0
World total
1750
1800
1850
1900
1950
2000
2050
2100
LEDCs
MEDCs

Figure 1

Figure 4 - Map A

Note: Area B is shown in more detail in Map B
Area C is shown more detail in Map C

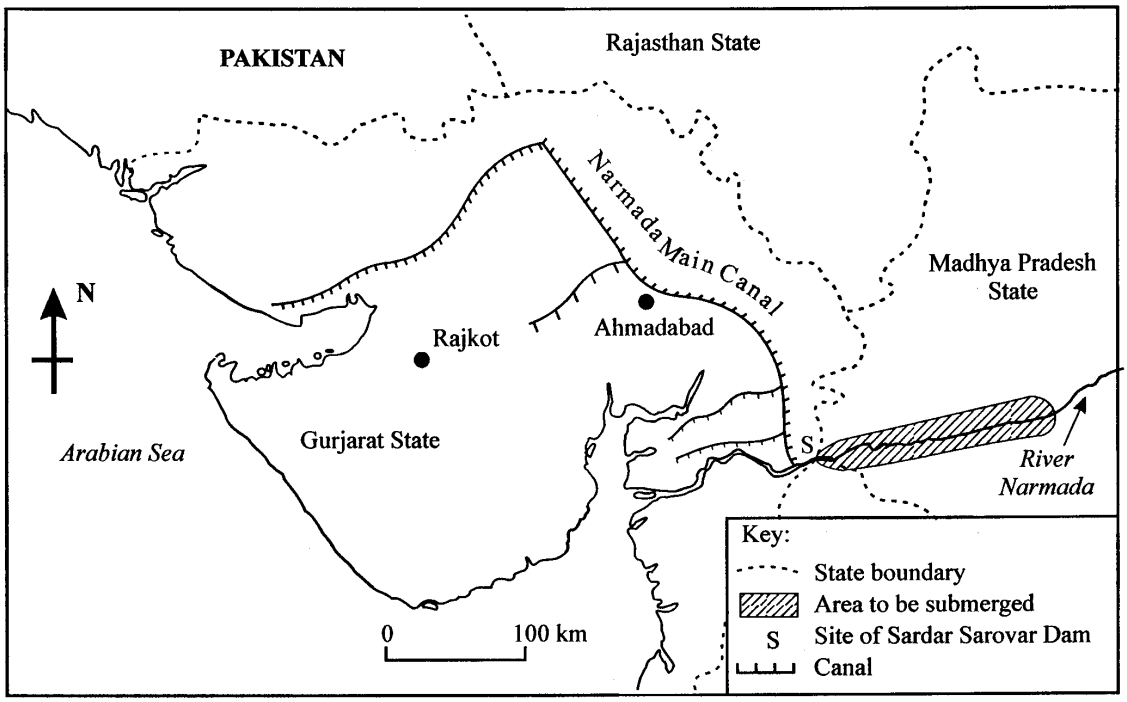


Figure 4 Map B – The Sardar Sarovar Scheme

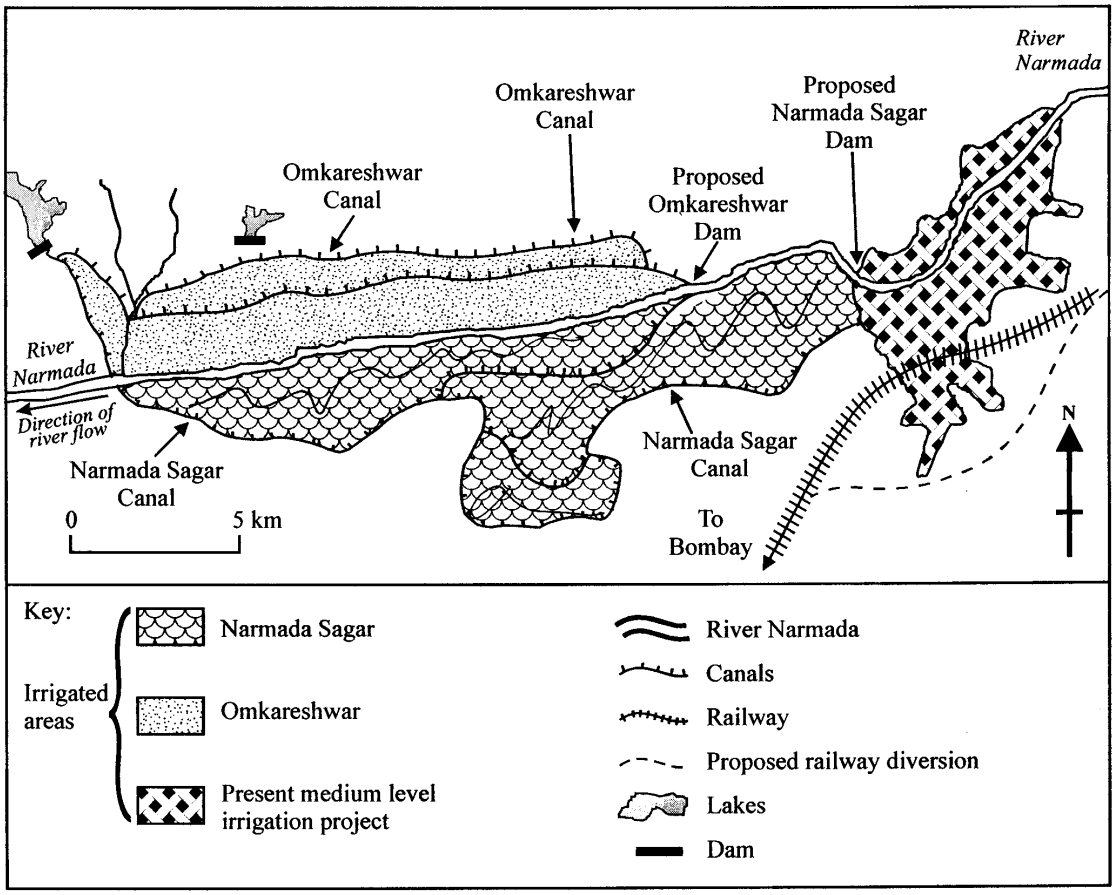


Figure 4 Map C – The Narmada Sagar Scheme

The Narmada River Project in India

One of the world's largest river projects involving the construction of two super dams. The Narmada Sagar and the Sardar Sarovar, thirty large dams, one hundred and thirty medium dams and thee thousand minor dams along the length of the River Narmada. In total, 3,500 km^2 of forest and 600 km^2 of productive land (¼ the size of Wales) will be flooded displacing 1.5 million people. The Sardar Sarovar dam alone could provide 75 billion gallons of water daily, 11,000 km^2 of irrigated land and 1450 megawatts of power.

Figure 5 – Information about the Narmada River Project

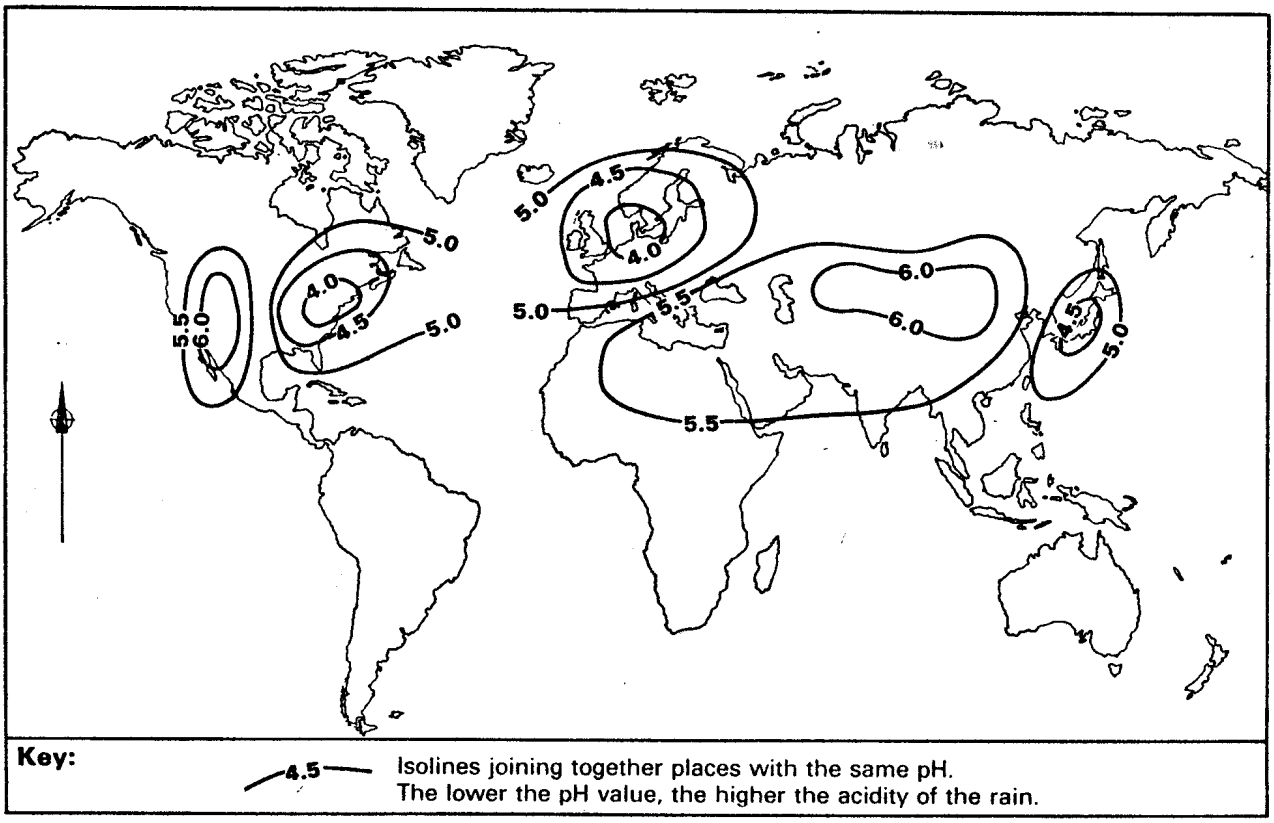


Figure 6 –The world distribution of acid rain

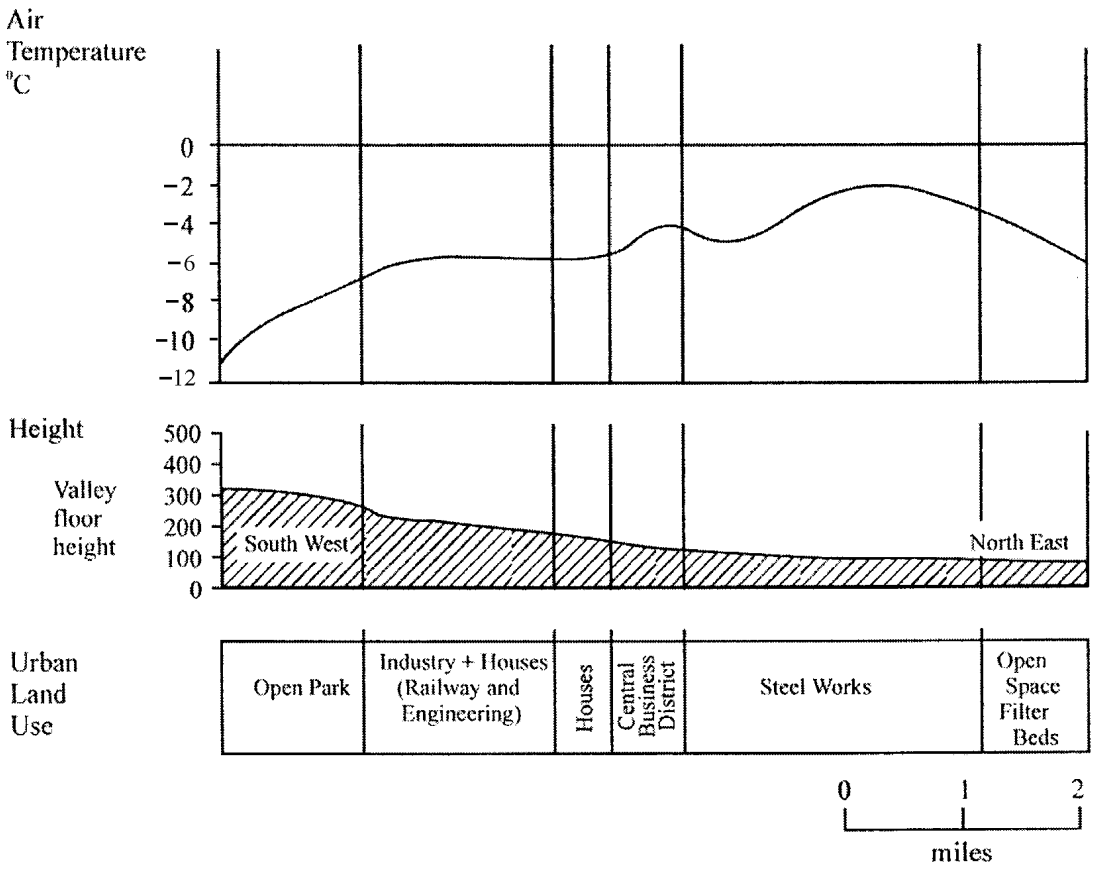
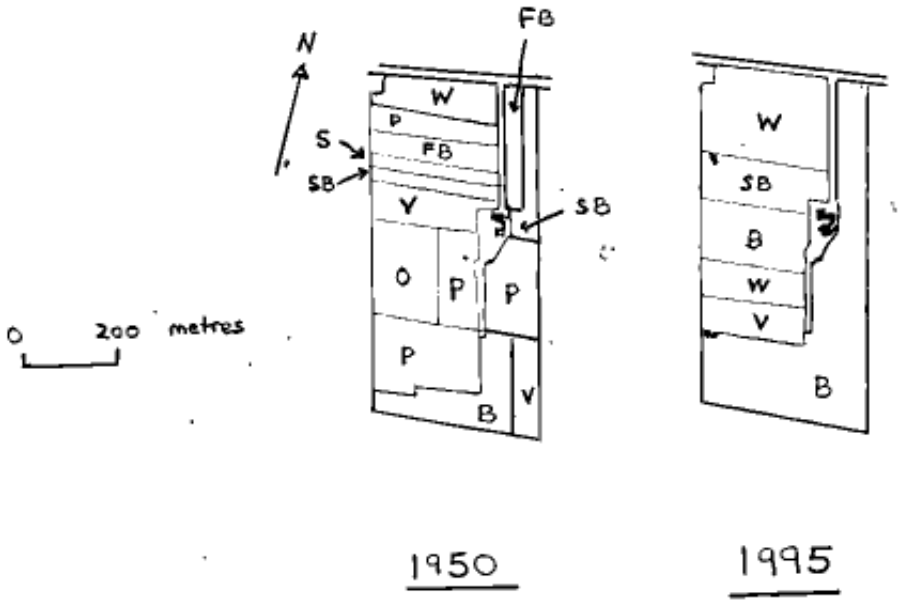

Air Temperature °C
0
−2
−4
−6
−8
−10
−12
Height
500
400
300
200
100
0
Valley floor height
South West
North East
Urban Land Use
Open Park
Industry + Houses (Railway and Engineering)
Houses
Central Business District
Steel Works
Open Space Filter Beds
0
1
2
miles

Figure 7



KEY

Road

Farm building

Field boundary (hedge)

B Barley
W Wheat
O Oats
SB Sugar beet
FB Fodder beet
S Swedes
V Vegetables
P Pasture

Figure 8

Changes on a farm in Denmark between 1950 and 1995

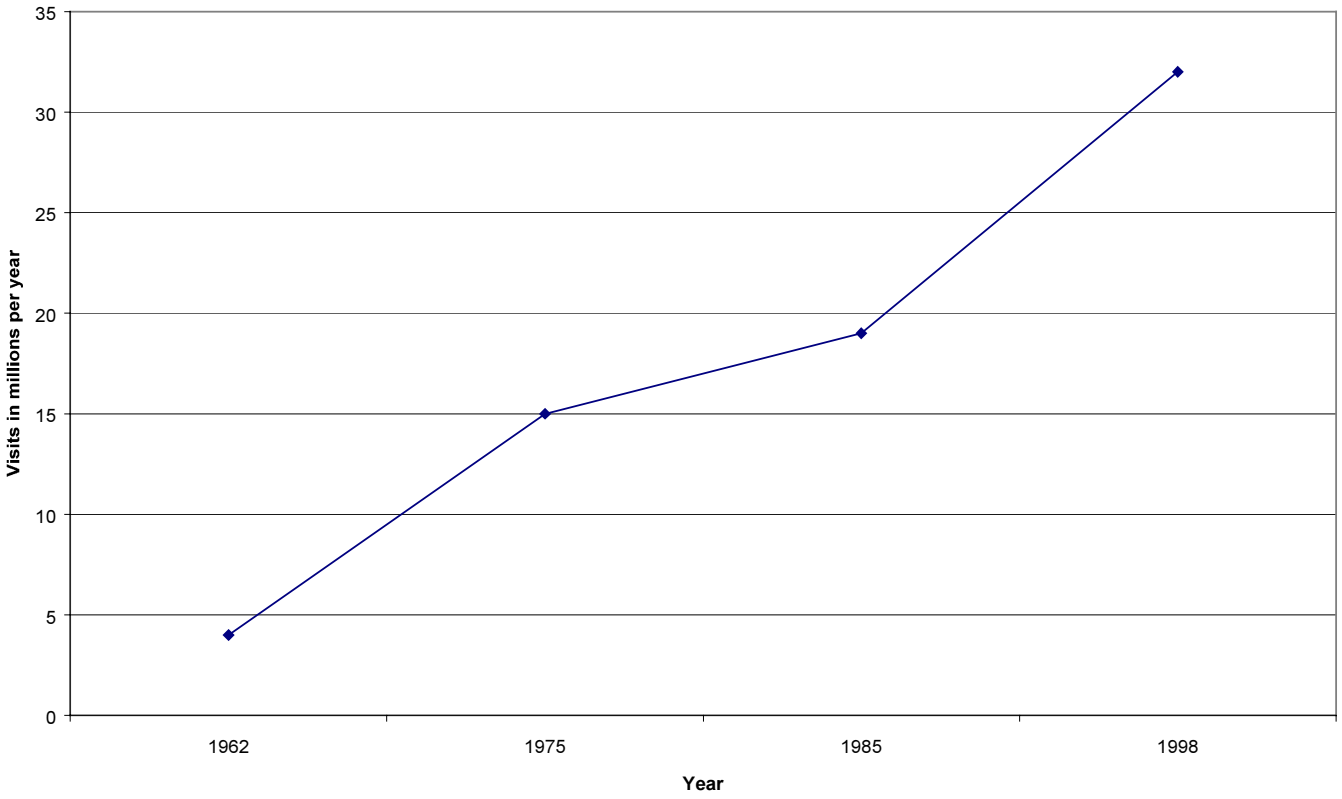


Figure 9 – Number of visits to a National Park

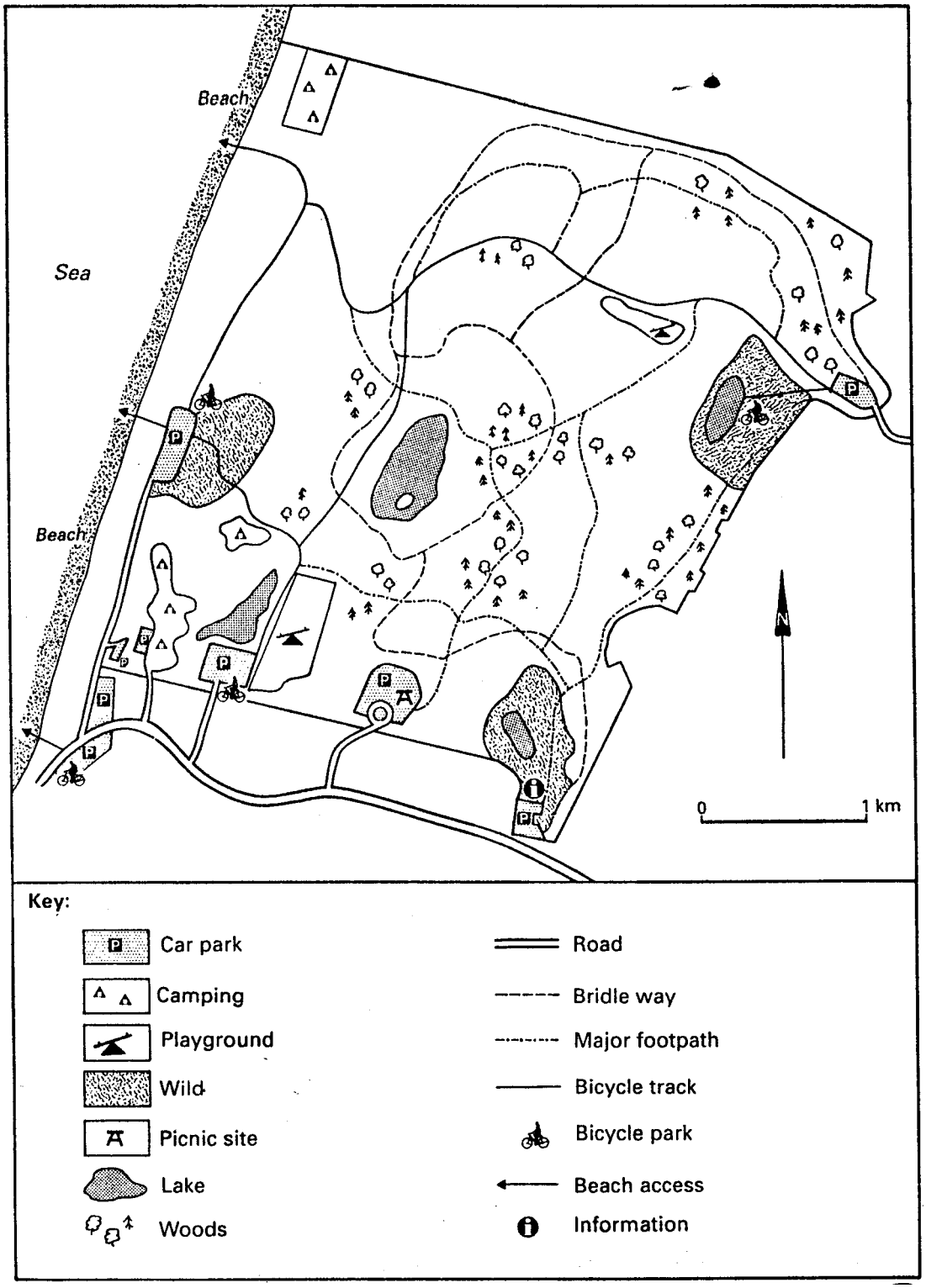


Figure 10 – A National Park on the Dutch coast

GCSE

Mark Scheme

GEOGRAPHY 1313

PAPER 4H

Edexcel

Success through qualifications

GENERAL MARKING INSTRUCTIONS

The mark scheme is based on a combination of direct credit marking and levels of response marking.

When levels of response marking are used, the examiner should determine the highest level reached by the candidate before awarding marks within the range allocated to that level of response. Do not be afraid to give full marks.

Not all points mentioned in the mark scheme against each level need to be met for an answer to start scoring at that level. It will be possible for a candidate to reach a score through either the breadth or depth of the answer.

Where a points mark scheme is used, candidates should be credited for each valid point made, whether the points give extra breadth or greater depth. The wording of the question should be used to determine the validity of the points offered: for example an answer requiring explanation could not gain full marks if it only describes; a question requiring 'reasons for …' could not get full marks if only one reason is offered in depth – some breadth would be required.

The answers suggested in the mark scheme are for guidance only. In many cases it will be possible for candidates to offer valid, plausible alternatives. Examiners should use their professional judgement to decide whether a given answer is acceptable. In cases of any doubt, the examiner should refer the answer to their team leader or the principal examiner.

Where appropriate, annotated diagrams are acceptable as a substitute for text and can gain full marks if they meet the requirements of the mark scheme.

Question A1

(a)	**(i)**	1800 = 1 billion 2000 = 6 billion	**½ x 2**	**1**
	(ii)	Started slowly (1) Rapid increase (1) Levelled off (1)	**1 x 2**	**2**
	(iii)	Eg Lack of medical knowledge (1) Lack of clean water (1) High death rate (1)	**1 x 2**	**2**
(b)	**(i)**	17%	**1**	**1**
	(ii)	Correct completion	**1 x 2**	**2**
	(iii)	The birth rate for Mexico is high (1) for the UK low/decreasing (1)	**1 x 2**	**2**
	(iv)	Eg Fewer active workers in relation to those of retired age needing support (1) Increased cost of medical care (1) Increased overall cost of pensions (1) More old people's homes needed (1)	**1 x 4**	**4**
	(v)	Eg More people available for voluntary work after retirement (1) Spending power of retired people ('grey pound') (1)	**1**	**1**
(c)	**(i)**	Correction completion. Births, immigration, deaths, emmigration (allow descriptive statements)	**½ x 4**	**2**
	(ii)	Likely to be highly skilled (1) shortage of skilled nationals (1) + example (1) Could bring cultural diversity (1) + example (1)	**1 x 2**	**2**
	(iii)	Loss of jobs (1) fear of foreigners (1)	**1 x 2**	**2**

(d) **Level One**

Provides a very brief explanation and description with few if any real facts related to the chosen example. May state a view about sustainability without giving reasons. **1 – 2**

Level 2

Describes with some factual information how the chosen scheme contributes to the supply of energy. Includes an explanatory point about how the scheme will affect the environment. Answers can be related to the chosen study. States a view about sustainability with one or two brief reasons. **3 – 6**

Level 3

Displays a detailed knowledge of the chosen scheme ie that both the explanation and the description are thorough and accurate. States a view and shows a clear understanding of sustainability. **7 – 9** **9**

Total: 30 marks

Question A2

(a)	**(i)**	Castle/Museum/Hotel	**1**	**1**
	(ii)	Steeply sloping ground/woodland would have to be destroyed.	**1**	**1**
(b)	**(i)**	**Advantages** Gently sloping ground (1) Close to A283 for access (1) **Disadvantages** Close to river which could flood (1) Few roads (1) (Air pollution) from sewage works (1)	**1 x 4**	**4**
	(ii)	Attractive scenery (1) Cleaner air (1) Less noise (1) Less congested (1) Less crime (1)	**1 x 3**	**3**
	(iii)	Will lead to more noise (1) Visual pollution (1) Loss of farmland (1) Destruction of habitats (1)	**1 x 3**	**3**
	(iv)	Inner city land will be expensive (1) High cost of clearing (1) Congested site (1) Customers prefer edge of town/rural locations	**1 x 3**	**3**
(c)	**(i)**	Close to urban areas for customers (1) Cheap land due to marshy conditions (1) Close to main road for access (1)	**1**	**1**

(ii) **Level 2**

States reasons for both viewpoints eg jobs, more choice **but** traffic congestion etc. **1 – 3**

Level 3

Demonstrates a clear understanding of the possible differing viewpoints eg jobs, wider choice but loss of open space, pollution etc. Likely to refer to actual people/groups rather than refer to 'some people'. **4 – 5** **5**

(d) **Level One**

States or briefly describes one or two problems eg traffic congestion and makes brief reference to possible solution eg improved public transport. Answers may be general rather than specific to chosen study. **1 – 2**

Level Two

Describes some problems related to both traffic and waste. Demonstrates some understanding of sustainability.

Refers to several solutions eg park and ride, improved bus service, recycling of waste etc, and explains at least one. Answer can be related to chosen study. **3 – 6**

Level Three

Describes clearly problems faced in the chosen town or city, referring to both waste and traffic. Shows a clear understanding of sustainability.

Provides a detailed explanation of at least one way in which each problem can be dealt with – eg road pricing, park and ride and reusing and recycling of waste. Answer is clearly about the chosen study. **7 – 9** **9**

Total: 30 marks

Question B3 - Water

(a)	**(i)**	Madhaya Pradesh and Gujarat	**½ x 2**	**1**
	(ii)	Flow canal (1) Lift canal (1) Just 'canals' (1) Or 2 named canals (1+1) River (1)	**1 x 2**	**2**
(b)	**(i)**	Forest land (½) Farm land/productive land (½)	**½ x 2**	**1**
	(ii)	**Advantages** Extra electrical power (1) Improved water supply (1) Jobs during construction (1) More land for farming (1) (Allow 2 where development of point is made eg electrical power for industry)	**1 x 4**	**4**
(c)	**(i)**	**Increased erosion** – sediment trapped behind dam (1) so less sediment for river to carry (1) so increased power for erosion (1). **Salinisation of soil** – high temperatures (1) cause evaporation of water from the soil (1) leaving salts behind (1).	**1 x 3**	**3**
	(ii)	Loss of timber for fuel (1) transport disrupted (1) water-borne diseases (1) loss of land for housing (1) loss of family farmland (1)	**1 x 3**	**3**

(d) **Level One**

Briefly states one or two effects eg chemicals from farmland kill fish. May state one or two simple actions that can be taken. Answers may be general, rather than specific to the chosen study..

1

Level Two

Describes at least one effect, with others perhaps listed. Provides some detail on what action has been taken. Answer can be related to the chosen study.

2 – 4

Level Three

Provides detail on the effects and also links the actions to the particular effects chosen. Provides good factual detail related to the chosen example.

5 – 6 **6**

Total: 20 marks

Question B4 – Weather and Climate

(a) **(i)** E Asia (1) or Japan (1)
NW/N/W Europe (1) or two named countries there (1)
E USA or E America or E North America (1) **1 x 3** **3**

(ii) For example:
Industrialised/developed regions (1)
Where fossil fuels are burnt on a large scale (1)
and road traffic densities are high (1)
Areas downwind of such regions (1)

Accept for a maximum of two marks details of the acidification process:
Eg release of sulphur dioxide/nitrogen oxide into atmosphere (1)
and combination with H_2O to form acid (1), but for max. must have a reason why this happens more in some areas, e.g. presence of industry. **1 x 3** **3**

(b) **(i)** Eg Highest temperatures in steelworks area (1)
Secondary peak in CBD (1)
Fairly high temperatures in housing areas (1)
Lowest temperatures in areas of open space (1)
Lowest temperatures on higher land in south-west (1)

If such details are not given, accept for 1 mark the general recognition of an urban heat island. **1 x 4** **4**

(ii) Production of heat in steel furnaces (1), which will operate 24 hours a day (1)
Industrial air pollutants act as 'blanket' trapping heat (1)
Slow release of accumulated heat from city centre office blocks (1) and roads/traffic (1)
Escape of energy from domestic heating systems in winter (1)
Cooling effect of the stronger winds (1) and higher humidity over open spaces (1)
Vegetated surfaces lose heat more quickly than built-up ones (1)

Accept effect of increased altitude in reducing temperatures (1) and the effect of the prevailing wind direction, ie heat island effect may be blown down-wind (1) **1 x 4** **4**

(c) **Level One**

Identifies air pollution or CO_2 as the cause of global warming, and mentions some sources of it. Mentions some simple direct and/ or indirect effects (e.g. more hurricanes; rise in sea level; boom in tourism). Answer may be general rather than relate specifically to chosen area.

1

Level Two

Identifies one or more greenhouse gases and their sources, and states that they prevent heat escaping from the atmosphere. Briefly explains some direct and/or indirect effects (eg links an increased flood risk to the rise in sea level; links a boom in tourism or new types of farming to warmer summers). Answer can be related to chosen area.

2 – 4

Level Three

Explains the greenhouse effect in some detail, showing how the radiation balance of the atmosphere is changed by the presence of CO_2, methane etc. Explains in detail some direct and/or indirect effects clearly related to the named example (eg northward spread of crop limits, migrations due to drought and famine; policies to cut emissions of greenhouses gases).

5 – 6 **6**

Total: 20 marks

Question C5 - Farming

(a)	**(i)**	Increased	**1**	**1**
	(ii)	Increase in cereals/ barley/ wheat (1) Removal of permanent pasture (1) Removal of hedges (1) No longer any oats/ fodder beat (1) More buildings (1)	**1 x 3**	**3**
	(iii)	No marks for change. Possible reasons include: Higher/guaranteed prices for cereals (1) Livestock now stall-fed (1) To facilitate use of large machinery (1) Reduced milk quotas (1) To increase the cropped/productive area (1) Horses no longer kept (1) Due to mechanisation (1) To increase income/profits (1) Credit references to EU policies (1)	**1 x 2**	**2**
	(iv)	Destruction of habitats eg hedgerows (1) and therefore loss of birds, small mammals (1) Removal of windbreaks ie hedges (1) so increased soil erosion (1) Unattractive open prairie landscape (1) instead of traditional 'patchwork' landscape (1) Loss of wild plants/flowers/meadow grasses (1)	**1 x 4**	**4**
(b)	**(i)**	Chemicals from fields enter/pollute the river (1) Growth of algae Reduction in oxygen levels (1) Fish die (1)	**1 x 2**	**2**
	(ii)	Lower yields (1) Higher production costs (1) Takes time to become established (1) Harder work eg using animal manure (1)		

	Prices may be higher now, but that is not guaranteed (1)	**1 x 2**	**2**
(c)	**Level One** Mentions a few factors (eg climatic change; population growth) and/or processes (eg over-grazing, over-cultivation). Answer may be general and not specific to chosen study.	**1**	
	Level Two Explains simply the impact of a few factors (eg population growth means increased demand for food) or processes (eg why the loss of tree-cover leads to soil erosion). Answer can be related to chosen study..	**2 – 4**	
	Level Three Explains in some detail the factors and/or processes in the named area, showing clearly some of the inter-connections between physical processes and human actions.	**5 – 6**	**6**

Total: 20 marks

Question C6 – Recreation and Tourism

(a)	**(i)**	It increased	**1**	**1**
	(ii)	Increased wealth (1) Increased car ownership (1) Building of motorways/improved accessibility (1) Decrease in working week/longer holidays/increased leisure time (1) Increased popularity of outdoor leisure activities (1) Better publicity (1)	**1 x 3**	**3**
(b)	**(i)**	Car park (½) Bicycle park (½) Camp ground (½) Playground (½) Picnic site (½) Information centre (½)	**½ x 4**	**2**
	(ii)	Any area in the range 14 to 18	**1**	**1**
	(iii)	For example: Sand dunes may be eroded (1) due to trampling of vegetation (1) Loose sand may blow onto nearby land/settlements (1) Lakes may become polluted with the dropping of litter (1) Woods may be damaged by fires (1) Wildlife may be harmed/disturbed by excessive noise (1) or by litter such as broken glass/plastic (1)	**1 x 3**	**3**
	(iv)	Car parks are located on edge (1), so motorists cannot drive into the interior (1) Camping is confined to small areas on the edge of the park (1) Access to most of the park is only possible by food/bike/horse tracks (1) So traffic will be relatively light (1) Unlimited access is only allowed in three small wilderness areas (1)	**1 x 4**	**4**

(c) **Level One**

States a few simple benefits for both the environment (eg forest is conserved) and for the local people (eg jobs in tourism) OR briefly explains just one benefit. Answer may be general rather than specific to the chosen study. **1**

Level Two

Briefly explains some benefits for both the environment and the local people (eg local farmers increase their income by selling food to tourists). Answer can be related to the chosen study. **2 – 4**

Level Three

Explains in some detail how the organisation of ecotourism (eg numbers of visitors and types of transport allowed, the scale and ownership of facilities) benefits both the environment and the locals. Answer is clearly about the chosen study. **5 – 6** **6**

Total: 20 marks

Assessment Grid

Question A1

Question	Assessment Objective	Mark
(a)(i)(ii)	Skills	3
(iii)	Understanding	2
(b) (i)(ii)	Skills	3
(b) (iii)	Understanding	2
(iv)	Application	4
(v)	Understanding	1
(c)(i)	Application	2
(ii)(iii)	Understanding	4
(d)	Knowledge	9
	Knowledge	9
	Understanding	9
	Skills	6
	Application	6
	Total	**30**

Question A2

Question	Assessment Objective	Mark
(a)(i)	Skills	1
(ii)	Application	1
(b) (i)	Skills	4
(b) (ii)	Understanding	3
(b) (iii)	Application	3
(iv) (v)	Understanding	3
(c) (i)	Skills	1
(c) (ii)	Application/Understanding	5
(d)	Knowledge	9
	Knowledge	9
	Understanding	9
	Skills	6
	Application	6
	Total	**30**

Question B3

Question	Assessment Objective	Mark
(a)(i)(ii)	Skills	3
(b)(i)	Skills	1
(ii)	Application/Understanding	4
(c)(i)(ii)	Application/Understanding	6
(d)	Knowledge	6
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	**20**

Question B4

Question	Assessment Objective	Mark
(a)(i)	Knowledge	3
(ii)	Understanding	3
(b)(i)	Skills	4
(b)(ii)	Application	4
(c)	Knowledge	3
	Understanding	3
2	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	**20**

Question C5

Question	Assessment Objective	Mark
(a)(i)(ii)	Skills	4
(a)(iii)	Understanding	2
(a)(iv)	Application	4
(b)(i)(ii)	Knowledge	4
(c)	Knowledge	2
	Understanding	4
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	**20**

Question C6

Question	Assessment Objective	Mark
(a)(i)	Skills	1
(a)(ii)	Knowledge	3
(b)(i)(ii)	Skills	3
(b)(iii)	Understanding	3
(b)(iv)	Application	4
(c)	Knowledge	3
	Understanding	3
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	**20**

ASSESSMENT OF QUALITY OF WRITTEN COMMUNICATION

Candidates will be assessed for the quality of written communication according to the following criteria:

Level 3	4 – 5	Candidates write in sentences which are clear, structured and coherent. They spell, punctuate and use the rules of grammar with few errors using a range of specialist terms appropriately and with precision.
Level 2	2 – 3	Candidates write in sentences with a clear and structured style. They spell, punctuate and use the rules of grammar with considerable accuracy.
Level 1	1	Candidates write in sentences with a limited structure. They spell, punctuate and use the rules of grammar with reasonable accuracy