



**General Certificate of Secondary Education  
June 2011**

**Geography A**

**40302H**

**(Specification 4030)**

**Unit 2: Human Geography (Higher)**

**Post-Standardisation**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner 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 examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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## 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 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.

**SECTION A**

**Question 1**

**1 (a) (i)** Stage 1/ High fluctuating (1 mark)

**AO3 – 1**

**1 (a) (ii)** The question is on natural increase so the candidates have to cover both birth rates and death rates. It is possible that the candidate answers the question by reference to the DTM, which is acceptable, although this may result in a lack of detail, required for the higher levels. The command word is explain so mere description would be insufficient. (8 marks)

**AO1 – 4**

**AO2 – 4**

Accept size or rate of increase,

**Level 1 (Basic) 1-4 marks**

Simple statements not really appreciating that natural increase reflects both the birth and death rate.

*The birth rate is falling. People are using more contraception. There is a need for fewer children.*

**Example of CMI annotations**

- **L1 Simple statements about birth and/or death rates**

**Level 2 (Clear) 5-6 marks**

Linked statements referring to birth rates and/or death rates.

*There is less need for so many children as infant mortality falls so more survive into adulthood and therefore will be able to look after their parents when they are old.*

**Example of CMI annotations**

- **L2 Linked statements on birth and/or death rates**

**Level 3 (Detailed) 7-8 marks**

Linked statements showing an appreciation that the rate in natural increase reflects changes in both the birth and the death rates.

*The decrease in the birth rate due to the increasing effective use of contraception means that although the death rate is also declining due to better health care the difference between the two is getting smaller and so the rate of natural increase slows down.*

Max 7 on the lines of the DMT and narrowing of the gap required for 8 marks.

**Example of CMI annotations**

- **L3 Linked statements covering both birth and death rates**
- **L3 Links to natural increase**

**1 (a) (iii)** X: 2030 (2 marks)

Y: 1980

Z: 2000

1 correct - 1 mark; 2-3 correct - 2 marks

**AO1 – 1**

**AO2 – 1**

- 1 (a) (iv)** 2x1 must refer to shape. **(2 marks)**  
Must describe pyramid selected in 1a(iii) above even if that was incorrect.  
Description of correct pyramid would be: **AO3 – 2**  
Most in working age group, the narrower base, the wider top, bulge in middle age, convex sides, more older people, fewer younger people.  
Can use figures at bottom to illustrate shape. No credit for explanation.

- 1 (b) (i)** Precise knowledge of the transmigration policy is not required although candidates who have used it as a case study of a non birth control policy should gain credit only if responses are related to stimulus material. The key to this question is an appreciation of the differences in population density between the different islands and the problem caused by either sparse or very dense population. **(4 marks)**  
**AO1 – 2**  
**AO3 – 2**

**Level 1 (Basic) 1-2 marks**

Simple statements largely describing the population density of Indonesia without much attempt to show how it encouraged the policy of movement or largely lifted statements.

*There is high population in Java and Bali. There are lower densities on the outer islands. Too many people live on Java and Bali.  
Dangerous because of volcanic activity.*

**Example of CMI annotations**

- **L1 Basic statements, generic**
- **L1 Straight lifts from Figure**

**Level 2 (Clear) 3-4 marks**

Linked statements linking population density to the policy of movement.

*By moving people from Bali and Java to the outer islands it would give a more even spread of population. It would reduce pressure on the resources and infrastructure of the overcrowded islands and provide labour in order to develop the outer islands, which were too sparsely populated. People are not able to feed themselves because the farms are too small and are uneconomic.*

**Example of CMI annotations**

- **L2 Clear links between population density and transmigration**

- 1 (b) (ii)** 1x2 or 2x1 **(2 marks)**  
Away from home/families. Moving to an area where there may be very few facilities/poor infrastructure. Not welcomed by locals. Accept reference to different languages etc or other problem faced by migrants even though these have moved within the same country. **AO2 – 2**

- 1 (c)** The specification requires the use of a case study for the study of this topic. Therefore expect, even if there is not a specific country named, a degree of preciseness that suggests some place knowledge even at Level 1. A specific country does not need to be named. **(6 marks)**
- AO1 – 5**  
**AO2 – 1**

**Level 1 (Basic) 1-4 marks**

Simple statements.

List = max 2 marks. Eg *Child benefits. Nursery places, Maternity benefits.*

Qualified list can go to top of L1 only (ie max 4 marks), eg *Increase child benefits. Longer maternity/paternity pay. More nursery places.*

**Example of CMI annotations**

- **L1 Simple statements**

**Level 2 (Clear) 5-6 marks**

Linked statements or developed points showing how the proposed strategy could encourage an increase in the birth rate. A specific country is not required to be identified but credit any case study exemplification.

*(In France) by giving more child allowance people can afford to have more children. If parents are given more time off after having children then they will not lose out financially and so many be encouraged to have more children.*

*If there were more nursery places parents could go back to work after having children and so are more likely to have children because they can continue with their careers. There are plenty of grants, allowances and tax breaks increasing considerably if a family has three children. Very low fares are offered on public transport for larger families.*

**Example of CMI annotations**

- **L2 Case study name**
- **L2 Specific information showing link to increasing birth rate**

**Question 2**

**2 (a) (i)** (Mainly) African-Americans. (1 mark)

**AO3 – 1**

**2 (a) (ii)** 1×2 or 2×1 (2 marks)

Central/West of East Los Angeles/Inland/East of the airport. In the middle. NE of Watts or Torrance. Near the airport. Away from the wealthy areas / east of the rich areas. Away from the coast. Bordering the built up areas. Accept any other correct response. Accept measured distances.

**AO3 – 2**

**2 (a) (iii)** The candidates should show an appreciation of why ghettos form in which one racial group dominates. The factors are likely to be largely social but economic factors would also be relevant. (4 marks)

**AO1 – 4**

**Level 1 (Basic) 1-2 marks**

Simple statements

*They feel safer. They all speak the same language. They can get support from each other. They are near to family and friends.*

**Example of CMI annotations**

- **L1 Basic simple statements**

**Level 2 (Clear) 3-4 marks**

Linked statements

*Support from friends/relatives of same ethnic groups/in areas with services providing their particular needs – e.g. religious centres, community centres, ethnic food shops. Near to people speaking the same language so support from each other. Security against racial attacks. Discrimination means often in areas with lower quality housing which is all they can afford.*

**Example of CMI annotations**

- **L2 Linked statements**

**2 (a) (iv)** 1×2 (2 marks)

e.g. Providing English classes – *immigrants who can speak better English are more likely to get a job.*

**AO1 – 2**

Developing ethnic areas as tourist attractions – *Immigrants can carry on with their traditional way of life and earn money from visitors who come to eat the food or visit the buildings.*

Encouraging an ethnic mix – *The more people of all cultures and ethnic group live together there is less likely to be racial tension.*

Encouraging people to open their own businesses – *the more the immigrants are able to enjoy a better standard of living from profits from their own businesses the less likelihood of discrimination.*

Cultural activities such as dance days. Building mosques.

**2 (b)** 1×2 (2 marks)

If no number is present and the description is clear, credit. If statement circled, credit. If no number and very general, no marks. Wrong number for description, no mark.

**AO2 – 2**

Accept local or national government strategies.

Health and education action zone – Areas given extra money for school and health facilities.

City Challenge – Projects involving private, public and voluntary services working together on improvements.

Urban development corporation – large developments aimed at renovating huge areas of land like the LDDC, private investments encouraging development.

Single regeneration budget – putting all money from different sources into one fund so a larger regeneration scheme is possible.

**2 (c)** (6 marks)

The question requires an understanding of how the problems of squatter settlements can be reduced. The specification lists Self Help, Site and service and local authority schemes so expect these to be the basis of the answers. The example can be a location or scheme – including charities. Do not need to show evidence from the photograph.

**AO1 – 2**

**AO2 – 4**

**Level 1 (Basic) 1-4 marks**

Simple statements or no indication of how it will reduce problems of squatter settlements.

*They will put in drainage. They provide water taps. They build stronger houses.*

**Example of CMI annotations**

- **L1 Simple statements, generic**

**Level 2 (Clear) 5-6 marks**

Linked statements showing how an improvement scheme reduces the problems of the squatter settlements.

*The self-help scheme means that the foundation of a house is provided which is then completed by the house dweller. The site and service scheme puts in water and drainage for the people of the squatter settlement so improving hygiene. Local authorities provide cheap housing so there is a house for people when they move to the town.*

**Example of CMI annotations**

- **L2 Clear link to how suggested improvements can reduce problems**

- 2 (d)** The case study can be at any scale from a new build housing development up to a sustainable settlement such as Curitiba or Dongtang. The emphasis should be on preserving resources and the environment for future generations. **(8 marks)**

**AO1 – 4**

**AO2 – 2**

**AO3 – 2**

**Level 1 (Basic) 1-4 marks**

Simple statements.

*They do not harm the environment. They safely dispose of rubbish. They do not use many resources. They make use of public transport. They provide open spaces. They grow their own food.*

**Example of CMI annotations**

- **L1 Simple statements**

**Level 2 (Clear) 5-6 marks**

Linked statements. Can achieve top L2 without a named example.

*There are open spaces for horse riding. There is a nature reserve where birds are protected. People can grow their own farm on allotment and farmland within the city boundaries. There is an efficient waste disposal system.*

**Example of CMI annotations**

- **L2 Linked statements but largely generic**

**Level 3 (Detailed) 7-8 marks**

Detailed case study exemplification.

*In Curitiba quarries are used as open spaces, giving each person the equivalent of over 40 square metres of open space. Waste collectors are sold rubbish carts, which they can use to collect and sell waste to recycling companies. Small farms are provided around the city where the inhabitants can grow their own food. There are five fast bus routes to encourage people not to use their cars and a single fare covers the whole city making public transport affordable.*

**Example of CMI annotations**

- **L3 Detailed case study exemplification**

**Question 3**

- 3 (a) (i)** No credit for merely repeating the figures from the table without any elaboration. **(4 marks)**  
**No credit should be given for any information that cannot be derived from the table.**

**AO2 – 2**  
**AO3 – 2**

**Level 1 (Basic) 1-2 marks**

Simple statements and/or largely lifts from the table. Max L1 for basic statements.

*The population has gone down. There are more empty houses. There are fewer quarrymen.*

**Example of CMI annotations**

- **L1 Straight lifts**
- **L1 Simple statements**

**Level 2 (Clear) 3-4 marks**

Linked statements showing some manipulation of the data or linking different data sets together. Accept changes between 1944 and 2007 but must have some gained from all 3 columns

Max 3 marks for 1944-2007 only or 1891 to 1944.

*The population has gone down so there are fewer houses. The population has got older with more people over 70. The occupation structure of the village has changed with fewer working in the quarry and on farms. People from outside have been buying houses in the villages as shown by the increase in second homes.*

**Example of CMI annotations**

- **L2 Manipulation of data**
- **L2 Recognition of trends**

- 3 (a) (ii)** Must be correct physical/human factors in correct place. **(4 marks)**

2x1

Physical

The area is high or over 200 metres; steep. The slopes are forested with coniferous plantations. There is little flat land around the village.

**AO2 – 2**  
**AO3 – 2**

2x1

Human

The village is remote; only served by minor B4410 road. It is in the National Park/ National Trust.

- 3 (b)** Disadvantages is in the plural so at least two must be considered for a candidate to be considered for top of Level 2. The disadvantages can be to the environment, the farmers or to the country. **(6 marks)**

**AO1 – 5**  
**AO2 – 1**

**Level 1 (Basic) 1-4 marks**

Simple statements showing changes brought about by the introduction of irrigation but limited evaluation of their effects.

*Can lead to a build up of salt in the soil. It may increase rural debt. May affect the local ecosystem.*

**Example of CMI annotations**

- **L1 Simple list of disadvantages**

**Level 2 (Clear) 5-6 marks**

Linked statements with an indication of why the change brought by irrigation may have disadvantages.

*Evaporation leads to the deposition of salt, which leads to a decrease in the yields of crops produced. Farmers may have to borrow money in order to make the best possible use of the irrigation water. The existence of water means the conditions that the local ecosystem is used to change and so certain animals and plants may die out. Changes to a commercial economy from subsistence farming.*

**Example of CMI annotations**

- **L2 Linked statements showing development**
- **L2 Recognition of resultant changes**

- 3 (c) (i)** 2×1 **(2 marks)**
- Any 2 facts accepted.
- The total area cultivated has increased. Accept reference to specific areas, e.g. no increase in the SW, reduction in Northumberland, or use of key. Can have production if linked to location, eg increased production in the East. Can have 2 marks on 1 point.

**AO2 – 1**  
**AO3 – 1**

- 3 (c) (ii)** 1×1 **(1 mark)**
- To stop imports. To become more self-sufficient. Diversification. Cannot compete.

**AO1 – 1**

- 3 (c) (iii)** The specification requires that this topic should be considered in the context of a case study area, e.g. East Anglia, therefore credit any specific place evidence. The specification relates this to the UK but accept reference that could be from the poor world, e.g. reduction of overgrazing. However, the emphasis has to be on intensive farming so no credit for soil erosion or soil exhaustion unless it is specifically related to it being caused by the intensity of production. Set aside must be linked to environment in all levels. **(8 marks)**
- AO1 – 6**  
**AO2 – 2**

**Level 1 (Basic) 1-4 marks**

Simple statements or lists of methods but little attempt to show how they will reduce the effect on the environment.

*Expand organic farming. Use less pesticide and chemical fertilizer. Stop cutting down hedges. Plant trees. Leave areas uncultivated.*

**Example of CMI annotations**

- **L1 Simple statements, generic**

**Level 2 (Clear) 5-6 marks**

Linked statements showing effect on the environment and some indication of the reduction of negative effects.

*By farming organically less chemical fertilizer is used and so it does not get into the food chain. Less fertilizer will mean that the danger of eutrophication is reduced. Planting trees as shelterbelts reduces the loss of soil through wind erosion.*

**Example of CMI annotations**

- **L2 Credit for place specific evidence**
- **L2 Linked statements showing effect on environment**

**Level 3 (Detailed) 7-8 marks**

More than 1 way to reach top L3.

Linked statements with some details that have been introduced and the effect they may have on reducing the impact on the environment. Accept reference to set-aside if related to environmental protection.

*Support was given for conservation schemes. Environmentally Sensitive Areas are areas which have a delicate ecosystem. In these areas farmers were paid to maintain the traditional ecosystem. The Countryside Stewardship Scheme covered areas which have attractive countryside, even if they do not have a delicate ecosystem. Farmers were given grants to plant new hedgerows or to repair existing ones. The Farm Woodland Premium Scheme gave grants to plant new woodlands, particularly of native species. They were to use up unused corners of field in order to encourage wildlife. SSSIs land with rare species of flowers and/or animals were protected by law from agricultural change.*

**Example of CMI annotations**

- **L3 Specific government initiative**
- **L3 Detailed exemplification**

**SECTION B**

**Question 4: The Development Gap**

- 4 (a)** Candidates can refer to the two figures but it is not a requirement of the question. There needs to be an element of explanation to reach Level 2. Do not give much credit to mere description of the two maps. **(6 marks)**

**AO1 – 2**  
**AO2 – 1**  
**AO3 – 3**

**Level 1 (Basic) 1-4 marks)**

Simple statements just agreeing with the statement without any attempt to suggest alternative divisions and/or reasons why a simple division is no longer acceptable.

*There is not a simple two-fold division. There are great variations between different countries. Not all countries in the simple two-fold division are the same. Does not cover variations in quality of life.*

**Example of CMI annotations**

- **L1 Simple statements - no explanation**

**Level 2 (Clear) 5-6 marks**

Linked statements with some attempt to suggest alternative divisions and/or reasons why a simple division is no longer acceptable.

*Some countries grow richer at a greater rate than others and some may get poorer so a simple two-fold division is no longer acceptable. A five-fold division is more realistic because it recognises the great variety in the types of country. It reflects political and other factors as well as purely economic.*

**Example of CMI annotations**

- **L2 Linked statements – alternative suggested**
- **L2 Linked statements - reasons why no longer valid**

<b>4 (b) (i)</b>	There should be evidence of the use of both the stimulus and the candidate's own knowledge. Accept that her happiness could be related to economic or social factors.	<b>(4 marks)</b>
	<b>Level 1 (Basic) 1-2 marks</b> Simple statements largely based on lifts from the stimulus material. <i>Her children go to school. She is learning to read. She can operate a sewing machine.</i>	<b>AO1 – 2</b> <b>AO2 – 2</b>
	<b>Example of CMI annotations</b>	
	<ul style="list-style-type: none"><li>• <b>L1 Simple statements</b></li><li>• <b>L1 No evidence beyond Figure</b></li></ul>	
	<b>Level 2 (Clear) 3-4 marks</b> Linked statements that go beyond the stimulus material, and have some indication that people in the poorer and richer parts of the world have different priorities. <i>Although she has few possessions these give her some hope for the future. Being able to read means she can improve herself educationally. Operating a sewing machine means that she has the opportunity to earn some money. People in poor countries do not have the same expectations as those living in rich countries.</i>	
	<b>Example of CMI annotations</b>	
	<ul style="list-style-type: none"><li>• <b>L2 Evidence of use of own knowledge</b></li><li>• <b>L2 Recognition of different priorities</b></li></ul>	
<b>4 (b) (ii)</b>	2×1 Accept straight definitions. Standard of living can be measured and so is a quantitative index. Quality of life cannot be measured as it is a personal view of what people value in life.	<b>(2 marks)</b> <b>AO1 – 2</b>
<b>4 (b) (iii)</b>	1×2 or 2×1 In the richer countries people are more concerned by their standard of living whereas in poorer countries they are more interested in the quality of their lives.	<b>(2 marks)</b> <b>AO2 – 2</b>
<b>4 (c) (i)</b>	The higher the GNP the lower the percentage employed in agriculture/negative relationship/correlation.	<b>(1 mark)</b> <b>AO3 – 1</b>
<b>4 (c) (ii)</b>	1×2 or 2×1 It is only an average figure and does not indicate variations between different parts of a country or between different strata of society. It is based only on economic factors, unlike HDI which takes in social factors which gives a better indication of the inhabitants' quality of life.	<b>(2 marks)</b> <b>AO1 – 2</b>

- 4 (d)** This open-ended question can be approached from a variety of angles. **(8 marks)**  
Economic factors are likely to dominate but social, environmental and political factors are also of significance. Can use physical factors too. The specification requires the study of two contrasting countries within the EU so look for specific regional exemplification within the higher levels. **AO1 – 4**  
**AO2 – 3**  
**AO3 – 1**  
Max L1 – only 1 country. Max L2 - Non-EU countries.

**Level 1 (Basic) 1-4 marks**

Simple generic statements or no idea of contrast.

*One has a wet climate the other one dry. One is largely industrial the other is largely agricultural. One has fewer raw materials than the other one. One has a better farming system.*

**Example of CMI annotations**

- **L1 Simple statements**
- **L1 Separate accounts**

**Level 2 (Clear) 5-6 marks**

Linked statements showing some countries.

*There is lots of industry and so there are jobs for the population in one country but in another one there are many mountains where farming is difficult.*

**Example of CMI annotations**

- **L2 Linked statements showing contrast**

**Level 3 (Detailed) 7-8 marks**

Linked statements with detailed case exemplification of two contrasting countries.

*The UK has no extremes of climate so the temperature and precipitation in most areas are favourable for agriculture. This means that the country can grow a great deal of its own food and therefore cut down on expensive imports. The UK is rich in many raw materials, which can be used in the manufacturing industry. The country also has a strong service industry and earns much from invisible earning such as tourism. In Bulgaria the former communist government supported industry so it did not have to be profitable to survive. This meant it was in a very poor state when communism collapsed and suffers greatly from foreign competition. The steep slopes and extreme climate in much of the country, particularly the mountainous areas of the Rhodope Massif, means that farming is inefficient so that food has to be imported.*

**Example of CMI annotations**

- **L3 Detailed contrasting case study exemplification**

**Question 5: Globalisation**

- 5 (a) (i)** Consider the greater range of foodstuffs on offer and the increasing number of ethnic tastes being catered for. The increasing ease of travel is another creditworthy idea. **(6 marks)**  
**AO1 – 6**

**Level 1 (Basic) 1-4 marks**

Simple statements largely explaining why the food we eat travels many food miles.

*We eat food imported from abroad. We cannot grow all the food we eat. We eat many foreign foods. We eat food which is not in season in this country. Food produced abroad can be cheaper. Improved technology to preserve food and transport.*

**Example of CMI annotations**

- **L1 Simple statements explaining food miles**

**Level 2 (Clear) 5-6 marks**

Linked statements indicating why the number of food miles is increasing.

*People are eating more and so more has to be imported because we cannot produce everything in this country. The increasing multicultural nature of our society means there is an increasing demand for ethnic foods from abroad. We are eating some foods all the year around so they have to be imported when they are not in season in this country.*

**Example of CMI annotations**

- **L2 Linked statements showing why food miles are increasing**

- 5 (a) (ii)** 2×1 **(2 marks)**  
In a greenhouse / polytunnels, use of expensive / high tech machinery (ie machinery must be qualified), large amounts being grown in a small area, controlled environment (lighting / heating). **AO3 – 2**

- 5 (a) (iii)** 1×2 **(2 marks)**  
One point developed.  
For one mark – the increased use of fossil fuels / energy to heat greenhouses. Increase in use of fertilizer. Intensive animal rearing. **AO2 – 2**  
For second mark – link to the production of greenhouse gases.  
Do not accept reference to transport

- 5 (a) (iv)** Countries who produce more than their targeted amount of carbon can buy carbon credits from a country which is producing less than was agreed, so there may be an overall reduction. **(2 marks)**  
**AO1 – 2**

- 5 (b) (i)** Transnational corporation (at least Transnational correct) **(1 mark)**  
**AO1 – 1**

- 5 (b) (ii)** The advantages and disadvantages can be for the TNC, the country where the TNC has its HQ or countries where the TNC has its branches/factories. A case study is required so the Level 3 answer is likely to show the use of one. Maximum Level 2 if no evidence of a case study. **(8 marks)**
- AO1 – 2**  
**AO2 – 6**

**Level 1 (Basic) 1-4 marks**

Simple statements which may concentrate on either advantages or disadvantages or do not specify whether it is an advantage or disadvantage and to whom.

*People earn money. TNCs provide jobs. Can use cheap labour. Fewer pollution laws.*

**Example of CMI annotations**

- **L1 Simple statements**
- **L1 No indication of to whom these are advantages and disadvantages**

**Level 2 (Clear) 5-6 marks**

Limited statements showing advantages **and/or** disadvantages but show to whom.

*TNCs will provide jobs and so people earn money. People will learn some skills which are transferable. The TNCs can use cheap labour and so make larger profit.*

**Example of CMI annotations**

- **L2 Evidence of who is affected by TNC**

**Level 3 (Detailed) 7-8 marks**

Linked statements, using a case study to show a balance between advantages and disadvantages. Can be a country, TNC or industry.

*TNCs provide jobs in factories. This gives people in a poor country an income that benefits the economy through a multiplier effect, because they spend money in shops and other businesses. If there are global economic problems the branches in the poor countries are likely to be the first to close down. Union Carbide's chemical factory was in India, but because of the less strict pollution controls, health and safety was much less and the chemical explosion led to many deaths and birth defects.*

Max 8 marks can only be achieved if advantages/ disadvantages with respect to the case study are both covered.

**Example of CMI annotations**

- **L3 Case study exemplification**
- **L3 Covers both advantages and disadvantages**

- 5 (c)** There should be evidence of the use of both the stimulus (both map and photo) and the candidate's own knowledge. The question is restricted to environmental effects so can cover both the extraction of the energy source and its transportation to its point of use. **(4 marks)**
- AO1 – 1**  
**AO3 – 3**

**Level 1 (Basic) 1-2 marks**

Simple statement(s), largely lifts from the figure(s) or only used own knowledge.  
*The transport of the oil / building of the pipeline goes through protected areas and where the caribou migrate. Pollution due to oil spillage.*

**Example of CMI annotations**

- **L1 Simple lifts**

**Level 2 (Clear) 3-4 marks**

Linked statements with evidence of the use of the stimuli material and of candidate's own knowledge. Shows possible effects on the environment.  
*The increased demand for energy means that it is drilled in very remote areas, which are unspoilt. In Alaska there was the building of the pipeline, which went through unspoilt mountain ranges and protected areas. The building of the pipeline could upset the wildlife and there was always the danger of spillage. Transporting oil by tankers has led to environmental damage when there is a spillage, which means the ecosystem will suffer.*

**Example of CMI annotations**

- **L2 Evidence of going beyond stimulus material**
- **L2 Shows effects on environment**

**Question 6: Tourism**

- 6 (a) (i)** The emphasis needs to be on forward planning and the suggested strategies must be relevant to the chosen tourist area. The best candidates will restrict themselves to the minimum number of strategies in order to get the depth of detail required. Can achieve maximum marks on one strategy. **(8 marks)**
- AO1 - 6**  
**AO2 - 2**

Content of answer must relate to resort named. If not National Park or coastal resort or non-UK but correct for named place, max L1. If location is within a National Park, accept answer.

**Level 1 (Basic) 1-4 marks**

Simple statements listing the strategies with limited attempt to show how it may impact on the future success of the tourist industry.

Coastal resort – *building conference centres. Building large shopping malls. Concentrating on the up market end of the tourist trade. Developing a wider range of attractions including those indoors.*

National Park – *Farms diversifying into non-agricultural activities. Managing the effects of footpath erosion. Improving the infrastructure including the transport links. Zoning of the area into honeypots and wilder more remote areas.*

Any strategies which increase or maintain the tourist industries including marketing, coastal protection, environmental improvements, expanding the client base.

**Example of CMI annotations**

- **L1 List of strategies**

**Level 2 (Clear) 5-6 marks**

Linked statements, which show how the suggested strategy may have an effect in ensuring the future success of the tourist trade. Accept references to named exemplars.

**Coastal Resorts**

***Building conference centres*** – *this will bring more trade into the resort because people would come outside of the holiday season.*

***Building more shopping malls*** – *these will bring money into the resort.*

***Concentrating on the up market end of the tourist trade*** – *it would attract a different type of tourist from the usual family orientated tourists who are able to spend more money and so increase the profit margins.*

***Developing a wider range of attractions including those indoors*** – *These would be less dependent on the weather and so could extend the holiday season.*

Accept casino in Blackpool.

**National Park**

***Farms diversifying into non-agricultural activities*** – *providing more accommodation in holiday homes to people who want more to do than look at the scenery or go hiking.*

***Managing the effects of footpath erosion*** – *ensuring that the footpaths are safe for walking may encourage more trekkers to come to the area.*

***Improving infrastructure and transport links*** – *making the National Park more accessible and also improving the infrastructure may encourage more tourists to visit.*

**Zoning of the area into honeypots and wilder more remote areas.** *This would limit any environmental damage and so encourage people to keep visiting the area.*

**Example of CMI annotations**

- **L2 Link between strategy and increasing visitors**

**Level 3 (Detailed) 7-8 marks**

Detailed information about specific strategies or how a case study exemplar has chosen to maintain its successful tourist industry.

*In order to reduce traffic congestion in Dove Dale minibuses are used to take people to the more remote areas, so there are fewer cars and so less congestion. Tarn Hows in the Lake District is heavily advertised and so lots of people go there. This means there are fewer people going to the more remote areas, lessening the impact on the environment and provides peace and tranquillity for people who want that kind of holiday.*

*Attractions like the Pepsi Max at Blackpool attract people who are not interested in sitting on the beach but prefer the thrill of riding a rollercoaster.*

**Example of CMI annotations**

- **L3 Detailed case study exemplification**

<b>6 (a) (ii)</b>	2×1 <i>National Park</i> – becomes too overcrowded with visitors in honeypot sites. Traffic congestion in narrow mountain roads. Poor weather. Footpath erosion. <i>Coastal resort</i> – competition from foreign resorts. Lack of up-to-date facilities. Poor weather. Negative press / media & Higher cost/ more expensive could be relevant for either National Park or coastal resort.	<b>(2 marks)</b>  <b>AO1 – 2</b>
<b>6 (b) (i)</b>	1×2 Must develop information from Figure 14. Safe shallow lagoon ideal for swimming/sailing. To view sharks in the Indian Ocean. To sunbathe on the sandy beach (with shade from the palm trees). Max 1 for use of beach or sea, or straight lift.	<b>(2 marks)</b>  <b>AO1 – 1</b> <b>AO1 - 1</b>
<b>6 (b) (ii)</b>	The emphasis needs to be on mass tourism so the answer must emphasise the impact of large numbers of people or the changes to the infrastructure/environment as the result of the need to accommodate large numbers of people. No credit for global warming.	<b>(6 marks)</b>  <b>AO1 – 1</b> <b>AO2 – 5</b>

**Level 1 (Basic) 1-4 marks**

Simple statements, which may be generic or straight lifts from the stimulus material.

*Wildlife disappeared. Clearance of the natural vegetation. Destruction of the coral.*

**Example of CMI annotations**

- **L1 Straight lifts**

**Level 2 (Clear) 5-6 marks**

Linked statements, which relate to the threat to the environment due to the pressures of mass tourism.

*With large numbers of visitors the local people will want to earn money by providing opportunities for the visitors to visit the coral reef. This may lead to damaging of the reef due to the anchors rubbing away at the live coral.*

**Example of CMI annotations**

- **L2 Linked statements showing effects on environment**

- 6 (b) (iii)** 2x1 or 1x2 **(2 marks)**  
No money or jobs. **AO2 - 2**  
Money / profits to reinvest in environmental conservation – or similar.  
There will be a better infrastructure including the provision of a more efficient sewage system which will cut down on water pollution and make the area healthier.
- 6 (c) (i)** Answer should emphasise active management for the future. **(1 mark)**  
Limiting the use of a finite resource so that some is left for future generations. **AO1 – 1**  
Looking after the environment/ responsibility for the environment.  
Not conserving / preserving the environment.
- 6 (c) (ii)** The benefits could be to the environment, the local economy or the lives of the people, but candidates could concentrate on one aspect. **(4 marks)**  
Are not required to use photo. **AO2 – 3**  
**AO3 – 1**

**Level 1 (Basic) 1-2 marks**

Simple statements with little reference to how it can be considered sustainable. May be largely derived from Figure 15.

*People stay in native huts. The guides are local people. The tourists live with local communities.*

**Example of CMI annotations**

- **L1 Simple generic statements**
- **L1 No named example**

**Level 2 (Clear) 3-4 marks**

Linked statements with some attempt to explain how the environment is preserved.

*People stay in a wooden lodge and are taught about the rainforest. Few trees are cut down and all the food and resources used are from the local area. As little of the forest is cut down as possible.*

**Example of CMI annotations**

- **L2 Evidence of named example with some specific references**
- **L2 Shows impact on future generations**