

GCSE

GEOGRAPHY

Paper 2 90302H

Mark scheme

9030
June 2014

Version/Stage: 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

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 organized, 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 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

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.

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via the 8 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

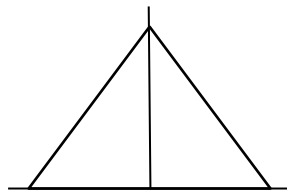
1 (a) (i) Stage 3 (1 mark)

AO2 - 1

1 (a) (ii) (3 marks)

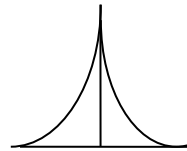
1 mark for sketch, 2 marks for labels.

Shape should be clear pyramid, with steep sides.



**AO1 – 1
AO2 – 1
AO3 – 1**

Or wide base with concave shape:



Any reasonable labels including comments on birth rate/death rate etc. E.g. wide base; narrow top; few elderly people; steep sides; concave sides; high birth rate; low life expectancy. Incorrect sketch / no sketch but 2 labels correct for stage 2 diagram = max 2 marks.

1 (a) (iii) 3x1 or (1+1) +1 (3 marks)

No marks for explanation.

Answers need to relate to **structure of population and change**. A number of possible elements may be referred to such as: fewer children / young dependants; increasing proportion of the population of working age; greater number surviving to old age / more elderly dependants. Credit elaboration of any change such as describing the transitory stage 3 elements between stages 2 and 4.

**AO1 – 2
AO2 – 1**

1 (b) (i) 2x1 (2 marks)

Length of bar is crucial not width.

1 mark max if no distinction between male and female bars.

AO3 – 2

Correct completion of each bar (length of bar only, width can be ignored). 1 mark if bars drawn correctly but no identification of men/women through shading or other means.

1 (b) (ii) Content will depend on case study chosen, likely to be UK / France or perhaps Germany or Sweden. Candidates should (8 marks)

relate the policy to how it might cope with the ageing population. This could be through such things as encouraging larger families through incentives such as parental leave and discounts / bonuses to increase future workforce and then tax receipts; delaying the age at which pensions will be paid; increasing individual contributions to pensions to reduce costs; removing compulsory retirement age and encouraging immigration to fill skills gaps.
Not an EU country = no marks.

AO1 – 6
AO2 – 2

(Spag 3 marks)

Level 1 (Basic) (1-4 marks)

No named country can get max L1 if it is applicable to an EU country.

Simple statements and / or listed points with no real development and little attempt to link the policy to coping.

In Britain the government have said you don't have to retire at 65 anymore. Women can now have 12 months maternity leave. Immigration is encouraged.

Level 2 (Clear) (5-6 marks)

Must have an EU country for access to L2.

Linked statements with some explanation as to how the strategy will help address an ageing population.

The UK is putting the pension age up to 67 or 68 so the government doesn't have to pay pensions for as long. Public sector workers have to pay more into their pensions so the government costs are less. More EU immigrants come to work and pay taxes, this means the government can pay for the elderly.

Level 3 (Detailed) (7-8 marks)

Must have more than one strategy or aspects of a policy to access L3.

Detailed information with strong connection drawn between the problem and the policy as a solution.

In France the Carte Famille Nombreuse has been introduced which gives discounts for families with 3+ children. This will help cope with the ageing population because it will encourage an increase in the number of children who will soon work and then pay taxes. The government can use these to pay for the costs of the elderly. Similar is the free nursery fees for the under threes so that French mothers can go back to work and still contribute to the economy and so help fund increased elderly health care costs.

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

1

appropriately.

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

1 (c) (i) The cartoon’s message has a number of aspects. It is concerned with the resentment felt by some unemployed about migrants who are working and also that is often the older generations who feel and experience this. It also suggests that migrants may have skills that are lacking in the indigenous population and that they therefore fill gaps in the workforce. Candidates need not explore the full complexity of the cartoon for full marks. (4 marks)

AO1 – 1
AO2 – 1
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements largely repeating what the cartoon shows.
The man is unhappy because he is unemployed. Immigrants are working in the country.

Level 2 (Clear) (3-4 marks)

Accept clear explanation of issue for top L2.
Linked statements showing some expansion and exploration of the cartoon with geographical understanding.
It shows that immigrants have work because they have skills that the man doesn’t have. It shows that it is often older people who are unemployed when immigrants are available because they can do the job instead.

1 (c) (ii) Expect reference to push and pull factors. Most likely to be Eastern Europe to UK but other possibilities exist. More chance of finding a job / better education / standard of living. Higher wages allow remittances to be sent home. Lack of opportunities in less well developed economies. Expansion of EU in 2004 made migration possible. Must be within EU, can be within a country. (4 marks)

AO1 – 2
AO2 – 2

Level 1 (Basic) (1-2 mark)

No place named, max L1.
Simple statements with no links.
Unemployment in Poland. The UK has higher wages. It is the law that you can migrate within the EU if you want to.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the link

between factor and migration.

Must have a named place for access to L2.

The pound was worth a lot of Polish currency so ordinary jobs here meant a lot of money could be sent home. When the Greek economy collapsed people went elsewhere in the EU like France to find jobs and healthcare. A high demand in the UK for labour on farms has meant lots of Eastern Europeans came to work in East Anglia.

Question 2: Changing Urban Environments

- 2 (a)** 3x1 or (1+1) +1 (3 marks)
 No need to use figures from graph.
 No marks for description. **AO1– 1**
AO2– 2

Answers need to refer to the reasons for differences. These differences can be either amount and / or rate: Rapid urbanisation in poorer parts of the world due to rural-urban migration; current rates increasing due to industrialisation and economic development in some poorer countries; major urbanisation has already taken place in richer countries hence the already high levels of urbanisation c.80%.

- 2 (b)** (8 marks)
AO1 – 4
AO2 – 2
AO3 – 2

There should be evidence of use of Figures 5a and 5b, though as with reference to air and water pollution this can be implicit through the description if not named. Own knowledge may be evidenced through case study exemplar material or through detailed elaboration of the link between cause and effect. Candidates will probably refer to the uncontrolled growth of shanty towns leading to inadequate infrastructure to support them. Old cars and chaotic traffic may feature. Similarly the poor regulation of factories and lack of technology leading to fumes and toxic waste in rivers and danger of poisoning such as Bhopal. Expect reference to e-waste and the transfer of waste from richer countries. Reference to air pollution and water pollution will suffice for “5a / 5b”.

(Spag 3 marks)

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and little attempt to explain the link. Probably resource or own knowledge only.

There are lots of fumes. The water is polluted. The city grows too fast. The factories have old technology.

Level 2 (Clear) (5-6 marks)

Developed statements with link between growth and pollution made clear. At least one resource and own knowledge used.

The waste from the shanty towns pollutes the water. The factories are not controlled so they create a lot of air pollution. The same with traffic where there is no enforcement of emissions and so there is heavy air pollution. More new factories dump waste into rivers because it is the easiest option.

Level 3 (Detailed) (7-8 marks)

Strong connection between rapidity of growth and pollution. Use of both resources and own knowledge apparent.

One photo appears to show a shanty town in an Asian country where the water looks polluted. This happens because rapid rural-urban migration means the city grows too fast to build facilities to cope and so sewage is untreated. 800 million litres

of sewage go into the river in Mumbai every day. Also the factories are trying to grow quickly and catch up with the richer world so they do not worry about the pollution they cause.

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

2 (c) (i) Any one from: Westminster, Camden, Tower Hamlets, Newham, City. (1 mark)

AO3 – 1

2 (c) (ii) 3x1 or (1+1) +1 (3 marks)

Key requirement is contrast. Must be differences not similarities. Credit comments re size of area and location elaborated by compass points and / or named areas.

AO2 – 1
AO3 – 2

Indian: Mostly N and W, with some smaller areas to NE and S vs. Bangladeshi in East / Central. Much larger areas of Indian population and spread more widely vs. Bangladeshi very concentrated. Credit observation that the two are rarely found in the same area.

2 (c) (iii) Candidates do not have to exemplify their answers. However, credit should be given for description of schemes such as the Aston Pride scheme in Birmingham or the work of the CRE. (4 marks)

Answers should focus on matters such as improving community relations, ensuring that all are able to access services regardless of origin and respecting cultural differences and sensitivities. Credit strategies at all levels and scales.

AO1 – 2
AO2 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with no development.

They can make sure everyone gets on. They can do language

classes. EAL teachers in schools.

Level 2 (Clear) (3-4 marks)

Linked statements showing some awareness of the support provided.

Hospitals in big cities can have interpreters to help people who can't speak English talk to the doctors. In some cities they invite cultural leaders to meetings about decisions that will affect their area. Leaflets in government offices are printed in lots of languages so that different communities can understand.

2 (d) (i) 1+1 (2 marks)

First mark for the statement and the second for elaboration e.g. There are more out of town shopping centres (1) and so the CBDs can't compete (1). More people use the internet for shopping (1) and because it is cheaper this puts the city centre shops out of business (1). Economic downturn (1).

AO1 – 2

2 (d) (ii) (4 marks)

Candidates should refer to examples i.e. place(s) or schemes or improvements. Expect Birmingham to feature frequently along with other major cities such as Manchester though local examples may be just as valid such as "Portas Pilot" towns. They should refer to things such as improvement of the physical environment with flowers / street improvement; creation of markets to give a more continental feel; new indoor shopping centres; restoration of old buildings; use of city centre wardens to monitor behaviour. It must be clear that the CBD is being revitalised not former industrial areas / dock areas regenerated. Accept former industrial / inner city areas being integrated into and extended or relocated CBD if clearly linked to revitalisation e.g. restaurant / cultural quarters, the 24 hour city.

**AO1 – 3
AO2 – 1**

Level 1 (Basic) (1-2 marks)

Simple statements.

They can make the CBD pedestrianized. Promote markets on weekdays. Allow outdoor seating at cafes. They have made it safer.

Level 2 (Clear) (3-4 marks)

Linked statements with development clarifying the revitalisation. Example(s) used.

They have seating and concerts so that people want to go in and use the CBD. In Lincoln they have made the pedestrianized area attractive with stone paving and benches. This makes it more accessible and encourages people to stay longer.

Question 3: Changing Rural Environments

3 (a) (i) Must be human in origin, e.g. overgrazing; deforestation; over cultivation. (1 mark)

AO1 – 1

3 (a) (ii) 3x1 or (1+1) +1 (3 marks)

Describe only.

AO1 – 3

Candidate could give immediate consequences or elaborate into the longer term with developed answers. Possible content will be: reduction of yields; inability to farm the land any further; increased flooding, possibly very far downstream, cf. Himalayas – Bangladesh; rural depopulation.

3 (a) (iii) 3x1 or (1+1) + 1 (3 marks)

Answers should relate to the way in which farming changes as a result of the migration. This may be generalised or larger scale such as reduction in overall food production for a country / region. It may also be more specific such as women and children left to farm as men migrate and / or reverting back to subsistence farming on previously commercial farms as a consequence. Improvements due to money sent back to rural areas from family members in urban areas.

AO1 – 3

3 (b) Evidence of use of the figure and own knowledge should be discernible. Figure 7 will be things such as clear uncultivated margin; the height / fullness of the hedgerow; variety of wild flowers / plants. Own knowledge may be clarity re schemes or expansion upon visible photograph elements, e.g. comments on habitats / food webs. Candidates should be clear how this mitigates farming impacts. Policies do not have to be named but named policies can be credited. (4 marks)

AO1 – 1**AO2 – 1****AO3 – 2****Level 1 (Basic) (1-2 marks)**

Simple statements with no mention of reduction. Probably photograph or own knowledge only.

They don't plant up to the edge of the field. They can pay farmers to do things like this. The hedgerow looks better.

Level 2 (Clear) (3-4 marks)

Linked statements showing reduction in effects. Both photo and own knowledge.

The hedgerow in the photo looks much healthier than in many other farms where they are cut right down. This is because the farmer gets money to compensate him. You can see that there is a field margin with no crops. This is Environmental Stewardship payment and means there is more space for wildlife.

- 3 (c)** Candidates need to be able to demonstrate an understanding that there are both positive and negative consequences of recent human influences and / or the relative importance of one factor over the other. Example can be area, farm, supermarket, markets, crops. Expect comment as follows: (8 marks)
- AO1 – 6**
AO2 – 2
- (Spag 3 marks)**

Demands of the supermarkets: the benefits of a guaranteed and large scale buyer with a guaranteed price vs the fact that the price may be held as low as possible reducing profits and insistence on quality standards that lead to waste and dominance of certain varieties.

Competition from the global market: The benefits of new and widening markets on world scale and the possibility of new crops to find market niches vs reduction in prices due to cheaper imports and trading on commodities markets.

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no attempt to discuss.

The supermarkets don't pay well. Food from abroad is cheaper. The global market makes it hard to compete.

Level 2 (Clear) (5-6 marks)

Developed statements with some attempt to discuss. Can reach the top of this level with just one factor. Named example needed for access to L2.

The cheaper imports make it hard for the UK farmers to make money. But on the other hand it makes them be more efficient so they might do better long-term. You might also see new crops grown because UK farmers find some other way to compete than cost.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to discuss with two sides and / or balance. Both factors covered.

Supermarkets such as Morrisons have bought whole farms and got exclusive contracts with others so that the farmer has a guaranteed outlet for his produce. However this may not be quite that good because the supermarket wants to profit and so pays a lower price to the farmer. It's the same with global competition where cheaper imports e.g. Spanish tomatoes undercut the UK. This is why you might see an expansion of crops with higher value e.g. strawberries or adding value such as cheese production on a dairy farm to make money that way instead.

Spelling, Punctuation and Grammar

(3 marks)

SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with

1

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

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

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

- 3 (d) (i)** Describe only. Candidates should refer to the pattern in terms of location within Wales and / or in terms of places named. Credit negative / inverse description and explanation. (4 marks)

AO1 – 1

AO2 – 1

AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple listed points with little development.

There are second homes in the National Parks. Fewer near the cities.

Level 2 (Clear) (3-4 marks)

Developed statements with description and explicit use of the map.

Second home percentages are higher in the North West and South West. There are very few in the South East of Wales. Second home ownership is widely above 5% in Pembrokeshire and Snowdonia National Parks. There appears to be a pattern of second home ownership being highest in the rural areas and lowest near the cities.

- 3 (d) (ii)** 1+1 (2 marks)

First mark for statement, second for elaboration. Candidates should connect the feature, which must be on Figure 8, to the desire for second homes there, e.g. the coast is attractive (1) so people will want to holiday there (1); The National Parks are rural / quiet (1) which makes them an escape from main homes (1).

AO2 – 1

AO3 – 1

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

4 (a) (i) 3x1 (3 marks)

Any three reasonable features of world trade with a reference to pattern, e.g. primary product dependency for many poorer countries; control of the trade resting with the richer countries; prices controlled on world markets / out of poorer country control; poor world exports dominated by raw materials; rich world dominated by manufactured goods / services; greater likelihood of tariffs or quotas imposed by richer world; poor world trade deficit/ rich world surplus. Accept statements re China's dominance of world manufactured good supply. Do not credit opposites.

AO1 – 3

4 (a) (ii) (4 marks)

Content will depend on the feature(s) selected. No marks for re-stating features from 4(a)(i). Full marks can be obtained for full reasoning of one feature. Expect comments re the relative incomes generated from the trade balance / unfairness of the situation; the idea of “economic colonialism” and how the respective positions are reinforced by the trade relationships; subsidising of industries and farmers in rich world keeping their prices artificially low. Comment re the WTO being largely for the benefit of the richer world member would be relevant also.

AO1 – 1

AO2 – 3

Level 1 (Basic) (1-2 marks)

Simple points with little development. Limited reference to inequality.

Poor countries don't make very much money from their trade. As they tend to export primary products they are not very developed. Richer countries make sure they don't pay too much for their raw materials. Poor countries have a trade deficit.

Level 2 (Clear) (3-4 marks)

Developed / linked statements with clear reference to the exacerbation of inequality.

Because the prices of many primary products are fixed on world markets they are controlled by richer countries so they are able to keep them low. The poor world has no choice but to accept these prices so they are kept poorer than the rich world as they don't receive as much as they might for their produce. They will not have money to spend on development as a result. The World Trade Organisation is supposed to be fair but it is dominated by richer countries so they set tariffs which stop poor countries being able to compete on trade and then development.

4 (b)	1x3, or (1+1) +1	(3 marks)
	<p>Max 1 for list of advantages. Max 2 for general aid advantages with no reference to charity or clear idea of charity. Answers should relate to the source of the development money being from a charity. This may be generalised or in reference to specific examples. Relevant content would be: money donated and therefore no obligations afterward; more likely to be “bottom up” or community based and therefore reflect the needs and wishes of the communities who are being helped; money less likely to be wasted as it can be more easily monitored in smaller amounts; benefits of a scheme will be felt directly at community level; more likely to be appropriate technology. Can be advantages to any interested party.</p>	AO1 – 3
4 (c) (i)	Walking distance to water is less; malnutrition is reduced; time spent collecting water is less, or can name the indicator. Not income, quality or quantity of water.	(1 mark)
		AO3 – 1
4 (c) (ii)	1+1	(2 marks)
	<p>1 mark for improvement, 1 for development. They need to do more than just state something that has changed. Comments should be distinct from those at 4(c)(i) and be clearly standard of living related. Most obviously they will refer to increased income and the consequences thereof. They might also suggest that increased crop production (cash crop increases may also be mentioned) will improve standard of living because of the surplus generated for sale thereby increasing income.</p>	AO2 – 1 AO3 – 1
4 (d)	<p>Evidence of use of the figure and own knowledge should be discernible, although either may be slight. Figure 10 will be things such as the community owning the banks; women increasing incomes, sending children to school. Own knowledge may be seen via clarity re other community-led development schemes or in comment upon elements of the programme such as the importance of empowering women or the contribution they make to the quality of life of the household.</p> <p>Level 1 (Basic) (1-2 marks) Simple statements with no mention of improvement in quality of life or poor people themselves. Straight lifts with no comments. Figure or own knowledge only. <i>They can send their children to school. There are latrines now. The women themselves get to run the programme. The people who will be affected by the development are the ones responsible.</i></p>	(4 marks)
		AO1 – 2 AO2 – 1 AO3 – 1

Level 2 (Clear) (3-4 marks)

Linked statements showing improvement, clarity ref. people's own actions.

Both Figure 10 and own knowledge.

The scheme is like Farm Africa where the locals run a goat programme. This means that the people themselves are making their lives better because they don't rely on outsiders. The Grameen bank which I have studied also gives small loans to people so they can start trading and making money and so improve their own lives. In the extract they can pay for their healthcare now so they will feel much better. They can then have the energy to try and develop their own businesses and be self-sufficient.

4 (e)

Non EU countries. No marks.

(8 marks)

The specification requires that they have studied two contrasting EU countries. Content will depend on case studies, expect Bulgaria / Romania on the one hand and UK / Ireland / Germany on the other to be common. Own knowledge can be evidenced through place knowledge or explanation of process. Economic factors likely to be most common but social, political, environmental may feature.

AO1 – 4

AO2 – 2

AO3 – 2

(Spag 3 marks)

Level 1 (Basic) (1-4 marks)

Simple, probably generic statements and / or listed points with no real sense of contrasts.

Separate accounts likely.

Descriptive comments only.

One or no named EU countries.

Map or own knowledge only.

Germany is a well-developed country in the EU. It has a very strong economy and was a founder of the Euro. Germany has quite a low unemployment rate on the map. Most Eastern European countries are not developed. They used to be communist and don't have much development. They don't have good internet for example.

Level 2 (Clear) (5-6 marks)

Linked statements with some attempt at explanation.

Two contrasting countries named, must both be EU countries.

Some sense of contrast.

Use of at least one map and own knowledge.

The map shows that internet access in Belgium is 68-74.9% which shows that they have a good infrastructure and will be able to develop their economy. In Romania on the other hand it is 42-60.9% so they will be disadvantaged for economic development. As countries like Romania used to be communist they didn't get money spent on their development and so are less developed than the rest of Europe as they have to catch up.

Level 3 (Detailed) (7-8 marks)

Detailed information with explicit explanation.
 Stronger sense of contrast for two identified countries
 Both maps and own knowledge in evidence.

The Netherlands is one of the core countries of the EU. They are able to develop much better than peripheral locations such as Bulgaria. Their internet access at 85 – 95% and 42-60.9% respectively shows the contrast in infrastructure which will allow economic development. With the strong economy comes low unemployment – the Netherlands has very high employment rates – whilst Bulgaria then struggles to employ much of its population. Bulgaria also has a much worse trading location on the Black Sea than the Netherlands which has easy access to trade from big ports such as Rotterdam.

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 5: Globalisation

- 5 (a) (i)** Must be ICT only. (4 marks)
 Candidates are asked to link the ICT to development so they should do more than just describe features. There is no requirement for a case study or examples but these are likely to add clarity. Likely examples are Motorsport Valley; Silicon Glen; Bangalore Technology Park. Expect comment on the ease / speed with which companies can communicate with other parts of the world through internet and cable systems; satellite communications; video conferencing can replace face to face; reduced costs of all these negate the need for proximity. **AO1 – 4**
- Level 1 (Basic) (1-2 marks)**
 Simple statements with no development. Listed points. No attempt to link.
Industry can be in one place but still get in touch with the rest of the world easily. The internet is really useful and phone calls are much cheaper than they used to be.
- Level 2 (Clear) (3-4 marks)**
 Linked statements showing a connection between ICT and growth.
The internet means you can send lots of data easily. This has allowed Motorsport Valley to develop because they can do research anywhere in the world and bring it together in one place. You can have areas which specialise in call centres and the facilities they need anywhere in the world. This is because web based communication is faster and cheaper than phones. There is no loss of time.
- 5 (a) (ii)** 1x3 or (1+1) +1 (3 marks)
 Max 1 for just list or nothing more than statements. **AO1 – 1**
 Max 2 for statements not clearly connected to growth. **AO2 – 2**
- Answers must focus on the economic factors only. No requirement for place knowledge but credit should be given where it is used as it will likely add clarity. Expect answers to cover: Low wage costs e.g. £12,000 UK vs £1,200 India for call centre worker, tax incentives whereby the Indian government doesn't tax capital goods used to set up call centres, purpose built centres such as Hitec City in Hyderabad or Bangalore Technology Park reduce set up costs; internet / cables have reduced costs of calls so no need for proximity. Can answer from negative point e.g. too expensive in the UK.
- 5 (b) (i)** 2x1 (2 marks)
 Correct completion of each bar (length of bar only, width can be ignored). **AO3 – 2**
 Bar must be shaded.

5 (b) (ii)	<p>Note that this is mainly a skills question with specific reference made to Fig 12 so requires response to the stimulus and only the most basic knowledge of China's trade. General comments will be on the greatest trade being with the closest countries or reduction with distance; the Pacific Rim location of the major trade partners; a number of major trading partners being the poorer / emerging economies; exceptions may be those that do not have the Pacific coast yet still have higher % e.g. Brazil; wealthier countries who are major partners, notably Japan / Australia.</p> <p>Opposites not credited.</p> <p>Level 1 (Basic) (1-4 marks) Simple statements and / or listed points / names of places. No use of the map evident. No sense of a distribution / pattern. <i>South Korea is the biggest trade partner. Japan has 21% trade. Brazil is the biggest in South America.</i></p> <p>Level 2 (Clear) (3-4 marks) Developed statements. Some sense of a pattern and global distribution. Clear use of the map. <i>The closer the country is to China the more of its trade takes place with them. This is shown by Japan and South Korea at over 20%. A number of the big trade partners don't seem to be the richer countries, e.g. Brazil, though the USA and Australia are exceptions as is Japan. Countries with a Pacific Coast seem to have more trade with China.</i></p>	<p>(4 marks)</p> <p>AO2 – 2 AO3 – 2</p>
5 (b) (iii)	<p>1x3 or (1+1) + 1</p> <p>Max 1 for just list or nothing more than statements. Max 2 for general comments about economic growth.</p> <p>Note that there is no requirement to use the map and there are clearly a range of possibilities here. Expect answers to include prohibition of strikes; lack of health and safety legislation; low wage costs; SEZ's and tax incentives; political priorities of the country. Candidates may also pick up on the map projection and develop ideas such as Pacific Rim location; access to shipping lanes and major markets.</p>	<p>(3 marks)</p> <p>AO1 – 3</p>
5 (c) (i)	<p>Must be visibly indicated in the photograph: Forest cleared for greenhouses; unsightly appearance of large buildings; clearance for roads; loss of habitats.</p>	<p>(1 mark)</p> <p>AO3 – 1</p>

- 5 (c) (ii)** Not poorer part of world – no marks. (8 marks)
- The specification requires positive and negative and both are worthy of comment. Key requirement is to show how the effect is caused by the change to cash crops. No case studies or examples required but if used these are likely to add depth and detail. Possibilities are Kenyan flower / green bean farming; shrimp farming in Thailand; rice farming areas after green revolution.
- AO1 – 6**
AO2 – 2
- (Spag 3 marks)**

Expect comment on things such as:

Social: landlessness and displacement; lack of security; possible migration to the cities.

Economic: Increased debt due to need to buy seeds / chemicals; unable to buy sufficient food; variable incomes; larger wealth gap between rich / poor farmers.

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points. Description only. Only social or economic covered. Little development of ideas.
Buying seeds costs money. Poor farmers lose their land. They are forced out of business. Poor farmers can't compete.

Level 2 (Clear) (5-6 marks)

Must have named example - place at any scale, farm, crop. Linked statements with some development. Social and/or economic addressed. Some cause-effect link made.
Some farmers get into debt because they have to buy the best seeds for the commercial crops. More successful farms buy up land and force out the subsistence farmers.

Level 3 (Detailed) (7-8 marks)

Well developed statements which show a strong cause-effect link. Both social and economic covered, though balance not required.
There is an increasing wealth gap between the farmers that have the most land or can afford the best seeds and the poorer ones. You can see this in the Punjab where the Green Revolution made the rich farmers even better off. There is a lot of insecurity as the cash crops are traded on the world market and so the prices change and the farmers don't know what their income will be. In Kenya they grow roses and the major market is Valentine's Day so the farmers have a variable income the rest of the year but still have to buy food, which they could have grown themselves if they stayed subsistence farming.

Spelling, Punctuation and Grammar

(3 marks)

SPaG

Threshold performance

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1

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3

Question 6: Tourism

- 6 (a) (i)** If unclear, factor must be qualified to reflect a reduction in numbers. Any reasonable factor such as: Acts of terrorism; conflict; decline in quality and attractiveness; growth of new destinations instead; changing fashions in holiday choices. Natural disasters, bad media coverage, unfavourable exchange rates, no weather – unless qualified - bad / poor weather okay. (1 mark)
AO1 – 1
- 6 (a) (ii)** 1x3 or (1+1) + 1 (3 marks)
AO1 – 3
Max 1 for list of factors.
Max 2 for general increase in holidays without a global element.
A wide range of possible responses with content likely to include: rising incomes; ease of travel; information about new places widely available; growth in communication and transport. Possible to gain full marks with full explanation of one reason e.g. economic growth in China creates a new middle class (1) these people now have disposable income (1) which they want to spend on travelling elsewhere in the world (1).
- 6 (b)** This question is asking for use of the map, which should be clearly identifiable with distinct buildings / quadrant references / features identified on the key and then developing this with some understanding of why cities are popular tourist destinations. Figure use will be evident in things such as the sights (Bell Tower, Burg Square, old attractive buildings) and / or activities (horse drawn carriage rides, boat trips). Understanding may be clarity about how these attract people and / or the density of attractions making the city popular. (4 marks)
AO2 – 2
AO3 – 2
- Level 1 (Basic) (1-2 marks)**
Simple statements, possibly list-like. No clear evidence of map use or no development.
They can visit the old buildings. There are boat and carriage rides. There is plenty of sightseeing.
- Level 2 (Clear) (3-4 marks)**
Clear use of the map extract. Linked statements with some development.
The drawings on the map e.g. E7 suggest historic buildings which people like to see. There are unusual attractions such as the Chocolate Museum which will encourage people to go. There are a number of activities such as boat trips on the canal which appeal to a range of people.
- 6 (c) (i)** **Organised** tourism with **large numbers** of people all going to the **same place / at the same time**. One of the two phrases in bold (or equivalent paraphrase) for the first mark, second for one or both of the others. (2 marks)
AO1 – 2

6 (c) (ii)	In descending order from the top: X, W, Z, Y	(3 marks)
	1 correct = 1 mark, 2 or 3 correct = 2 marks, all 4 correct = 3 marks.	AO2 – 2 AO3 – 1

- 6 (c) (iii)** Evidence of use of the figure and own knowledge should be discernable. This will be things such as the sign, its encouragement and appeal to preserve, the attempt to educate and the mention of federal i.e. legal protection. Own knowledge may give clarity re how such signs work to conserve environments / ecosystems and / or other examples from elsewhere. Accept reduction in social and economic effects as well as environmental ones. Candidates should be clear how this reduces negative effects. (4 marks)

AO1 – 1
AO2 – 1
AO3 – 2

Level 1 (Basic) (1-2 marks)

Simple statements with no real mention of the access / impact balance. Photograph or own knowledge only.

The sign stops people feeding the birds. The sign means the birds don't get killed. Tourists aren't allowed by law to damage the birdlife.

Level 2 (Clear) (3-4 marks)

Linked statements showing some idea of reduction of effects. Both photo and application of own knowledge.

The sign tries to get people to understand the problem. This means they will not do things that harm the birds. They are not stopping people looking, just stopping them feeding the birds so they don't get run over. This way tourists aren't disturbing the natural environment as much.

- 6 (d)** Must be an extreme environment if not 0 marks. Content will depend on example used. Expect reference to Antarctica, Everest base camp / Nepal, named rainforest or desert. The command is "discuss" so candidates should be able to give positive and negative comments about coping with tourists. Comments can be social, economic and environmental and may cover things such as: (8 marks)

AO1 – 6
AO2 – 2

(Spag 3 marks)

Positives: management organisations such as IAATO; move to limit tourist numbers to minimise damage; growth of "responsible tourism" and greater public awareness; levies on tourists that are used for environmental protection.

Negatives: erosion still taking place, especially in these most fragile environments; arguments that these should be undisturbed if true "wilderness" areas; disturbance of animal breeding patterns still in evidence (penguins); people in poorer areas abandoning e.g. traditional farming in favour of tourist employment; exploitation of cheap labour e.g. porters and guides.

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no attempt to discuss.

For Antarctica: *Tour companies have to join IAATO. Tourists have to pay towards the environment.*

For Nepal: *In Nepal they have regulated the number of tourists*

allowed on the Everest trail. The Nepalese government has a levy so that all tourists pay to help the environment.

Level 2 (Clear) (5-6 marks)

Developed statements with some attempt to discuss. Positives or negatives only. Must have named example.

For Antarctica: *In Antarctica they limit the number of people allowed onshore so the penguins aren't disturbed. They can still be frightened though so all tour operators have to join IAATO so they sign to be more responsible.*

For Nepal: *More and more trekkers to Everest base camp means more wood is cut for fires. This could lead to faster deforestation which is not good so they are trying to use solar cookers instead. This will mean they cope better.*

Level 3 (Detailed) (7-8 marks)

Stronger attempt to discuss with two sides clearly stated and some attempt to balance.

For Antarctica: *Antarctica is coping well with tourism in some ways. This is because they have an organisation IAATO (International Association of Antarctic Tour Operators) to regulate activity. Controls such as limiting numbers to 500 on a ship mean pollution is reduced. Also lower numbers mean that animals aren't disturbed as much. On the other hand, some disruption of the penguins still happens so the problem is still there. Spillages from boats are inevitable and thus pollution still happens. It will also take a long time to decompose so maybe they aren't coping so well after all.*

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