



GCSE

Geography A

Paper 2 / 90302F

Mark scheme

9030
June 2015

Version1.0 Final

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' or 'L2' in the left hand margin.

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

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

Examiners should add their own brief justification for the mark awarded e.g. *Just L2, detail and balance here.*

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

General Advice

It is important to recognize 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 process and subsequently by telephone with the Team Leader as necessary.

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

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via the 6 mark questions. 3 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

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.

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.

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.

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

SECTION A**Question 1: Population Change**

1 (a) (i) 25% [1 mark]

AO3 – 1

1 (a) (ii) 10(%) [1 mark]

AO3 – 1

1 (a) (iii) [4 marks]

No need for reference to named countries, though credit can be given if this aids clarity. No credit for description as the structure has been given. Reasons only. Expect reference to ageing “baby boomers” creating more retirees now. Equally, more recent decline in births means youth and working age proportions decline. Rising life expectancy means more people surviving into old age. Credit elaboration of reasons such as medicine advances / costs of children.

AO1 – 2

AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with no clear reference to structure.

People live longer now. There are fewer children born. People want fewer children.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the link between factor and structure.

More people born when the war ended are now old so there are more of them. The birth rate has been steadily falling so there are fewer young dependents. Lots of people retiring has reduced the proportion of working age.

1 (b) (i) 1+1 [2 marks]

No double credit

Need only state but must be derived from Figure 2.

AO3 – 2

benefit to children: more likely to live beyond age 5; will marry later; better cared for; mortality reduced, more likely to go to school.

benefit to community: higher income growth in country; increased crop yields, higher school enrolment, more likely to attend political meetings.

1 (b) (ii)	<p>1x3 or (1+1) + 1 Max 2 for separate listed points. One point must be developed.</p> <p>Answers should relate to: Increased female emancipation and therefore freedom to make their own decisions, typically women will then have fewer children. Better education leads to better awareness of contraception. Higher levels of education mean women more likely to go to secondary school and/or university and/or pursue careers, each of which will delay age of having first child and reduce total fertility. Increased wealth as a result which means material things may be placed before having children. Reserve one mark for some mention that implies/explicitly states falling growth, e.g. 'fewer children'.</p>	<p>[3 marks]</p> <p>AO1 – 2 AO2 – 1</p>
1 (c) (i)	Ageing. Allow 4/5	<p>[1 mark]</p> <p>AO3 – 1</p>
1 (c) (ii)	<p>A smaller working population means that the government will have less income from taxes. The government will also have to spend more on pensions and healthcare. The government will therefore have less money for things that help the economy to grow such as education and infrastructure.</p>	<p>[3 marks]</p> <p>AO1 – 1 AO2 – 2</p>
1 (d) (i)	<p>1+1</p> <p>First mark for statement, second for elaboration. There can be food / housing / medical care shortages (1) as the population grows too fast for the supply to keep up (1); Education can suffer (1) as the schools are overcrowded; children have to work (1) in order to help support their large families (1).</p>	<p>[2 marks]</p> <p>AO1 – 1 AO2 – 1</p>
1 (d) (ii)	<p>1+1</p> <p>First mark for statement, second for elaboration. There can be job shortages (1) as the population grows too fast for the supply to keep up (1) so the informal economy will develop more instead (1); the government may go into debt (1) as it struggles to meet the needs of its people (1) Credit comment on potential for demographic dividend with increased workforce.</p>	<p>[2 marks]</p> <p>AO1 – 1 AO2 – 1</p>
1 (d) (iii)	<p>There are large number of problems which could be mentioned, full coverage is not required for full marks, only the clarity of the answer. Problems may be social, economic or political and may apply at any scale such the family or for the country as a whole. Accept external criticisms of civil rights also. Expect comment on: Little Emperor syndrome and spoilt only children; the problems of the 4-2-1 ratio and the burden on the young generation; imbalances in the male – female ratio.</p>	<p>[6 marks]</p> <p>AO1 – 6</p> <p>SPaG [3 marks]</p>

The incidences of forced terminations and oppressive fines and loss of benefits along with the social and emotional consequences of these. The issue of once rapidly growing industries now facing worker shortages; the loss of the demographic dividend.

Level 1 (Basic) (1-4 marks)

Simple comments with no development. No awareness of why it is a problem or the effects the problem may have.

Single boys are spoilt children. The population is ageing fast. Girls may be killed. People are forced to have abortions. They are running out of workers.

Level 2 (Clear) (5-6 marks)

Linked statements showing development of idea. Must have >1 problem for access to level 2.

Single boys are spoilt and become "little emperors" so they have no idea how to behave properly when they are older. Now the policy has been around for a while there is a 4-2-1 ratio where one child has 6 adults to look after which costs a lot and stops them living their lives. China no longer has quite the large supply of workers it did and so industries are finding it harder to keep up.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

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.

1

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.

2

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.

3

Question 2: Changing Urban Environments

- 2 (a) (i)** 1+1 [2 marks]
AO1 – 2
 First mark for statement, second for elaboration. Accept noise pollution as environmental impact. A rise in the number of cars / lorries / freight traffic leads to more emissions (1) so there will be more incidences of breathing problems / asthma (1); heavier traffic means vehicles are stationary for more of the time (1) so emissions will increase (1); more emissions from (diesel) vehicles (1) leads to blackening of buildings (1) the sulphur from more exhausts (1) mixes with rain and erodes buildings (1). Increased CO2 emissions (1) lead to climate change /global warming (1). Impact must be connected to increased road use.
- 2 (a) (ii)** Balgreen Rd and Baird Dr Both needed for mark. Allow minor errors in spelling. [1 mark]
AO3 – 1
- 2 (a) (iii)** Edinburgh Park [1 mark]
AO3 – 1
- 2 (a) (iv)** Use at Fig 4 may be seen via reference to cycle routes / trains / integration of transport modes. Candidates should move beyond the figure through named schemes or places or elaboration of the way the impact is reduced. Likely examples are Sheffield / Manchester trams; London cycle hire / transport improvement / cycle superhighway schemes; “eco-buses”; park and ride schemes; multiple occupancy lanes. Examples need not be UK. [4 marks]
AO1 – 1
AO2 – 2
AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements. Probably either Figure 4 or own knowledge only. *Some cities have built bike lanes to get people on bikes. York has a park and ride. Fig 4 shows cyclists the routes in Edinburgh to make it easy for them.*

Level 2 (Clear) (3-4 marks)

Developed statements showing some link between solution and impact reduction. Moving beyond Fig 4 evident. *The tram system in Nottingham has reduced the number of cars coming into the city as a tram can carry the equivalent of lots of cars. “Boris Bikes” in London make it easy to cycle and so people choose to do that instead of driving in the city. The Oyster Card in London makes it easy to switch transport types and so people use public transport as it’s as easy as driving and the number of cars drops*

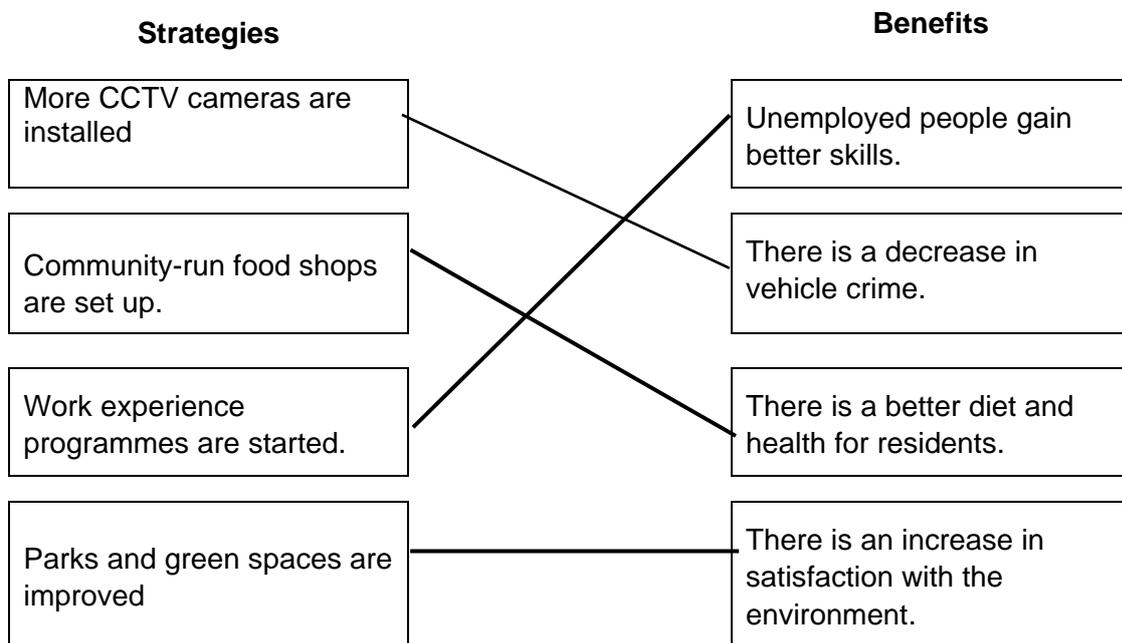
2 (b) (i) 1+1 [2 marks]

First mark for statement, second for elaboration. Credit one mark for naming strategy. Can be at any scale, named strategy not required, but needs to be inner city specific. Likely answers: Health and Education Action Zones; Urban Development Corporations; City Challenge; New Deal for Communities. Urban Development Corporations (1) were large scale schemes (1) aimed to get private investment into the inner city (1); City Challenge (1) was a private / public partnership (1) with an emphasis on improving education (1); New Deal for Communities (1) residents are put in charge of the funding (1) so they decide what will be of most benefit for them (1).

AO1 – 2

2 (b) (ii) 1 correct = 1 mark, 2 or 3 correct = 2 marks, all 4 correct = 3 marks [3 marks]

AO1 – 1
AO2 – 2



3 x 1

2 (c) (i)	3 x 1	[3 marks]
	Any valid labels. Label must point directly to the characteristic chosen, e.g. poor quality materials / construction; corrugated iron roofs; high density of housing; polluted / dirty water; poor waste disposal; accept any reference to waste/litter/rubbish. No labels, arrows or lines-no marks	AO2 – 1 AO3 – 2
2 (c) (ii)	Any valid statement e.g. risk of disease; risk of injury; depressing surroundings.	[1 mark] AO1 – 1
2 (c) (iii)	1+1	[2 marks]
	First mark for statement, second for elaboration. Credit any reasonable suggestions that make the improvement clear e.g. clean water / adequate sanitation could be installed (1) which would reduce disease risk (1); locals could be given better materials (1) which would make houses more secure / safer (1). Self-help schemes (1) so locals can build themselves better homes (1)	AO1 – 1 AO2 – 1
2 (d)	Content will depend on the example(s) chosen. There should be reference to at least one named place. The question refers to urban living so this could be a whole city or equally valid would be a development within a city. Schemes such as park and ride could be relevant if related to sustainability. Features of sustainable development are: waste minimisation / recycling, renewable energy, carbon reduction, localisation of food production, community decision making, good public transport, walking and cycling, provision of open space.	[6 marks] AO1 – 4 AO2 – 2 SPaG [3 marks]
	Level 1 (Basic) (1-4 marks) Simple statements or lists with no reference to named place / scheme. <i>There is good public transport. Lots of people cycle. There are solar panels on the roofs.</i>	
	Level 2 (Clear) (5-6 marks) Linked statements with the name of at least one place or scheme. More than one characteristic needed, but may be imbalanced. <i>Freiburg in Germany has solar panels on the football stadium. This means less carbon dioxide is given off. All the neighbourhoods have their own green space. The BedZed scheme uses mostly renewable energy. It is</i>	

also close to good public transport so people don't need to drive.

Spelling, Punctuation and Grammar**[3 marks]****SPaG****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.

1**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.

2**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.

3

Question 3: Changing Rural Environments

- 3 (a) (i)** 2 x 1 [2 marks]
- Two distinct features from: Large scale farming run like a big business with a lot of farms owned and operated by one company. 1 mark for scale element, 1 mark for company / business element of definition. **AO1 – 2**
- 3 (a) (ii)** When hedgerows are dug out, a natural windbreak is removed which results in **increased** soil erosion. The variety of wildlife habitats is reduced when **a single crop is** planted. Soil nutrients can be improved by adding **fertilisers** but they leach into rivers. [3 marks]
- AO1 – 1**
AO2 – 2
- 3 (a) (iii)** 1+1 [2 marks]
- First mark for statement, second for elaboration. Demand for organic food has increased (1) because people think it is healthier (1) / they are concerned for the environment (1) / they want to eat food that is free from chemicals (1). Farmers can struggle to make a decent profit (1) so they produce organic crops which can sell for higher prices (1). **AO1 – 1**
AO2 – 1
- 3 (b) (i)** Commuter village. [1 mark]
- AO1 – 1**
- 3 (b) (ii)** 1+1+1 or (1+1) + 1 [3 marks]
Max 1 for list
- AO1 – 2**
AO2 – 1
- A range of social, economic and environmental impacts possible. Must be impacts on the rural-urban fringe. Credit positive impacts although negative most likely. Local residents may object to the new developments as they feel they spoil the area, especially if greenfield sites; loss of habitats; farmers may be forced out of business / may get to sell up and retire; increased traffic may cause congestion and air / noise pollution. There may be increased trade for other local businesses / further development of facilities and amenities as a result.

3 (c) (i) 5779. No credit for 6 figure grid reference. [1 mark]

AO3 – 1

3 (c) (ii) [2 marks]

There are sections of road with a gradient steeper than 20%.	✓
There is one section of A road.	
The land rises to over 200m in height.	
There are two areas of National Trust land.	✓

AO3 – 2

3 (c) (iii) Content will depend on the information chosen. There should [6 marks]

be some reference to the photograph, though this may be slight. Own knowledge may be place or characteristics. Place could be small scale e.g. Wensleydale, or a named village, or a broad region e.g. Snowdonia. The emphasis must be on the characteristics, there is no credit for the processes that have led to them. A number of characteristics could be mentioned such as: increasingly retired population, population much greater at weekends, declining quality of environment as land untended, closure of shops and services, little or no public transport, increasing percentage of second homes.

AO1 – 4

AO2 – 2

SPaG [3 marks]

Level 1 (Basic) (1-4 marks)

Simple statements or lists. Own knowledge or figure only.
Lots of houses are empty during the week. The pub is for sale. Only old people are left in the village. There are no buses.

Level 2 (Clear) (5-6 marks)

Linked statements with both use of the figure and own knowledge. *An increasing percentage of the permanent population in many declining villages is retired, so the character of the village is then much quieter. In Elterwater for example 80% of the homes are now second homes so some villages are deserted at some times of the year and lack shops and services.*

Spelling, Punctuation and Grammar		[3 marks]
SPaG		
	Threshold performance	1
	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	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.	
3 (d) (i)	2009	[1 mark]
		AO3 – 1
3 (d) (ii)	Needs to show use of Figure 9 through reference to something in the extract. This may be slight such as the mention of the social enterprise or community nature of the shop. There should also be evidence of the candidate going beyond this with their own knowledge to show how rural living can be supported. They may reference things such as subsidised transport, EU and other funding. These should in turn be linked to ideas such as improving communication to compete with urban areas, supporting jobs and providing employment, making businesses more financially viable, allowing people to live in rural areas but reach jobs elsewhere, reducing a sense of isolation.	[4 marks]
		AO1 – 1
		AO2 – 2
		AO3 – 1
	Level 1 (Basic) (1-2 marks)	
	Simple statements, either lifted from the resource or just their own knowledge. No real mention of rural support. <i>The shop is owned by the community to serve the community. Local producers are supported. Businesses are given grants. Local services are subsidised.</i>	
	Level 2 (Clear) (3-4 marks)	
	Linked statements showing use of the resource and own knowledge. Link between need and support established.	

In Cornwall some key bus routes are subsidised so that people can stay in their villages but commute to jobs in nearby towns. Village shops like the one in the extract and also pubs are now run as co-ops, which means they stay open and encourage a sense of community. Providing services like the internet and a social meeting place means residents, especially the elderly don't feel so isolated.

SECTION B:**Question 4: The Development Gap**

4 (a) (i) 1 mark for each correct row / 1 mark for each correct column. [3 marks]

AO3 – 3

Country	Classification in Figure 10a	Classification in Figure 10b
Egypt	M	2
Argentina	H	3
Nepal	M	1
Angola	L	2

4 (a) (ii) Any reasonable measure of development, but must not be the same as in Figure 10. Listed in the specification are: GNP, GNI per head, birth and death rates, infant mortality, people per doctor, literacy rate, access to safe water and life expectancy. Others such as calorie consumption, energy use per capita are acceptable. [1 mark]

AO1 - 1

4 (a) (iii) 1+1 [2 marks]

First mark for statement, second for elaboration. Measures are misleading when used alone (1) as they are usually averages (1) which don't show spatial variation (1) or variation across different social groups (1). One measure might change before / after others during development (1) so the country might appear more / less developed than it really is (1) One measure is a partial view (1) so only one aspect of development would be considered (1)

AO1 – 1
AO2 – 1

4 (a) (iv) 1x3 or (1+1) + 1 [3 marks]

A number of comments are possible here. Some idea of global variation essential for full marks. Answers likely to focus on wealth influencing what is seen as the minimum and that this threshold will be higher in richer countries, probably linked to material possessions. Whereas in poorer countries it will be more a question of basic human / social rights as the minimum with a level of consumer goods regarded as poverty elsewhere being quite desirable. Credit comment that in richer countries there is a

AO1 – 2
AO2 – 1

greater congruence between quality of life and standard of living.

4 (b)

Needs to show use of Figure 11 through reference to something in the extract. This may be slight. There should be evidence of the candidate going beyond this with their own knowledge which may be through use of other exemplars or fuller explanation of the “debt for nature” process such as providing a rationale that poorer countries are in effect being paid by richer countries for one of their resources for the global good of maintaining biodiversity and reducing climate change. They therefore gain an income which can be put to development goals.

[4 marks]

AO1 – 1

AO2 – 2

AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements, either lifted from the resource or just their own knowledge. Development impact implicit only.

Ecuador is being paid by Germany not to drill for oil. This swap means the poor country gets money. The USA did something similar with Peru so they didn't cut down rainforest.

Level 2 (Clear) (3-4 marks)

Linked statements showing use of the resource and own knowledge. Clearer connection between action and development impact.

The fact that countries have combined their money means that Ecuador will gain more money they can use to fund projects to further their development. Ecuador has promised they will use the money on renewable energy which will help them develop and preserve the environment for the rest of the world too.

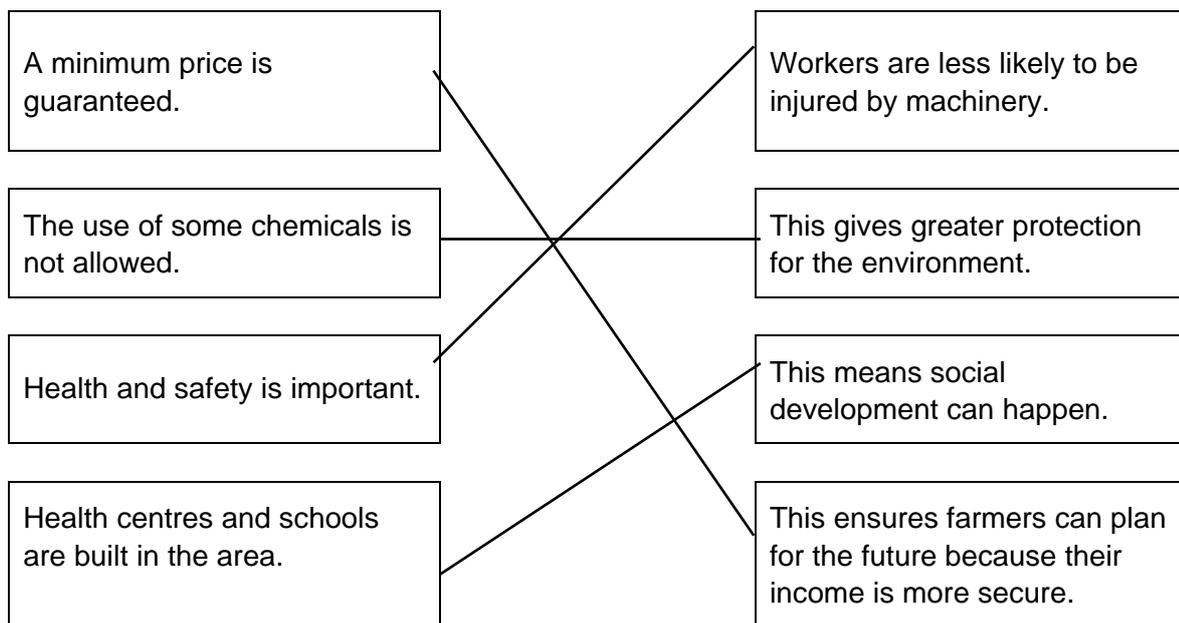
4 (c) (i) 110 [1 mark]

AO3 – 1

4 (c) (ii) 1 correct = 1 mark, 2 or 3 correct = 2 marks, all 4 correct = 3 marks [3 marks]

AO1 – 1

AO2 – 2



4 (c) (iii) 1+1 [2 marks]

AO1 – 2

First mark for statement, second for elaboration. Credit any reasonable benefit that accrues from membership, e.g. when a country joins it will have greater power / influence than it would alone (1), so they can charge more for their goods (1) / negotiate a better deal (1). Gaining more money from being in a trading group (1) means a country can spend more on developing (1).

- 4 (d)** Responses will depend upon hazard / area (s) / country (ies) selected, which could be at any stage of development. Likely answers are Typhoon Haiyan, Caribbean hurricanes, earthquake in Haiti, and the Boxing Day / Japanese tsunamis. They could refer to one hazard generically such as sea level rise or desertification. Candidates should show how the damage has impacted upon future development e.g. costs related to GNP and other uses the money could have been put to, long-term infrastructure damage and resulting prospects, especially transport and water systems.

[6 marks]

AO1 – 4

AO2 – 2

SPaG [3 marks]

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no named example.

There are lots of deaths. Many homes were lost. The road network was damaged.

Level 2 (Clear) (5-6 marks)

Linked statements with at least one name of hazard / event and description of the effect. Some indication of the link between the hazard and development.

Sea level rise is threatening to destroy the beaches of the tropical islands which will harm their development as the tourists won't go anymore and they get most of their income from tourism. The cost of rebuilding the houses (130,000) destroyed by Typhoon Haiyan takes money that the country then can't use to develop.

Spelling, Punctuation and Grammar

[3 marks]

SPaG**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.

1

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.

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High performance

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3

Question 5: Globalisation

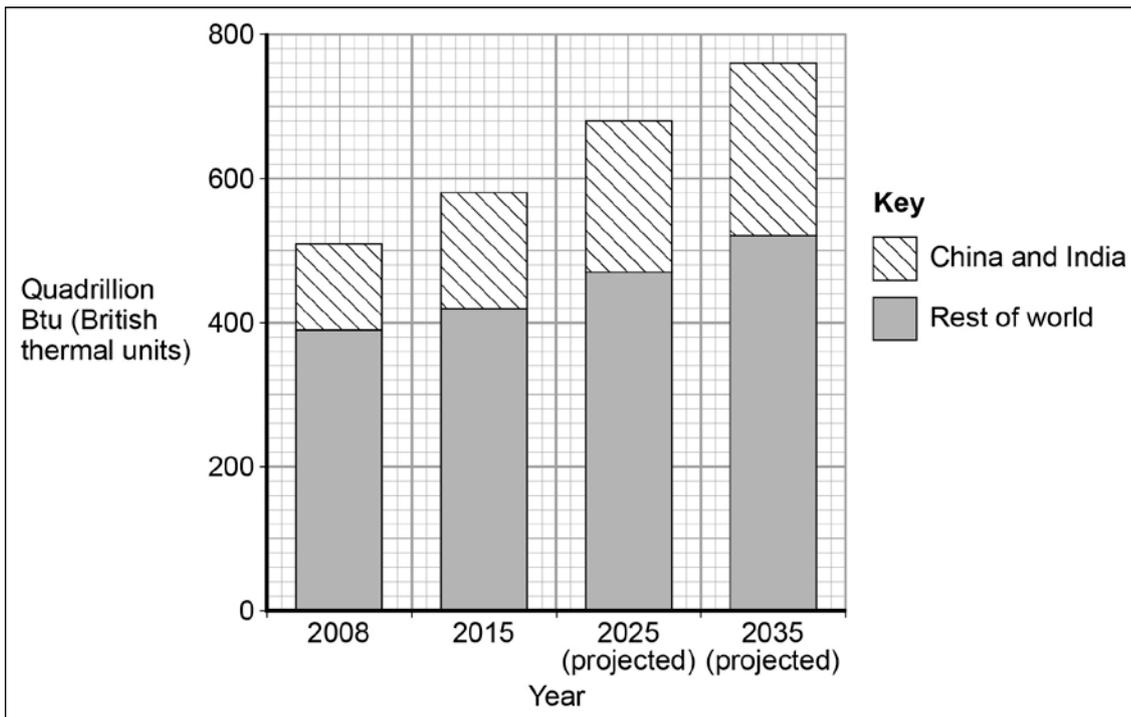
- 5 (a) (i)** China. [1 mark]
AO3 – 1
- 5 (a) (ii)** 2 x 1 [2 marks]
emissions > surface area: 1 from – Asia, North America, Europe **AO3 – 2**
emissions < surface area: 1 from – South America, Africa, Australasia
- 5 (a) (iii)** The problem of **climate change** caused by increasing levels of carbon dioxide affects all countries of the world. [3 marks]
Countries are affected even if they produce **small** amounts of carbon emissions. Countries need **targets** to encourage them to reduce their carbon emissions. **AO1 – 1**
AO2 – 2
- 5 (a) (iv)** 1x3 or (1+1) + 1 [3 marks]
The important aspect here is the small scale of approach which could be one place or individual actions. Note only one action to be credited, candidates need to develop the point. Expect comment on: recycling schemes; local food shopping promotion; individual action such as walking vs. driving; turning down thermostat; home insulation. Credit examples of urban sustainability if clearly at local scale. Action should then be linked to effects such as reducing the need for new materials to be used; lower carbon footprint / CO₂ emissions; reduction of food miles. **AO1 – 2**
AO2 – 1

5 (b) (i) 2x1

[2 marks]

1 mark for each correct segment, vertically atop the previous segment of the bar. Given the nature of the graph, both height and width to be correct.

AO3 – 2



5 (b) (ii) Response may vary in scale, origin and content but should be clearly identifiable as the element specified in the question and then linked to global demand. The latter may be implicit.
Technological advances - rise in gadgets such as: MP3 / 4 players / tablets / games consoles / computers and large TVs.
Increased Wealth – demand for consumer goods such as cars and refrigeration; use of energy to produce food, especially meat, for rising middle class in emerging economies; wealth used for travel abroad.

[4 marks]

AO1 – 2

AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements and / or listed points with no real development. Only technology or wealth covered.

People have more gadgets such as computers. Everyone drives more now. More electricity is being consumed around the world.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of cause / effect. Both technology and wealth covered.

As more people have more money as they develop they buy consumer goods like TVs which use up more electricity.

There are far more electronic gadgets now and they are cheaper but they all need charging which uses power and rises demand for energy.

- 5 (c) (i)** A company that is located in more than one country. Accept fuller definitions which may refer to size and scale of operation and / or location of different parts of the business, provided the elements of commercial enterprise and scale are evident. [1 mark]
AO1 – 1

- 5 (c) (ii)** 1x3 or (1+1) + 1 [3 marks]

Needs to show some reference to Fig 15 for full marks. No credit for mere listing of parts or their origins as marks are for application. Comment should be made about the worldwide origin of parts and / or the companies that produce them.

May refer to TNCs as the parts are produced by companies with HQs in locations different from their production. Credit inference from the resource that no mention is made of the assembly location, so presumably that takes place in another location and the parts are brought there.

AO1 – 1
AO2 – 2

- 5 (c) (iii)** Response will depend on the TNC chosen, which should be clearly named. Likely case studies are Apple, Sony, Wal-Mart, Samsung, Nissan, Nokia, Siemens, BP from the main texts / resources but there are many others. Advantages need not be specifically numerical or place located but should be clearly for the originating country / firm. Answers likely to cover gains such as: increased employment; generation of tax revenue; increasing prestige and influence around the world; the ease with which loss making / less profitable operations around the world can be easily discarded; increasing profits by subcontracting world- wide; affordability of goods produced by these means. [6 marks]
AO1 – 6

SPaG [3 marks]

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no named TNC.

TNCs generate lots of money for their country. Goods are produced more cheaply for us. Bigger companies employ lots of people.

Level 2 (Clear) (5-6 marks)

Linked statements with TNC named.

Apple directly employs more than 50,000 people in the USA so therefore is a significant employer for the country. These people will pay taxes and so they are important for the wealth of the US government too. As they subcontract to companies like Foxconn in China they can protect US jobs by cancelling orders when times are hard.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

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.

1

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.

2

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.

3

Question 6: Tourism

6 (a) (i)	250-999 (million US\$)	[1 mark]
		AO3 – 1
6 (a) (ii)	1x3, or (1+1) + 1	[3 marks]
	<p>Candidates refer directly to Figure 16 to gain full marks but they should be commenting on both spatial and economic variance. Credit description of variance, reserving 3rd mark for some recognition of importance. Max 1 for list of figures. They could refer to the obvious fact that the receipts from tourism vary widely across the world and therefore this will have a different impact on the economy, some may extend this to realise that the same raw figure will be a greater / lesser percentage of national income depending on the level of development of the country. They may refer to the scale of variance with countries in the highest category earning >20 times those in the lowest. Also of note are the areas where tourism receipts are universally high and low, Western Europe and most of Southern Africa respectively.</p>	<p>AO2 – 2 AO3 – 1</p>
6 (b) (i)	<p>Personal responsibility (1) for looking after the environment (1) / No-one damaging (1) the present or future environment (1).</p>	[2 marks]
		AO1 – 2
6 (b) (ii)	1x3, or (1+1) +1	[3 marks]
	<p>Any reasonable annotations which may simply be statements for a single mark, or expanded for a developed point. The most likely labels are, with suggestions for extensions for additional marks: Few tourists / tents in evidence, so impact reduced; tent raised off ground, so damage to landscape minimised; unobtrusive colour, so doesn't intrude on landscape / frighten animals; tents only / nothing permanent, so no permanent alteration.</p>	<p>AO2 – 1 AO3 – 2</p>

6 (c) (i) Any valid characteristic e.g. large numbers of people / all travelling at the same time / all to same destination. [1 mark]

AO1 – 1

6 (c) (ii) 3x1 [3 marks]

1 mark for each correct row. 1 mark for each correct column.

AO1 – 1

AO2 – 2

Effect	Positive (P) or Negative (N)	Economy (Ec) or Environment (Env)
Animal breeding patterns are disturbed	N	Env
Vehicles cause soil erosion	N	Env
Mass tourism adds to the country's earnings	P	Ec
Only some of the money earned goes to locals	N	Ec

6 (d) (i) There should be evidence of the use of the OS map extract – this can be by the use of specific grid reference(s) and / or place name(s) or location(s). The candidate should show that they identify at least one feature on the map and link this to either the National Park or coastal resort. [4 marks]

AO2 – 3

AO3 – 1

National Park: e.g. Downland landscape; rolling hills; views from cliffs; famous cliffs – Beachy Head; South Downs Way LDP.

Coastal resort: e.g. attractive coastal scenery of cliffs nearby; (S / SE facing) beach; pier.

Level 1 (Basic) (1-2 marks)

Simple statements of attractions / features with limited reference to the map. No link made or unclear whether referring to National Park or resort.

It grew because there are cliff views. There are lots of paths for walkers. There is a beach. People could visit the pier.

Level 2 (Clear) (3-4 marks)

Linked statements with clear use of the map extract connected to the development of the National Park OR resort.

The landscape is one of rolling hills such as Crapham Down in 5797 which visitors might want to see in a National Park, along with high cliffs such as Beachy Head in 5895. Eastbourne might have developed for the south-facing beach initially and then further as attractions such as the pier were built.

6 (d) (ii)

1+1

[2 marks]

First mark for statement, second for elaboration. Wide range of responses possible which will depend on resort or Park chosen but should clearly be applicable to that chosen location. Must be relevant to the UK. Credit correct text even if name is incorrect. No credit for litter.

AO1 – 2

Coastal resort: Blackpool became very popular with stag and hen parties (1) whose behaviour was very rowdy (1) which put families off visiting (1)

National Park: The majority of visitors travel by car (1) which causes congestion on the narrow roads (1) which means that key routes can be blocked (1) and visitor experience is spoilt by the traffic jams(1)

6 (d) (iii)

The coping strategies should be relevant to the chosen area ie a UK coastal resort or National Park. Whilst the clarity is possible through quality of description of the actions rather than specific detail, credit should be given for use of place- specific information. These actions need only be described, there is no need to comment on their efficacy or how they help. No credit for litter bins.

[6 marks]

AO1 – 6**SPaG [3 marks]****Level 1 (Basic) (1-4 marks)**

Simple statements and / or listed points with no real development and no named location.

Coastal resort: *Extend the holiday season. Build more attractions. Increase the number of hotels.*

National Park: *Provide better parking. Park and Ride schemes. Signing and management of footpaths.*

Level 2 (Clear) (5-6 marks)

Linked statements with clear reference to place / coping strategies. Must refer to at least two strategies to access Level 2. **Coastal resort:** *They could increase the number of places to stay by refurbishing old ones like the Midland Hotel in Morecambe. Better policing will help keep large crowds under control in Blackpool.*

National Park: *The park authority makes new attractions*

*like Brockholes in the Lakes to cope with more people.
Park and ride schemes mean that more people can come
without making congestion.*

Spelling, Punctuation and Grammar

[3 marks]

SPaG

Threshold performance

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3