
GCSE

Geography B

90352H – Hostile world and investigating the shrinking world

Mark scheme

9035

June 2015

Version 1.0 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.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Annotation of Scripts

One tick equals 1 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.

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

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

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 Standardization 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.

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.

1(a)	<p>3×1</p> <p>In long/narrow (1) belts (1) across the globe (1); accept ONE example such as 'they circle the Pacific Rim' (1) or 'a constructive boundary runs the length of the Mid-Atlantic' (1).</p> <p>Accept 'most constructive plate boundaries are south of the Equator'. Reject 'spread across Figure 1'.</p>	<p>3 marks</p> <p>AO2 – 1</p> <p>AO3 – 2</p>
1(b)(i)	<p>2×1</p> <p>L to R</p> <p>Mantle, oceanic plate, subduction zone (must be whole term)</p> <p>3 correct = 2 marks, 2 or 1 correct = 1 mark</p>	<p>2 marks</p> <p>AO2 – 1</p> <p>AO3 – 1</p> <p>Common</p>
1(b)(ii)	<p>Level 1 (Basic) 1-2 marks</p> <p>If wrong boundary explained, or chooses collision/conservative boundary, then max L1.</p> <p>Refers to Figure 1 to name plates, gives a basic idea of plate movement/rising magma. Elaboration is very limited.</p> <p>Plate boundary A: <i>E.g. Plates are moving apart. Magma rises up from below the earth's crust. Reference to constructive plate boundary or physical process E.g. New rock is being formed. Credit names of plates from Figure 1 once only.</i></p> <p>Plate boundary B: <i>E.g. plates moving towards each other. One plate pushed below another. Magma rises up from below the earth's crust. Reference to destructive plate boundary or physical process.</i></p> <p>Level 2 (Clear) 3-4 marks</p> <p>Gives clear indication of process, linking statements.</p> <p>Plate boundary A: <i>E.g. As plates diverge at a constructive plate boundary new crust 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></p> <p>Plate boundary B: <i>E.g. As plates move at a destructive plate boundary the oceanic plate is subducted. Rocks in the subducted oceanic plate are melted by heat from friction. Newly formed magma is less dense than that in the mantle and it rises up through cracks in the crust and reaches the surface where it erupts to form volcanoes.</i></p>	<p>4 marks</p> <p>AO1 – 3</p> <p>AO2 – 1</p> <p><i>Common</i></p>

1(c)	<p>Level 1 (Basic) 1-3 marks Lists methods without development of ideas. <i>E.g. Cross bracing, base isolator, build bamboo houses, retrofitting, counterweights, automatic window shutters, automatic sprinkler systems, deep foundations, shock absorbers.</i></p> <p>Simple statements without development of ideas. <i>E.g. They could strengthen buildings to make them earthquake proof. Accept education in schools/campaigns or awareness of how to prepare home. Accept references to post-earthquake rescue. Reject earthquake alarms/warning systems</i></p> <p>Level 2 (Clear) 4-6 marks Clear descriptions with development of ideas. <i>E.g. They could build earthquake proof buildings with X structures to prevent twisting. They could build bamboo houses will not collapse when an earthquake strikes as they are flexible and move with the shockwaves, etc.</i></p> <p>Development may be case study examples.</p>	6 marks AO1 – 3 AO2 – 3 Common
1(d)(i)	2×1 Most tropical storm tracks are in the northern hemisphere (1). Between the Tropics (1). Tropical storms happen in the Atlantic, Pacific and Indian Oceans (1). Reject 'close to the Equator'.	2 marks AO3 – 2
1(d)(ii)	3×1 (1+1 for developed points) <i>E.g. warmer seas/more areas of the ocean are over 27°C (1). The range of tropical storms could increase/areas that did not get tropical storms in the past could experience them (1) as now the minimum temperature for their formation is reached in areas further away from the Tropics (1). Accept 'in a different place'. Number of tropical storms could increase(1) become more frequent (1), length of tropical storm season could increase (1), more tropical storm days (1), strength of tropical storms could increase/more severe storms/become more destructive (1).</i>	3 marks AO1 – 2 AO2 – 1

<p>1(e)</p>	<p>Level 1 (Basic) 1-2 marks Gives basic effects. Elaboration is very limited. States that a storm surge could occur, or that it will cause flooding, or that heavy rain will make rivers overflow. And/or gives a simple statement of damage. <i>E.g. houses flattened by strong winds, crops destroyed by floods etc.</i> Lists observable effects.</p> <p>Level 2 (Clear) 3-4 marks Clear description of damage with development of ideas. <i>E.g. Trees uprooted by strong winds and there is a loss of animal habitats, a storm surge raises sea level and floods over the low lying land, as a result sea fish killed due to silting, freshwater fish killed due to sea water inundation. Flooding flushes out sewers and contaminates water.</i></p> <p>Development could be basic effects with case study examples as the development of the idea.</p> <p>Level 3 (Detailed) 5-6 marks Detailed reasons with development of ideas and a sense of place. The response is set in a recognisable case study context. <i>E.g. When Hurricane Hanna unexpectedly hit Haiti in 2008, 550 people were killed. The city of Gonaives was badly damaged as many of the tin-roofed houses were destroyed and much of the low-lying city flooded, with people left stranded on roofs. Roads and bridges were washed away leaving the city cut off. In other parts of Haiti, whole villages were buried as mudslides flowed down hillsides. Fields of crops were destroyed, along with cows and goats.</i></p>	<p>6 marks AO1 – 4 AO2 – 2</p>
<p>1(f)</p>	<p>2×1 <i>E.g. On a mound (1) so flood waters will not reach it (1). The stilts (1) allow water from storm surges to pass under the building (1) without causing it to collapse (1). Can accommodate large numbers of people who may be at risk (1).</i></p> <p>Accept references to shuttered windows and sturdy/safe construction/no glass. Accept <i>it is appropriate technology for a less developed country and people will know where to go when a storm warning sounds.</i></p>	<p>2 marks AO2 – 2</p>

1(g)	<p>Level 1 (Basic) 1-3 marks</p> <p>Lifts information from Figure 6 or makes simple, undeveloped statements.</p> <p>Yes: Argues that they are solely caused by natural, climatic phenomena. <i>E.g. they are caused by drought. They are caused by high temperatures. They are caused by lightning. They spread due to strong winds. The climate is changing. They happen because of spontaneous combustion.</i></p> <p>No: Argues that they are solely caused by human actions. <i>E.g. they are caused by sparks from machinery. They are caused by arsonists. They are caused by people being careless with fires/cigarettes.</i></p> <p>Or argues that they are a combination of natural and human factors and gives examples of each (as above).</p> <p>Level 2 (Clear) 4-6 marks</p> <p>Goes beyond Figure 6 and backs up with own knowledge and/or clearly uses the data to develop an argument. Development could be case study examples.</p> <p>Yes: Argues that they are solely caused by natural phenomena. <i>E.g. much of Victoria had a deficiency of rainfall which dries out vegetation, so it easily catches fire. Temperatures reached 45°C which dries out vegetation, so it easily catches fire.</i> Or clearly describes the effects of global warming. Or clearly describes spontaneous combustion.</p> <p>No: Argues that they are solely caused by human actions. <i>E.g. many wildfires are started deliberately by an arsonist for reasons such as insurance claims or land use dispute; this is not a natural occurrence. People do not extinguish campfires properly, they leave them smouldering and paper or dry leaves can blow onto them and start a fire. People throw lit cigarettes from car windows; these can land on the grass verges and set them alight.</i></p> <p>Or argues that they are a combination of natural and human factors and gives examples of each (as above). Or links the causes together. <i>E.g. They may be started deliberately by people, but they would not become wildfires unless the climatic conditions meant that they spread easily.</i></p> <p>(Accept references to the effect of topography, lack of windbreaks, fuelling from built up areas etc). Development may be case study examples. <i>E.g. wildfires are fanned by strong winds of up to 100kph. This is similar to the dry Santa Ana winds which spread wildfires across California in 2007.</i></p>	<p>8 marks</p> <p>AO1 – 3</p> <p>AO2 – 3</p> <p>AO3 – 2</p>
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<p>1(g) Cont'd</p>	<p>Level 3 (Detailed) 7-8 marks</p> <p>Uses Figure 6 well and backs up with own knowledge and/or uses the data to develop a detailed argument. Links the causes together well. Continued development could be case study examples.</p> <p>Yes: Argues that they are solely caused by natural phenomena. <i>E.g. Much of south east Australia had a deficiency of rainfall, two areas experiencing the lowest rainfall on record in the area. This dries out vegetation, so it easily catches fire. Temperatures reached 45 C which again, dries out vegetation, so it easily catches fire, this process can be spontaneous. The wildfires are fanned by strong winds of up to 115kph. This is similar to the dry Santa Ana winds which spread wildfires across California in 2007.</i></p> <p>No: Argues that they are solely caused by human actions. <i>E.g. it was started deliberately by an arsonist; this is not a natural occurrence. Often people who bear a grudge against landowners or disagree with a proposed development in an area will set a fire in revenge or to stop a project taking place, this is often to enable money making development schemes to go ahead more easily. People throw away glass bottles which get broken and the glass fragments act as a lens to focus light rays into a small area, concentrating the heat from the sun and setting fire to the grass or forest debris. People are unaware of the dangers of fire and do not follow the guidelines and advice issued by the authorities. They do not extinguish campfires properly, they leave them smouldering and paper or dry leaves can blow onto them and start a fire. The climate is changing due to global warming, which is due to the actions of people as CO₂ emissions from homes, factories and vehicles traps heat in the atmosphere which raises global temperatures. It is the selfish actions of people which have led to prolonged drought which creates the conditions for wildfires to occur.</i></p> <p>Or argues that they are a combination of natural and human factors and gives examples of each (as above). Or links the causes together well.</p> <p><i>They may be started deliberately by people, as more often than not a spark is needed for ignition (and gives detailed examples as above) but they would not become wildfires unless the climatic conditions meant that they spread easily.</i></p> <p>(Accept references to the effect of topography, lack of windbreaks, fuelling from built-up areas, etc).</p>	
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1(g) Cont'd	<p>Spelling, Punctuation and Grammar (SPaG)</p> <p>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.</p> <p>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.</p> <p>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.</p>	SPaG – 3 marks
1(h)	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Simple references to possible methods.</p> <p><i>E.g. Fire fighters, fire breaks, airdrops, rescue trapped people.</i></p> <p>Level 2 (Clear) 3-4 marks Clear references to how the method works.</p> <p><i>E.g. Fire fighters hose down the flames and dowse areas in advance of the fires to stop them spreading. Make fire breaks by chopping areas of trees down/removing fuel source. Back burning removing dry vegetation/fuel source in advance of the fires to stop them spreading. Helicopters make airdrops of water/drop fire retardants or drop fire fighters in inaccessible areas/rescue trapped people. Clear away dead vegetation to reduce the risk of burning.</i></p>	4 marks AO1 – 2 AO2 – 2 AO3 – 1 Common

2(a)	<p>3×1 Warm, moist winds blow off the ocean (1) rise over mountains and condense/precipitation occurs (1) rain shadow area/no rain to the east of the mountains (1).</p> <p>1 mark each for beginning, middle and end.</p>	<p>3 marks AO2 – 1 AO3 – 2</p>
2(b)(i)	<p>2×1 climate change overgrazing deforestation 3 correct = 2 marks, 2 or 1 correct = 1 mark</p>	<p>2 marks AO2 – 1 AO3 – 1 Common</p>
2(b)(ii)	<p>Level 1 (Basic) 1-2 marks If another cause is explained eg overcultivation, then max L1.</p> <p>Simple statements without development of ideas. Simple references to the causes of desertification.</p> <p>Climate change: <i>global warming, higher temperatures, less rainfall, changing rainfall pattern, plants unable to grow. Soil dries up and blows away.</i></p> <p>Overgrazing: <i>keep too many animals on the land. The protective cover of vegetation is removed.</i></p> <p>Deforestation: <i>people chop down trees for building space/firewood. The protective cover of vegetation is removed.</i></p> <p>Level 2 (Clear) 3-4 marks Clear references to the causes of desertification, either human or natural. Clear development of the point i.e. how it leads to desertification.</p> <p>Climate change: <i>global warming leads to less rainfall/ changing rainfall pattern, a higher temperature which leads to increased evaporation/increased drought, or rainfall becoming more irregular. Soil dries out and is then blown away by strong winds or washed away by heavy rain. Once the soil has gone no plants are able to grow and land becomes desert.</i></p> <p>Overgrazing: <i>which means that the protective cover of vegetation is removed and soil is blown/washed away as there are no roots to bind the soil together and hold moisture in the soil so it dries out and soil is then blown away by strong winds or washed away by heavy rain. Once the soil has gone no plants are able to grow and land becomes desert.</i></p> <p>Deforestation: <i>people chop down trees for fuel/wood which means that the protective cover of vegetation is removed and the soil retains less moisture and dries out. Also the roots are no longer there to bind the soil together and soil is open to erosion and is blown away. There are no leaves to intercept and store rainfall which increases surface</i></p>	<p>4 marks AO1 – 3 AO2 – 1 Common</p>

	<i>run-off and soil is washed away in flash floods.</i>	
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<p>2(c)</p>	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. <i>E.g. the stone lines trap rain water. Animal husbandry means fewer animals can be kept on the land. Planting trees means less rainwater reaches the ground. Earth bunds catch soil flowing down the hill. Terraces make the land level so you can grow crops.</i></p> <p>Accept references to coppicing, grass seeding, water management/irrigation, appropriate technology, wind breaks, crop rotation, contour ploughing.</p> <p>Level 2 (Clear) 3-4 marks Clear explanation of methods with development of ideas. <i>E.g. the stone lines trap rain water which reduces surface run-off across the land. Animal husbandry means those animals which are kept will be healthy and produce more meat and therefore, fewer animals can be kept on the land. Planting trees means more rainwater is intercepted and overland flow is reduced. Earth bunds catch soil flowing down the hill and stop the soil from drying out so less is blown away etc.</i></p> <p>Development could be basic statements with case study examples as the development of the idea.</p> <p>Level 3 (Detailed) 5-6 marks Detailed reasons with development of ideas and a sense of place/scheme. The response is set in a recognisable case study context. <i>E.g. in Mali they have adopted a multi-dimensional approach to reducing the effects of desertification, which involves maintaining or increasing vegetation cover on the land and also reducing the need for deforestation. In Bamako, open fires have to be replaced by energy-efficient, wood burning stoves that are affordable. Tree planting projects have been started all over Mali and tree cover means more rainwater is intercepted and overland flow is reduced. These schemes and tree nurseries have been set up and run by NGOs. The trees also provide shelter belts to reduce wind erosion and nuts are harvested to provide income. Traditional farming skills and soil and water management are taught in evening classes. The approach tackles all the issues affecting desertification and takes into account local conditions, making it more effective in reducing the effects of desertification.</i></p>	<p>6 marks AO1 – 4 AO2 – 2</p>
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2(d)	2×1 The largest area of cold environment is in the southern hemisphere (1). Cold environments are found in the higher latitudes (1). Around Arctic/Antarctic Circles (1). Tundra at fringe of polar environments (1).	2 marks AO3 – 2
2(e)	<p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas.</p> <p>Polar environment: <i>E.g. melting of ice sheets, threatens wildlife.</i> Tundra environment: <i>E.g. melting of permafrost, threatens wildlife.</i></p> <p>Level 2 (Clear) 4-6 marks Clear suggestions with development of ideas. Accept general points about sea level rise/thermal expansion/flooding.</p> <p>Polar environment: <i>E.g. melting of ice sheets alters marine ecosystem as food chain is disrupted/seal and penguin populations start to decline/invasive species etc. Becomes more open to exploitation as shipping lanes ice free.</i></p> <p>Tundra environment: <i>E.g. Important habitats for polar bears/caribou are altered and threaten species. Becomes more open to exploitation as mineral extraction is easier.</i> Development may be case study examples.</p>	6 marks AO1 – 3 AO2 – 3
2(f)	<p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas or limited development of ideas. Lifts from resource.</p> <p>Yes: <i>E.g. Development can be done in a way which does not harm the environment. We need the oil/gas/fish as we are running out. Only a small area will be used, the rest can be conserved – there has to be a balance.</i> Or other simple ideas as to why economic gain is important.</p> <p>No: <i>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.</i> Or other simple ideas as to why environmental gain is important. <i>E.g. crucial for research.</i></p>	8 marks AO1 – 3 AO2 – 3 AO3 – 2

<p>2(f)</p>	<p>Level 2 (Clear) 4-6 marks Clear reasons with development of ideas. Development from resource. Development may be case study examples.</p> <p>Yes: Develops the idea to show clear ideas as to why economic gain is important. <i>E.g. 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 oil/gas as they are non-renewable and we are running out, we can't put obstacles in the way of progress.</i></p> <p>No: Develops the idea to show clear ideas as to why environmental gain is important. <i>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 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>Level 3 (Detailed) 7-8 marks Parallel case studies can be used to exemplify points.</p> <p>Yes: Develops the idea to show detailed ideas as to why economic gain is important. <i>E.g. 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 as quotas are put on the number of tourists and visiting boats must be small. The tour organisers must follow strict guidelines which are laid down by IAATO. We need the oil/gas as they are non-renewable and we are running out, we can't put obstacles in the way of progress, alternative forms of energy will not meet our needs, so we must exploit the resources that we have.</i></p> <p>No: Develops the idea to show detailed ideas as to why environmental gain is important. <i>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, In Alaska they are still finding oil in Prince William Sound over 40 years after the Exxon Valdez oil spill. It is an important area for research into understanding the way that our earth works and how we could avoid global climate change, it was through research in Antarctica that scientists discovered the ozone hole and gave us a chance to repair the damage we had done to our atmosphere, if the environment had been polluted we would have lost this opportunity. Continued development could be case study examples.</i></p>	
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2(f)	<p>Spelling, Punctuation and Grammar (SPaG)</p> <p>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.</p> <p>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.</p> <p>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.</p>	SPaG – 3 marks
2(g)(i)	3×1 (1+1 for developed points) <i>Temperatures are high/over 26°C and constant throughout the year (1) this leads to daily convectional thunderstorms (1) – or explanation of process. Low pressure belt at the equator meaning ascending air (1), leading to much condensation and high precipitation (1).</i>	3 marks AO1 – 2 AO2 – 1
2(g)(ii)	2×1 Logging, HEP, mineral exploitation, agriculture, settlement, road building. Accept poverty, government policy.	2 marks AO1 – 1 AO2 – 1
2(h)	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Gives simple suggestions <i>E.g. trees replanted, sustainable, relatively cheap to undertake, provides jobs for local people, helps us to find out more about the forest ecosystem.</i></p> <p>Level 2 (Clear) 3-4 marks Clear with development of ideas. Clearly links statements. Clear suggestions. <i>E.g. trees replanted plus any benefit of this. E.g. ecosystem regenerated, it will save rare animals as their habitat will be restored and lessens the chance of extinction.</i></p> <p><i>Or sustainable as it provides jobs for local people growing trees in the nursery and if they have jobs they will have less need to chop down the forest, relatively cheap to undertake as they are a poor country who might not be able to afford more expensive conservation schemes, the visitor/research centre helps us to find out more about the forest ecosystem and will help us to preserve the secondary forest, it will bring in money from tourism this money will help to fund the project.</i></p>	4 marks AO1 – 1 AO2 – 2 AO3 – 1 Common

3(a)	1×1 Food/Imports come from many countries/worldwide/many continents. Accept different countries.	1 mark AO2 – 1 Common
3(b)	Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Lists the causes. <i>E.g. changing markets, technological development, increased mobility, relative labour costs, political influences. Influence of TNCs.</i> Statements about general industrial growth – Max L1 Level 2 (Clear) 3-4 marks Clear suggestions with development of ideas. <i>E.g. Changing markets: as countries develop, their people become consumers/growth of new market economies – China, India, E Europe. Technological development: decrease in cost of international phone calls, instant messaging by fax/text/internet, and faster ships/planes make distant destinations more accessible. Bigger ships more cost-effective for long trade journeys.</i>	4 marks AO1 – 3 AO2 – 1
3(c)	2×1 Shows that differences exist in levels of economic development (1). <i>E.g. wealth – gap in GNI between UK and Nepal is \$ 35 170 or UK has a much higher GNI than Nepal (1) and people are expected to live 13 years/much longer in the UK (1).</i> Accept any examples of countries. Accept a comparison of raw data – Max 1	2 marks AO3 – 2
3(d)	3×1 In all continents shown on Figure 17 except Australasia (1). Most in N hemisphere (1). Most in Europe (1). Concentration in Germany (1).	3 marks AO3 – 3

<p>3(e)</p>	<p>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. Raises GNI.</i> If only Social benefits e.g. infrastructure/social spending then max Level 1. The focus should be on social/economic growth/benefits.</p> <p>Level 2 (Clear) 4-6 marks Clear reasons with development of ideas. Clear description of how the development of new TNCs can benefit local people, linked to the wider economy. <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 money in shops, improving the economy.</i> Development may be case study examples.</p> <p>Level 3 (Detailed) 7-8 marks Detailed description of how the development of new TNCs can benefit local people. <i>E.g. Coca Cola offer training and education so people learn new skills. One of Coke’s microfinance startup schemes provide 4000 Vietnamese women with the merchandise, training and basic equipment to begin selling Coca Cola and they can get more well-paid jobs, this enables them to pay taxes and spend money in shops, improving the economy increasing GNI and creating a multiplier effect for economic growth/development.</i> Continued development may be case study examples.</p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>8 marks AO1 – 6 AO2 – 2</p> <p>SPaG – 3 marks</p>
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3(f)	<p>Candidates may refer to the impacts of any changes to industrial structure, such as tertiarisation, de-industrialisation, loss of jobs in the primary sector.</p> <p>If the nature of the change to industrial structure is not clear, Max1 for general environmental/social/economic problems caused by industry.</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Lists problems only or states limited elaboration. <i>E.g. Factories close; unemployment.</i> Can be physical or social environments.</p> <p>Level 2 (Clear) 3-4 marks Clear description with development of ideas. The nature of the problem is clear. <i>E.g. Factories close and workers lose their jobs. This means they have less money to spend in shops and the shops close too, meaning more unemployment. People have no income and are forced to move elsewhere to find work.</i></p> <p>Level 3 (Detailed) 5-6 marks Detailed description with continued development of ideas. Continued development may be case study examples. <i>E.g. Factories close and workers lose their jobs. This causes a negative multiplier effect as workers lose their income results in and poverty, which means they have less money to spend in shops and the shops close too, meaning more unemployment. People have no income and are forced to move elsewhere to find work. There is out-migration from the area and depopulation, which means the area drops below the threshold population needed to support many services and facilities.</i></p>	6 marks AO1 – 2 AO2 – 3 AO3 – 1
3(g)(i)	3×1 Must be linked to distance or direction. <i>The proposed development site is to the south-east of a lake and is 2km by road from a motorway junction. It is 1km to the north-east of a village.</i>	3 marks AO3 – 3
3(g)(ii)	3×1 The nature of the locational factor must be clear. Near a motorway/railway: <i>accessible for workforce (1) deliveries and distribution (1).</i> Near a university city: <i>near to skilled workforce (1), linkage to research facilities (1), broadband availability (1).</i> Close to open countryside: <i>attractive environment with green/natural features/leisure facilities to attract key workers (1), space for car parks (1), room to expand (1), cheap land (1).</i>	3 marks AO1 – 2 AO2 – 1

3(g)(iii)	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Lists problems only or states groups in conflict with no or limited elaboration. <i>E.g. increased traffic, loss of open space/greenery, visual pollution, noise pollution, incomers into the village conflict with locals.</i></p> <p>Level 2 (Clear) 3-4 marks Clear suggestions with development of ideas. The nature of the conflict is clear. <i>E.g. increased traffic along the minor road which causes fumes/air pollution/noise/risk of accidents/congestion for locals, loss of open space/greenery which means loss of animal habitat/recreational areas which will upset conservationists, local people be upset by visual pollution due to large, ugly buildings that do not blend in with the landscape, incomers into the village increase house prices and force locals to move out.</i></p>	4 marks AO2 – 4 Common
3(h)	<p>Candidates may refer to methods/technology/schemes to increase sustainability, legislation/incentives, management/planning strategies.</p> <p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. Lists environmental benefits <i>e.g. uses fewer resources/less power/less fossil fuel, reduces CO₂ emissions, resources are not wasted but recycled, less land fill.</i></p> <p>Level 2 (Clear) 4-6 marks Clear description with development of ideas. <i>E.g. reduces air pollution by eliminating carbon emissions so there is less contribution to future global warming.</i></p> <p>Or clear explanation of how technology works. Development may be case study examples. <i>E.g. at the Sharp's factory in Kameyama 9000 tonnes of water are recycled every day, Volkswagen use recycled materials to build more economical cars in low-emission factories.</i></p> <p>Does not have to come from Figure 15, can be in the context of a less developed country i.e. intermediate technology.</p>	6 marks AO1 – 3 AO2 – 3 Common

4(a)	1×1 Travel to many (8) countries across the world/most continents. Reject 'many places'.	1 mark AO2 – 1 Common
4(b)	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Lists reasons. <i>E.g. Increased wealth/more disposable income, quick and easy travel/ faster aircraft, improved transport facilities/airport expansion, online booking.</i></p> <p>Statements about general tourism growth – Max L1</p> <p>Level 2 (Clear) 3-4 marks Clear reasons with development of ideas. <i>E.g. people are now taking holidays in countries all over the world. They have longer holidays and more disposable income and through advertising and the internet they are more aware of the attractions of more distant 'exotic' destinations and of ecotourism and adventure holidays. Long haul flights are more accessible due to technological developments such as bigger and faster ships/planes and online booking is easier, along with a decrease in cost of international phone calls, instant messaging by fax/text/internet. Large tourism companies have built hotels in many less developed countries backed by governments who see tourism as a way of raising levels of economic development.</i></p>	4 marks AO1 – 3 AO2 – 1
4(c)	2×1 Shows that differences exist in levels of economic development (1). <i>E.g. wealth – gap in GNI between UK and Nepal is \$ 35 170 or UK has a much higher GNI than Nepal (1) and people are expected to live 13 years/much longer in the UK (1).</i> Accept any examples of countries. Accept a comparison of raw data – Max 1	2 marks AO3 – 2
4(d)	3×1 Far more tourist arrivals in more developed countries than in less developed countries. More developed countries increased steadily since 1950 and in less developed countries only increased significantly in the 80s onwards. Rapid increase after 2010 in less developed countries, whereas increase more steady after 2010 in more developed countries. MEDCs bigger net gain. LEDCs bigger % gain. Citing figures – max 1 Reject 'both have increased' (no difference).	3 marks AO3 – 3

<p>4(e)</p>	<p>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> Increase GNI.</p> <p>If only social benefits <i>e.g. infrastructure/social spending</i> then max Level 1. The focus should be on social/economic growth/benefits.</p> <p>Level 2 (Clear) 4-6 marks Clear reasons with development of ideas. Clear description of how the development of tourism can benefit local people, linked to the wider economy. <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 money in shops, improving the economy.</i> Accept an explanation of what a government could do with increased tax revenue.</p> <p>Development may be case study examples. <i>E.g. tourism development may bring jobs that weren't there before so that people can now earn a good wage like when hotels opened in the Maldives.</i></p> <p><i>'Better...' ideas (2 or more) linked to an improvement =L2.</i></p> <p>Level 3 (Detailed) 7-8 marks Detailed reasons with development of ideas. <i>E.g. more jobs with training provided so people learn new skills and get more well-paid jobs, this enables them to have more disposable income to improve their homes, afford a better diet/education/health care. Up to 500 000 people in Kenya earn a living from tourism and related industries. Money earned from tourism boosts the economy and allows for investment in more tourist facilities. Each year Kenya earns US\$ 500 million from tourism. To make sure that people continue to visit the country to see the wildlife, National Parks have been created to help to protect the environment and new roads and airports have been built. In Kenya, new hotels have been built and local farmers grow crops and rear animals to supply food to the hotels, increasing GNI and creating a multiplier effect for economic growth/development.</i></p> <p>Continued development may be case study examples.</p>	<p>8 marks AO1 – 6 AO2 – 2</p>
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<p>4(e)</p>	<p>Spelling, Punctuation and Grammar (SPaG)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>SPaG – 3 marks</p>
<p>4(f)</p>	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Lists problems only or states limited elaboration. <i>E.g. hotels close, unemployment.</i></p> <p>Level 2 (Clear) 3-4 marks Clear description with development of ideas. The nature of the problem is clear. <i>E.g. hotels close and workers lose their jobs. This means they have less money to spend in shops and the shops close too, meaning more unemployment. People have no income and are forced to move elsewhere to find work.</i></p> <p>Level 3 (Detailed) 5-6 marks Detailed description with continued development of ideas. Continued development may be case study examples. <i>E.g. The traditional British seaside resorts have been in decline for 40 years, ever since people discovered guaranteed summer sun and warmth in Mediterranean countries. Blackpool was badly affected and between 1990 to 1999 visitor numbers per year dropped from 17 million to 11 million and 1000 hotels ceased trading and 300 holiday-flat premises closed. The average hotel occupancy rate fell as low as 25%. Blackpool was not exciting existing visitors enough to make them come back the following year, nor was it attracting sufficient new customers. By 2000 some bed-and-breakfast prices had fallen as low as £10 per night, which left no money for investments in improvements. A downward spiral of decline set in as some parts of town started to look very run-down. The negative multiplier effect continued as families became frightened off by binge-drinking culture of 'stag nights' and 'hen parties'. More hotels and tourist facilities closed/unemployment/poverty/less money to spend in shops/shops close/negative multiplier effect/out-migration/depopulation.</i></p>	<p>6 marks AO1 – 2 AO2 – 3 AO3 – 1</p>

4(g)(i)	<p>3×1</p> <p>Must be linked to distance or direction, but accept It is on the coast, next to the sea (reject 'near the sea' and 'near a motorway').</p> <p>The proposed development site is to the south east of a lake and is 8-10km by road from a motorway junction. To the south west of a village. East of the hills. 30km from city.</p>	<p>3 marks AO3 – 3</p>
4(g)(ii)	<p>3×1</p> <p>The nature of the locational factor must be clear.</p> <p>Coastal location: <i>easy to walk to a beach (1), where people can sunbathe, swim and do water sports (1). Watch unusual wildlife in beautiful, natural surroundings (1). Recreational activities (1).</i></p> <p>Near a motorway: <i>nearby attractions accessible (1) facilitates day trips (1), access to airport (1). The tourist development is accessible (1). Easier/quicker to travel (1).</i></p> <p>'Easy/better access' must be qualified i.e. to where?</p> <p>Near a capital city: <i>people could take a coach trip for the day (1) and visit cultural attractions like museums or go shopping (1). Go sight-seeing (1).</i></p>	<p>3 marks AO1 – 2 AO2 – 1</p>
4(g)(iii)	<p>Level 1 (Basic) 1-2 marks</p> <p>Simple statements without development of ideas.</p> <p>Lists problems only or states groups in conflict with no or limited elaboration.</p> <p><i>E.g. increased traffic, loss of open space/greenery, visual pollution, noise from bars and clubs, water pollution.</i></p> <p>Level 2 (Clear) 3-4 marks</p> <p>Clear description with development of ideas.</p> <p>The nature of the conflict is clear.</p> <p><i>E.g. increased traffic along the road which causes fumes/air pollution/noise/risk of accidents/noise/congestion for locals, loss of open space/greenery which means loss of animal habitat/recreational areas, which will upset conservationists, local people will be upset by visual pollution due to large, ugly buildings that do not blend in with the landscape.</i></p> <p>Development may be case study examples.</p>	<p>4 marks AO2 – 4 Common</p>

<p>4(h)</p>	<p>Candidates may refer to methods/technology/schemes to increase sustainability, legislation/incentives, management/planning strategies.</p> <p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. Lists environmental benefits/schemes. <i>E.g. issue tourism planning guidelines, restrict building height, refuse planning permission. Green taxes, Recycling waste.</i></p> <p>Level 2 (Clear) 4-6 marks Clear description with development of ideas. <i>E.g. issue tourism planning guidelines to ensure development is sympathetic to the area, restrict car parking to encourage people to use park and ride schemes, refuse planning permission for tall buildings that visually pollute the environment/cause conflict.</i> Or clear explanation of how a scheme works. Development may be case study examples.</p>	<p><i>6 marks</i> AO1 – 3 AO2 – 3 Common</p>
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