



GCSE

Geography (Specification B)

90352F Unit 2 Hostile world and Investigating the shrinking world
Mark scheme

9035
June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk.

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

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

Candidates will be required to:

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

Levels Marking - General Criteria

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

Level 1: Basic

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

Level 2: Clear

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

Annotation of Scripts

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left-hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*

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

General Advice

It is important to recognise that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Assessment of Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed via two questions in Question 1 and two questions in Question 2. 3 marks will be allocated for spelling, punctuation and grammar in each of these questions. The performance descriptions are provided below.

High performance (3 marks)

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

Intermediate performance (2 marks)

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

Threshold performance (1 mark)

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

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

Question 1 – Living with natural hazards

Question	Marking	Marks
1ai	1X1 Constructive (divergent) Reject 'Construction'	1 mark AO3 – 1 Common
1aii	Levels of response Level 1 (Basic) 1-2 marks Gives a basic idea of divergent plate movement/rising magma. <i>E.g. Plates are moving apart. Magma rises up from below the earth's crust. Reference to movement at a constructive plate boundary or physical process E.g. New rock is being formed.</i> Credit simple references to the build-up of lava and/or ash. Level 2 (Clear) 3-4 marks Gives clear indication of process, linking statements or correct sequence. <i>E.g. As plates diverge at a constructive plate boundary new rock is being formed as magma rises from the mantle. It rises up as the crust pulls apart and reaches the surface where it erupts to form volcanoes.</i>	4 marks AO1 – 1 AO2 – 2 AO3 – 1 Common
1b	4X1 Can generate geothermal energy (1) – cheap/clean/renewable (1). Attractive scenery (1) – attracts tourists (1) – can earn money (1). Good for growing crops (1) – fertile volcanic soils (1). Minerals (1) such as gold and diamonds (1). 1 mark for each correct suggestion. Developed suggestions can gain the second/third mark. There must be some reference to Figure 2 (crops, soil, power, scenery) to gain the maximum 4 marks	4 marks AO1 – 2 AO2 – 2
1c	Levels of response Level 1 (Basic) 1-3 marks Simple statements without development of ideas or elaboration is very limited. Selects appropriate information from Figure 3 and states how it supports the chosen viewpoint. <i>Yes: E.g. Haiti is a poor country/low GNI and can't afford expensive schemes. As it is poor, Haiti has other more pressing problems as earthquakes are not common. Building codes aren't enforced as earthquakes are rare. Building codes aren't enforced as people can't afford the expensive building materials. Buildings are more likely to collapse/roads impassable, so death tolls will be higher and more damage will occur than in a more developed country</i>	6 marks AO1 – 2 AO2 – 3 AO3 – 1

	<p>Vice-versa for Chile. (Can consider one country, or compare more than 1.)</p> <p>No: Simple ideas about how damage can be reduced in a poor country. <i>E.g. They could strengthen buildings to make them earthquake proof. They could teach the population what to do if an earthquake strikes. They could make buildings out of bendy materials</i> i.e. some idea of even though they are poor there is always something they could do to reduce the amount of damage.</p> <p>Accept simple ideas about never being able to beat the forces of nature no matter how rich you are. <i>E.g. It was a very powerful quake and the epicentre was near the surface so there was a lot of shaking.</i></p> <p>Accept simple ideas about why people cannot adequately prepare as earthquakes cannot be accurately predicted. <i>E.g. People cannot be told when an earthquake is coming so cannot be ready for it no matter how rich you are.</i></p> <p>Could argue that ‘financial effects’ could be more severe in a developed country.</p> <p>Level 2 (Clear) 4-6 marks</p> <p>Clear description of methods with development of ideas.</p> <p>Yes: <i>E.g. Haiti is a poor country as shown by its low GNI/low life expectancy/high birth rate/ low number of internet users and can't afford expensive scheme such as retrofitting of buildings/base isolation/computer-controlled counterweights. Building codes aren't enforced as people can't afford the expensive building materials and have to rely on making their own houses out of sun baked bricks, which would never withstand such a powerful earthquake. Therefore, damage and loss of life will be much greater than in a more developed country.</i></p> <p>Vice-versa for Chile. <i>E.g. Chile is richer and unlike Haiti can afford base isolation which allows base of building (foundations) to slide with ground shaking and stops shaking of the building.</i></p> <p>No: <i>E.g. They could build houses out of materials that are flexible, such as bamboo. These will not collapse when an earthquake strikes as they move with the shock waves.</i> i.e. clear idea of even though they are poor there is always something they could do i.e. appropriate technology/affordable for less developed countries</p> <p>Accept clear ideas with examples about never being able to beat the forces of nature no matter how rich you are.</p> <p>Development may be case study examples from other ‘poor quakes’.</p>	
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	<p>Clear ideas about why people cannot adequately prepare as earthquakes cannot be accurately predicted. <i>E.g. Even though much research and money has been spent on trying to predict earthquake none have been successful. No matter how rich you are, people will still only get a couple of seconds warning when an earthquake is coming so cannot evacuate the area.</i></p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>SPaG – 3 marks</p>
1di	<p>3X1 157 °E, The Philippines, north-west</p>	<p>3 marks AO3 – 3</p>
1dii	<p>1X1 Lost energy or power, fuel supply lost Accept 'no longer over the warm sea' (not 'sea' alone). Accept 'friction over land'.</p>	<p>1 mark AO2 – 1</p>
1e	<p>Levels of response Level 1 (Basic) 1-2 marks Lists basic effects or elaboration is very limited. <i>E.g. journeys disrupted, livelihoods lost, people suffer trauma and death and injury, houses destroyed/homeless, crops destroyed/lack of food, stress, disease, food/water shortages, looting, cost of insurance claims.</i> Accept 'flooding' but reject features of a tropical storm such as heavy rainfall or strong winds. Level 2 (Clear) 3-4 marks Clear description of damage with clear linkages or development of ideas. The clarity may be clear</p>	<p>4 marks AO1 – 2 AO2 – 2 Common</p>

	<p>description of a primary effects or a clear link to a secondary effect E.g. <i>Flooding flushes out sewers and contaminates water supply and causes disease. A storm surge raises sea level and floods over low lying land; as a result sea fish killed due to silting/freshwater fish killed due to sea water inundation and fishermen lose livelihoods.</i></p> <p>Development could be basic effects with case study examples as the development of the idea.</p>	
1fi	<p>2X1 (or 1+1)</p> <p>The length of the wildfire season increased (1) by 2 months – or from 5 to 7 months, or by 40% (1). Accept 'almost double'.</p>	<p>2 marks AO3 – 2</p>
1fii	<p>2X1+1</p> <p>One mark for a reason and one mark for linking this to number of wildfires.</p> <p>Indicative content</p> <p>Climatic factor + effect: The climate is changing/global warming (1) this is part of a natural cycle of climate change (1) as ocean currents and patterns of winds change (1). Less rainfall/drier (1) and higher temperatures (1) lead to increased evaporation/increased drought, or rainfall becoming more irregular(1), this means that vegetation dries out (1) and spontaneous heating can occur more often and start more wildfires (1).</p> <p>Human factor + effect: More people live in the wildland-urban interface (1) or will go on holiday in these areas (1) more buildings mean more fuel for fires (1). More accidents will be caused by people being careless with cigarettes or matches and not extinguishing campfires properly (1). More roads/railways/footpaths (once only) (1) so people can easily access area and start fires (1). Instances of arson are on the increase (1) as disputes over ownership/development take place in the wildland-urban interface (1). Credit acknowledgment that the areas are already climatically vulnerable.</p>	<p>4 marks AO1 – 4</p>
1fiii	<p>1X1</p> <p>Increase</p> <p>Accept wider-ranging/more widespread/occur in areas where there were none previously. Reject 'more wildfires'.</p>	<p>1 mark AO2 – 1</p>
1g	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks</p>	<p>6 marks AO1 – 4</p>

	<p>Simple statements without development of ideas. <i>E.g. Vegetation destroyed. Air pollution. Loss of life. Property destroyed. Crops burned. Cause stress/trauma. Tourists don't visit. Ash pollutes water. Loss of animal habitats. Homes destroyed/homelessness.</i></p> <p>Level 2 (Clear) 4-6 marks</p> <p>Clear suggestions with development of ideas/linkages; the nature of the effects are clear. <i>E.g. Vegetation destroyed therefore animal habitats destroyed/home to many wildlife species. Air pollution - smoke plume of the fire extends into the air and can disrupt flights/cause breathing difficulties/and add to global warming. Crops burned therefore loss of income for farmers/cost of insurance claims.</i></p>	AO2 – 2 Common
1h	<p>4X1</p> <p>Lifts from Figure 7 must have some simple elaboration.</p> <p>Defensible space (no mark) - <i>mow grass/move firewood/thin trees/clear leaves up to 30m from house (1) to ensure that there is less fuel to feed the fire (1).</i></p> <p>Learn how to protect house (no mark) - <i>They could cut back branches to stop them falling onto house if do ignite and have fire retardant roof materials to stop house burning if sparks do land on it. Clear driveways to ensure access for emergency services. Hose down the flames, make fire breaks, dowsing areas in advance of the fires, back burning Develop household evacuation plans/listen to the radio/check the internet for wildfire reports. Have wildfire emergency kit. Have wildfire awareness/education programmes/teach people about preparedness.</i></p>	4 marks AO2 – 4

Question 2 – The challenge of extreme environments		
Question	Marking	Marks
2ai	1X1 Y	1 mark AO3 – 1
2aii	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Some simple reference to the effect of latitude <i>E.g. sun's rays passing through more of the atmosphere. A larger area of the earth's surface has to be heated.</i> Accept references to altitude <i>E.g. There is much highland in Antarctica.</i> Accept simple statements about cold winds and lying snow and simple references to continentality. Reject 'far from the Equator', 'near the South Pole'.</p> <p>Level 2 (Clear) 3-4 marks Gives clear indication of process, linking statements. Clear reasons for the formation with development of ideas. Clear reference to the effect of latitude <i>E.g. sun's rays passing through more of the atmosphere and therefore lose heat. A larger area of the earth's surface has to be heated due to the curvature of the earth.</i> Accept clear references to altitude <i>E.g. There is much highland in Antarctica and with increased height the temperature drops about 1 degree ^C per 100 metres.</i> Accept clear statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality.</p>	4 marks AO1 – 1 AO2 – 2 AO3 – 1 Common
2b	4X1 Take fish and whales from the sea, exploit minerals, to discover if minerals lay beneath the ice and whether these could be mined, accommodate tourists. Accept to be used as a place for scientific research. 1 mark for each correct suggestion. Developed suggestions can also gain a second mark. Development of ideas may be case study examples. <i>E.g. the Northstar oil platform was built offshore in the Beaufort Sea to exploit new oil reserves. The US developed oilfields in Alaska so they did not have to depend on foreign oil supplies.</i> Reject 'jobs'	4 marks AO1 – 2 AO2 – 2
2c	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. Yes: General statements of benefits of protective schemes. <i>E.G. under International Agreements. countries will work together. Other countries will not go</i></p>	6 marks AO1 – 2 AO2 – 3 AO3 – 1

against the majority. Agreements help to draw up strict rules. They can help to ban harmful activities. Simple suggestions/lifts as to what treaty/treaties entail E.g. nuclear testing is banned, mining is banned, territorial claims are laid aside by member countries, fishing quotas are introduced, tourist numbers/activities are limited (lifts max 2 marks).

Or protection is needed to help to the environment E.g. If there is an accident, the environment will be ruined forever; it can't go back to what is used to be. The area is very delicate, even a small accident could destroy it. It is an important area for research into our earth. It is the last wilderness left on earth. Or other simple ideas as to why environmental protection is important. E.g. conservation strategies - examples could be from any cold environment. In Alaska the ANWR was set up backed by laws to preserve the landscape and protect wildlife.

No: General statements of why other approaches may be better.

Accept answers that focus on the reasons why development might be allowed to take place in cold environments. Development can be done in a way which does not harm the environment. We need the resources as we are running out. Only a small area will be used, the rest can be conserved – there has to be a balance. Or other simple ideas as to why economic gain is important.

Level 2 (Clear) 4-6 marks

Clear statements with development of ideas.

Yes: Clear statements of benefits of protective schemes under International Agreements E.g. 46 countries will work together under the Antarctic Treaty. Other countries will not go against the majority as the counties represent 80% of world population. Agreements help to draw up strict rules E.g. mining is banned for at least the next 50 years. Nuclear testing is banned as the Antarctic is a natural reserve devoted to peace and science, fishing quotas are introduced which means the industry is strictly regulated and once the quota is reached no more fish can be taken, tourist numbers/activities are limited under an agreement by IAATO which mean that only smaller ships visit the area.

Or clear statements why protection is needed to help to the environment E.g. If there is an accident, the environment will be ruined forever, even a small oil spill can have knock on effects; it can't go back to what is used to be as the ecosystem is very delicately balanced. It is an important area for research into understanding the

	<p><i>way that our earth works and how we could avoid global climate change. It is the last wilderness left on earth it is the least polluted environment that we have and it has to stay untouched by people.</i></p> <p>Development may be case study examples from any cold environment. <i>E.g. conservation strategies - examples could be from any cold environment. In Alaska the ANWR was set up backed by laws to preserve the landscape and protect wildlife by restricting access, banning commercial activity and the use of motorised equipment.</i></p> <p>No: General statements of why other approaches may be better.</p> <p>Development may be case study examples from any cold environment.</p> <p>Accept clear answers that focus on the reasons why development might be allowed to take place in cold environments. <i>Development can be done in a way which is sustainable and does not harm the environment such as limiting the number of tourists to Antarctica. We need the resources as many are non-renewable and we are running out, we can't put a few penguins/polar bears in the way of progress.</i></p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>SPaG – 3 marks</p>
2di	3X1 Tropics, Africa, western	<p>3 marks AO3 – 3</p>
2dii	1X1 Increase	<p>1 mark AO2 – 1</p>

2e	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks</p> <p>Simple statements without development of ideas. <i>E.g. soil exposed/removed/eroded. Plants can't grow. No vegetation. No food for people. People can't live there/move away.</i></p> <p>Level 2 (Clear) 3-4 marks</p> <p>Clear effects with development of ideas/linking statements. <i>E.g. soil exposed and open to soil erosion, it is then easily washed away by heavy rainfall/flash floods/becomes gullied. Soil dries out easily and blown away as dust storms by the wind. The remaining infertile lower layers of soil become baked hard by the sun and land becomes unproductive.</i></p>	<p>4 marks</p> <p>AO1 – 2</p> <p>AO2 – 2</p> <p>Common</p>
2fi	<p>2X1 (or 1+1)</p> <p>Highest in central and south (1) decreases towards the west/north (1). Accept once only – highest in Para/Mato Grosso.</p>	<p>2 marks</p> <p>AO3 – 2</p>
2fii	<p>1X1</p> <p>Closest to Atlantic Ocean/mouth of river Amazon (refers to ease of access).</p>	<p>1 mark</p> <p>AO1 – 1</p>
2fiii	<p>2X1+1</p> <p>Increase: forest cleared for farmland (1). Demand for forest products (1) such as mahogany for furniture/logging (1). Land cleared for new roads (1) to open up areas for settlement/open cast mines (1). Decrease: Tighter regulation (1) effect of pressure groups (1) increased public awareness (1) replanting/reforestation (1)</p>	<p>4 marks</p> <p>AO1 – 4</p>
2g	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks</p> <p>Simple statements without development of ideas. <i>E.g. Loss of animal habitats/species endangered/extinct, disruption of ecosystem, change local climate/less rainfall, increased flooding, less value as a tourist attraction/loss of tourist income, loss of long term income from logging, displaces indigenous population. Reject refs to global warming/global climate change.</i></p> <p>Level 2 (Clear) 4-6 marks</p> <p>Clear effects with development of ideas/linking statements. <i>E.g. Alters local climates/less rainfall, fewer plants able to grow and areas of the Amazon rainforest will become savannah grassland. Fewer trees breaks the nutrient cycle/land becomes infertile and this results in loss of animal habitats/loss of species such as anaconda snakes, increased flooding/mudslides etc. Local Xingu people depend on the forest for food and if the land is infertile, they cannot grow crops and there are fewer</i></p>	<p>6 marks</p> <p>AO1 – 4</p> <p>AO2 – 2</p> <p>Common</p>

	<p><i>animals to hunt. This forces them out of their homes as does the threat from flooding.</i></p> <p>Basic effects with a clear sense of place will access Level 2, i.e. place names, clear description of an actual effect. No named example = max 5 marks</p>	
2h	<p>4X1</p> <p>Lifts from Figure 14 need some simple elaboration/linkage. <i>E.g. They might have replanted local/fast growing trees (1) that can be grown in forest nurseries (1) which also provide employment for locals (1) brings an income for local people (1) so they do not have to cut down forest for their livelihood (1).</i></p> <p><i>Serves as a 'buffer zone' (1), surrounding and protecting the remaining virgin rainforest (1).</i></p> <p>Also accept references to preserving/creating habitat/conserving animal (and plant) species and ecosystems. Valuable/threatened ecosystem. Maintaining local climate and reducing flood risk/run off. Reducing risk of soil erosion.</p> <p>Accept: Replanted forest attracts ecotourists - Ecotourism is the responsible development and management of tourism, which helps to preserve the environment as ecotourism provides funds for conservation projects /provides jobs for local people (crafts, guides). Why trees should be replanted in tropical rainforest areas = 1mark and developed valid reasons can also gain further marks.</p>	<p>4 marks AO2 – 4</p>

Question 3 – Investigating the globalisation of industry

Question	Marking	Marks
3a	3X1 North America, sea, global	3 marks AO1 – 2 AO2 – 1
3b	2X1+1 Labour costs - Lower wages paid in factories in LEDCs (1) goods can be made more cheaply (1) this has increased wealth for many people (1) who then become consumers (1) increasing demand for goods (1). Increased mobility - bigger (bulk transport) and faster ships/planes (1), reduces the friction of distance (1), facilitates travel to new/distant locations (1) easier to travel between countries (1).	4 marks AO1 – 4
3c	1X1 The difference in levels of development between the world's richest and poorest countries	1 mark AO1 – 1 Common
3d	Levels of response Level 1 (Basic) 1-2 marks Simple statements without development of ideas. <i>E.g. Guarantees prices paid to farmers. Farmers/producers get more money. (Accept 'people being paid a fair wage'.)</i> <i>Improves standard of living.</i> Discrete statements without clear linkages. Level 2 (Clear) 3-4 marks Clear references to benefits <i>E.g. Guarantees prices paid to farmers, which helps to secure a living wage/makes it easier for farmers to plan for the future.</i> <i>Improves standard of living + egs.</i>	4 marks AO1 – 4 Common
3ei	1X1 300km to the east of Bangalore	1 mark AO3 – 1
3eii	Levels of response Level 1 (Basic) 1-3 marks Simple statements without development of ideas. Simply stated benefit/s without development of ideas <i>e.g. more jobs, better wages, increased tax revenue.</i> Social benefits <i>E.g. infrastructure/social spending.</i> Accept refs to newer industries are less damaging to the environment. Lifts from Figure 16 need some simple elaboration. Level 2 (Clear) 4-6 marks Clear reasons with development of ideas. Clear description of how the development of new industries can benefit local people. <i>E.g. training is provided so people learn new skills and get more well-paid jobs, this enables them to pay taxes and spend</i>	6 marks AO1 – 3 AO2 – 2 AO3 – 1

	<p><i>money in shops, improving the economy.</i> Development may be case study examples. <i>E.g. Coca Cola offer training and education; a microfinance startup scheme provides 4000 Vietnamese women with the merchandise, training and basic equipment to begin selling Coca Cola and they can get more well-paid jobs.</i></p> <p>Explains the multiplier effect.</p> <p>There must be ‘own knowledge’ in a full mark answer.</p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>SPaG – 3 marks</p>
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3fi	1X1 6 billion	1 mark AO3 – 1
3fii	1X1 5.8	1 mark AO3 – 1
3fiii	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Simple references to increasing atmospheric pollution (pollution needs qualification). More global warming. No clear linkages. References to non-industrial problems e.g. traffic congestion = max L1</p> <p>Level 2 (Clear) 3-4 marks Gives clear indication of impacts, linking statements. <i>E.g. there is an increase in emissions from factories/transport contributing to the greenhouse effect and increasing global warming.</i> Credit the effects of global warming as developed points <i>E.g. sea level rise.</i> Accept references to other environmental problems <i>E.g. clearance of vegetation for building, loss of habitats, loss of biodiversity, noise pollution.</i></p>	4 marks AO1 – 2 AO2 – 2 Common
3g	<p>Levels of response</p> <p>Can be</p> <ul style="list-style-type: none"> - Social/Economic factors - Cultural factors - Environmental factors <p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. <i>E.g. exploitation issues; low wages, long hours, poor conditions.</i> <i>Atmospheric/water/land pollution, consumption of scarce resources, loss of indigenous companies/jobs, risk of 'plug-pulling' by the TNC, exploiting local government aid/wasting capital infrastructure investment, imposition of/clash with foreign cultural practices.</i></p> <p>Level 2 (Clear) 4-6 marks Clear suggestions with development of ideas; the nature of the disadvantages are clear. <i>E.g. Exploitation of local people with child/cheap labour - as a result local workers are paid badly for working long hours/in poor or dangerous conditions/few safety regulations. TNCs are footloose and may move their operations out of a country in search of lower wages and cheaper production elsewhere. This creates economic uncertainty within the</i></p>	6 marks AO2 – 4 AO3 – 2 Common

	<p><i>host country. Because they are transnational TNCs can avoid paying full taxes in the countries where they operate. This affects the services governments are able to provide for local people and in this way TNCs do little to help poor countries develop.</i></p> <p>Development of ideas may be case study examples. <i>E.g. TNCs are responsible for environmental problems. In 1984 Union Carbide, an American TNC accidentally leaked poisonous gas into the air in Bhopal, India causing thousands of deaths.</i></p>	
3hi	<p>2X1</p> <p>Decreased (1) from peak of 320 000 in 2000 (1) to low of 120 000 in 2009 (1) slight increase since (1).</p>	<p>2 marks AO3 – 2</p>
3hii	<p>1+1+1</p> <p>Factories close down, which leads to unemployment putting people into poverty, so they have less money to spend in shops and the shops close (negative multiplier effect). Developments might refer to out-migration/depopulation.</p> <p>Simple statements without elaboration or development of ideas get one mark. Developed valid reasons can also gain a second mark. Continued development of the point gets the third mark.</p>	<p>3 marks AO2 – 3</p>
3i	<p>4X1</p> <p>Accept broad ideas about sustainability, which might include social, economic and environmental considerations.</p> <p>Lifts from Figure 20 must have some simple elaboration. <i>E.g. The living roof is part of a natural storm water management system, which reduces flooding in the Rouge River, while also improving water quality. It also insulates the building, reducing heating and cooling costs and saves energy and therefore helps conserve resources.</i></p> <p>1 mark for each correct suggestion. Developed suggestions can also gain a second mark.</p> <p>Lists environmentally sustainable aspects <i>e.g. uses fewer resources/less power/less fossil fuel, reduces CO2 emissions, resources are not wasted but recycled, less land fill.</i> Or socially/economically sustainable aspects <i>benefits e.g. efficient factory ensures continued employment.</i></p>	<p>4 marks AO2 – 4</p>

Question 4 – Investigating global tourism

Question	Marking	Marks
4a	3X1 An international, Europe, long	3 marks AO1 – 2 AO2 – 1
4b	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks No mark for stating types holiday destinations (beach/city). States type holiday of destination and offers tentative links between the types of holiday destination stated and the opportunities for tourist activities <i>E.g. Some places have beaches and you can swim. Some people visit cities to see museums. There are lots of shops/shopping in cities. There are lots of hotels in cities</i> <i>Or, states the nature of the location E.g. Some places have beaches with silver sands/clear blue sea, attractive scenery, hot climate.</i></p> <p>Level 2 (Clear) 4-6 marks Clear suggestions with development of ideas/links points together; the nature of the opportunities for tourist activities is clear. <i>E.g. Some people visit cities to take cultural holidays to see museums, art galleries and cathedrals.</i> <i>E.g. Some places have beaches with clear blue seas and offer opportunities for water sports such as scuba diving to see exotic fish.</i> <i>A range (>2) of activities linked to a beach/city environment = L2.</i> Development may be case study examples. <i>To take short breaks and see theatre shows such as in London's West End.</i></p> <p>Examples need not be from figure 22.</p>	6 marks AO2 – 4 AO3 – 2 Common
4c	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas or elaboration is very limited. Lists transport developments with tentative links as to how they have made it easier for people to take holidays; faster planes, bigger boats. Reject 'trains/boats/planes' alone. <i>E.g. Easier to go on long haul holidays. Planes can go long distances without stopping. Easier and cheaper to travel.</i> Accept more/regional airports, more fuel efficient (planes,</p>	4 marks AO1 – 4 Common

	<p>coaches, trains etc)/reduce costs, improved road network, rail electrification, Eurotunnel. Budget airlines such as Easyjet and Ryanair have brought prices down and increased traffic volumes.</p> <p>Level 2 (Clear) 3-4 marks Clear suggestions with development of ideas.</p> <p><i>Motorways have linked places together, regional airports make it quicker and easier to travel. Faster planes reduce the friction of distance and make distant destinations more accessible.</i></p>	
4d	<p>4X1 (1+1 for developed points) E.g. Increased wealth (1) means people have more disposable income to spend on holidays (1). Also: Increased leisure time = holiday entitlement in many rich nations has increased over the past century. This means that people can take more holidays during the year. Changing lifestyles = early retirement/gap years. The availability and type of holiday has increased e.g. Disneyland/theme parks = mass tourism and package holidays have opened up markets to huge numbers of people. Activity and ecotourism are also becoming popular. Advertising = Extensive coverage of holiday types has increased the demand to travel. Most newspapers have a holiday section, TV /internet can show people the enormous choice on offer. <i>E.g. Easier to book flights/hotels as most people have an internet connection at home or have a Smartphone. This helps to plan a trip by reading online reviews and recommendations. Ease of internet booking.</i></p>	<p>4 marks AO1 – 4</p>
4e	<p>1X1 The difference in levels of wealth/income/ (economic) development between countries The difference between rich and poor countries.</p>	<p>1 mark AO1 – 1 Common</p>
4fi	<p>1X1 80km</p>	<p>1 mark AO3 – 1</p>

4fii	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks Simple, undeveloped statements of economic, social or environmental benefits of tourism to a less developed country or statements with very limited elaboration. <i>E.g. provides jobs, earn more money, money spent on development, tax revenues raised.</i> Lifts from Figure 23 must have some simple elaboration. <i>E.g. training centre/computer centre improves job prospects for locals.</i></p> <p>Level 2 (Clear) 4-6 marks Clear explanations with development of ideas/linkages. <i>E.g. provides jobs directly in hotels raising income tax revenues. Providing jobs in tourist-related services such as taxi drivers, construction and restaurants gives more disposable income/money to spend in local shops. Local farmers can grow high value crops that can be sold to hotels raising income and standards of living. Governments can tax visitors and pay for services such as water supply, electricity supply and roads.</i> Explains positive multiplier effect.</p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>6 marks AO1 – 3 AO2 – 2 AO3 – 1</p> <p>SPaG – 3 marks</p>
4gi	1X1 300 million tonnes (+/- 10 million)	<p>1 mark AO3 – 1</p>
4gii	1X1 700	<p>1 mark AO3 – 1</p>

4giii	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Simple references to increasing atmospheric pollution (pollution needs qualification). More global warming. More greenhouse gases. No clear linkages. Accept references to other global problems <i>E.g. clearance of vegetation for airport building/extension and noise pollution.</i></p> <p>Level 2 (Clear) 3-4 marks Gives clear indication of impacts, linking statements. <i>E.g. there is an increase in emissions from aircraft contributing to the greenhouse effect and increasing global warming.</i> <i>E.g. clearance of vegetation for airport building destroys animal habitats.</i> Credit effects of global warming as developed points <i>E.g. sea level rise.</i></p>	<p><i>4 marks</i> AO1 – 2 AO2 – 2 Common</p>
4hi	<p>2X1</p> <p>First mark: The number of tourist visits (accept people) to the Peak District has remained steady (1).</p> <p>Second mark: Around 12 million per year (1). Dropped slightly below 12m 2009/2010/2012/2013 (1) or increased slightly above 12m 2011(1).</p>	<p><i>2 marks</i> AO3 – 2</p>
4hii	<p>1+1+1</p> <p>One problem only – not a list of problems.</p> <p>Loss of land/habitats due to developments, overcrowding, traffic congestion, litter, air pollution, water pollution, sewage, footpath erosion, second homes, lack of/expensive homes for locals, few services for locals, increased food prices, farmers grow crops for tourist market, seasonal employment, best jobs go to overseas workers, profits go out of country, lack of respect for locals/customs, conflict locals – tourists. Or any other valid problem brought about by tourism. Accept problems found in any type of tourist destination. Simple statements without elaboration or development of ideas get one mark. Developed valid problem gains a second mark. Continued development of the point gets the third mark.</p>	<p><i>3 marks</i> AO2 – 3</p>
4i	<p>4X1</p> <p>Accept broad ideas about sustainability, which might</p>	<p><i>4 marks</i> AO2 – 4</p>

	<p>include social, economic and environmental considerations. Answers can be about any tourist area and need not deal with a National Park.</p> <p>Lifts from Figure 26 must have some simple elaboration. <i>E.g. Reduce erosion caused by visitors by using local stone setts to reinforce surfaces.</i></p> <p>Accept general environmental schemes which need not be directly from Figure 26. <i>E.g. Guided/circular walks will mean people stay on footpaths = less erosion, visitor centre will educate people about issues, green tents blend in with surroundings, repairs to walls/footpaths keep views attractive, park & ride = less cars/air pollution.</i></p> <p>Accept general economic considerations. <i>E.g. keeping money in the area by employing local people, maintaining the community's economic well-being.</i></p>	
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