

---

GCSE

# Geography B

90352F – 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](http://aqa.org.uk)

## **GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS**

### **Quality of Written Communication**

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

Candidates will be required to:

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

### **Levels Marking - General Criteria**

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

#### **Level 1: Basic**

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

#### **Level 2: Clear**

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

### **Annotation of Scripts**

One tick equals 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' or 'L2' in the left hand margin.

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

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

Examiners should add their own brief justification for the mark awarded e.g. *Just L2, clear and some elements of 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 recognise that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

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

---

**Assessment of Spelling, Punctuation and Grammar (SPaG)**

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

**High performance (3 marks)**

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

**Intermediate performance (2 marks)**

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

**Threshold performance (1 mark)**

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

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

1(a)(i)	3×1 Towards, Nazca, away from	3 marks AO3 – 3
1(a)(ii)	1×1 Destructive plate boundary	1 mark AO3 – 1
1(b)(i)	2×1 L to R Mantle, oceanic plate, subduction zone (must be whole term) 3 correct = 2 marks, 2 or 1 correct = 1 mark	2 marks AO2 – 1 AO3 – 1 Common
1(b)(ii)	<p><b>Level 1 (Basic) 1-2 marks</b> Simple reference to physical processes. Gives a basic idea of plate movement/rising magma. Elaboration is very limited.</p> <p><b>Plate boundary A:</b> <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.</i></p> <p><b>Plate boundary B:</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><b>Level 2 (Clear) 3-4 marks</b> Gives clear indication of process, linking statements.</p> <p><b>Plate boundary A:</b> <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><b>Plate boundary B:</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>	4 marks AO1 – 3 AO2 – 1 Common

1(c)	<p><b>Level 1 (Basic) 1-3 marks</b> Lists methods without development of ideas.</p> <p><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.</i></p> <p>Accept education in schools/campaigns or awareness of how to prepare home. Accept references to post-earthquake rescue. Reject earthquake alarms/warning systems</p> <p><b>Level 2 (Clear) 4-6 marks</b> Clear explanations with development of ideas.</p> <p><i>E.g. They could build earthquake proof buildings with X structures to prevent twisting. They could build bamboo houses that will not collapse when an earthquake strikes as they are flexible and move with the shockwaves etc.</i></p> <p>The candidate starts to show some application of knowledge and understanding i.e. how the method works. Development may be case study examples.</p>	6 marks AO1 – 4 AO2 – 2 Common
1(d)(i)	2×1 Indian, west	2 marks AO3 – 2
1(d)(ii)	1+1 Wider-ranging/more widespread (1) occur in areas where there were none previously / outside the tropics / higher latitudes (1). Accept 'in a different place'. Not frequency or reasons for change.	2 marks AO1 – 2
1(e)	3×1 4, 2, 1, 3 4 correct = 3 marks, 3 or 2 correct = 2 marks, 1 correct = 1 mark	3 marks AO1 – 1 AO2 – 2
1(f)(i)	2×1 Houses are damaged by strong winds.  Crops are destroyed by flooding.	2 marks AO1 – 2
1(f)(ii)	3×1 (1+1 for developed points)  <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).</i>  Accept references to shuttered windows and sturdy/safe construction/no glass. Accept <i>it is appropriate technology for a less developed country and</i>	3 marks AO2 – 3

---

	<i>people will know where to go when a storm warning sounds.</i>	
--	--	--

<p>1(g)</p>	<p><b>Level 1 (Basic) 1-3 marks</b>  Lifts information from Figure 5 or makes simple, undeveloped statements.</p> <p><b>Yes:</b> Argues that they are solely caused by natural 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.</i></p> <p><b>No:</b> 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><b>Level 2 (Clear) 4-6 marks</b>  Goes beyond Figure 5 and backs up with own knowledge and/or clearly uses the data to develop an argument. Development could be case study examples.</p> <p><b>Yes:</b> Argues that they are solely caused by natural phenomena.  <i>E.g. much of south east Australia 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. Or argues that they are solely caused by human actions 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. The climate is changing due to global warming, which is due to the actions of people.</i></p> <p><b>No:</b> 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>6 marks  AO1 – 2  AO2 – 3  AO3 – 1</p>
-------------	--	---

	<p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</b> 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><b>Intermediate Performance (2 marks)</b> 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><b>High Performance (3 marks)</b> 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)(i)	<p>2×1 Must be from Figure 6, or implied. Burned 40 000 hectares of grassland and woodland (once only). Vegetation destroyed Destroyed homes of many wildlife species. Animal habitats destroyed/animals killed Smoke plume of the fire extended 14km into the air, smoke everywhere. Air pollution</p>	2 marks AO1 – 1 AO3 – 1
1(h)(ii)	<p><b>Level 1 (Basic) 1-2 marks</b> Simple statements without development of ideas. Simple references to possible methods.  <i>E.g. Fire fighters, fire breaks, airdrops, rescue trapped people.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear references to how the method works.  <i>E.g. Fire fighters hose down the flames and douse 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 – 1 AO3 – 1 Common

2(a)	3×1 Ocean, mountains, 300	3 marks AO3 – 3
2(b)(i)	2×1 climate change overgrazing deforestation 3 correct = 2 marks, 2 or 1 correct = 1 mark	2 marks AO2 – 1 AO3 – 1 Common
2(b)(ii)	<p><b>Level 1 (Basic) 1-2 marks</b> Simple statements without development of ideas. Simple references to the causes of desertification.</p> <p><b>Climate change:</b> <i>global warming, higher temperatures, less rainfall, changing rainfall pattern, plants unable to grow. Soil dries up and blows away.</i></p> <p><b>Overgrazing:</b> <i>keep too many animals on the land the protective cover of vegetation is removed.</i></p> <p><b>Deforestation:</b> <i>people chop down trees for building space/firewood, the protective cover of vegetation is removed.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> 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><b>Climate change:</b> <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><b>Overgrazing:</b> <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><b>Deforestation:</b> <i>people chop down trees for fuelwood 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 run-off and soil is washed away in flash floods.</i></p>	4 marks AO1 – 3 AO2 – 1 Common

2(c)	<p><b>Level 1 (Basic) 1-3 marks</b> List of methods without development of ideas = Max 2. States method with simple elaboration.</p> <p><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.</p> <p><b>Level 2 (Clear) 4-6 marks</b> Clear explanation of methods with development of ideas.</p> <p><i>E.g. the stone lines trap rain water which reduces surface run-off across the land. Animal husbandry means fewer animals can be kept on the land as those which are kept will be healthy and produce more meat. 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>	6 marks AO1 – 4 AO2 – 2
2(d)(i)	2×1 Largest, higher	2 marks AO2 – 1 AO3 – 1
2(d)(ii)	1×1 Y	1 mark AO2 – 1
2(d)(ii)i	1+1 Effects of latitude, altitude, snow cover, continentality, pressure systems. 1 mark for stating the factor. Global warming answers = Max 1	2 marks AO1 – 2
2(e)	2×1 The total area of cold environments decreases. Ice sheets get thinner.	2 marks AO1 – 1 AO2 – 1

<p>2(f)</p>	<p><b>Level 1 (Basic) 1-3 marks</b>                  Simple statements without development of ideas or limited development of ideas. Lifts from resource.</p> <p><b>Yes:</b> <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></p> <p>Or other simple ideas as to why economic gain is important.</p> <p><b>No:</b> <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></p> <p>Or other simple ideas as to why environmental gain is important.</p> <p><i>E.g. crucial for research.</i></p> <p><b>Level 2 (Clear) 4-6 marks</b>                  Clear reasons with development of ideas. Development from resource.                  Development may be case study examples.</p> <p><b>Yes:</b> Develops the idea to show clear ideas as to why economic gain is important.</p> <p><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><b>No:</b> Develops the idea to show clear ideas as to why environmental gain is important.</p> <p><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>6 marks                  AO1 – 2                  AO2 – 3                  AO3 – 1</p>
-------------	--	---

	<p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</b> 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><b>Intermediate Performance (2 marks)</b> 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><b>High Performance (3 marks)</b> 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>
2(g)	<p>3×1 3, 4, 2, 1 4 correct = 3 marks, 3 or 2 correct = 2 marks, 1 correct = 1 mark</p>	<p>3 marks AO1 – 1 AO2 – 2</p>
2(h)(i)	<p>3×1 Must be from Figure, or implied. Thousands of hectares of land bare of vegetation - Vegetation destroyed. Heavy rains to wash soil into rivers (accept flooding). – Water pollution/silting of rivers. Greenhouse gas emissions/fewer trees to absorb CO<sub>2</sub>. Global warming/climate change. Areas of forest are burned. Air pollution.</p>	<p>3 marks AO2 – 2 AO3 – 1</p>
2(h)(ii)	<p>2×1 Allow 1+1 for a developed point.</p> <p><i>E.g. Demand for agricultural produce is expected to increase (1) therefore more forest cleared for farmland (1). Agriculture accounts for more than 5% of the Brazilian GDP, so it is important to the economy (1) therefore more forest cleared for farmland (1). Demand for forest products (1) such as mahogany for furniture (1). Land cleared for new roads (1) to open up areas for open cast mines (1).</i></p>	<p>2 marks AO1 – 1 AO2 – 1</p>

2i	<p><b>Level 1 (Basic) 1-2 marks</b>                      Simple statements without development of ideas.                      Gives simple suggestions</p> <p><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><b>Level 2 (Clear) 3-4 marks</b>                      Clear with development of ideas. Clearly links statements.                      Clear suggestions</p> <p><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 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>	<p>4 marks                      AO1 – 2                      AO2 – 1                      AO3 – 1</p>
3(a)	<p>1×1                      Food/Imports come from many countries/worldwide/many continents.</p>	<p>1 mark                      AO2 – 1                      Common</p>
3(b)	<p>2×1                      Exports from less developed countries are increasing.                      The proportion of exports from less developed countries that are primary products is decreasing.</p>	<p>2 marks                      AO1 – 2</p>
3(c)	<p>2x1+1  <b>Changing markets:</b> as countries develop (1), their people become consumers (1) growth of new market economies (1) – China, India, E Europe (1).  <b>Technological development:</b> decrease in cost of international phone calls (1), instant messaging by fax/text/internet (1), bigger and faster ships/planes (1).</p>	<p>4 marks                      AO1 – 4</p>
3(d)	<p>3×1                      5, Europe, Germany</p>	<p>3 marks                      AO3 – 3</p>

3(e)	<p><b>Level 1 (Basic) 1-3 marks</b> Simply stated benefit/s without development of ideas.</p> <p><i>E.g. more jobs, better wages.</i></p> <p>Social benefits from improved infrastructure/social spending enabled by, for instance, increased tax revenue. Raises GNI.</p> <p><b>Level 2 (Clear) 4-6 marks</b> Clear benefits with development of ideas. Clear description of how the development of new TNCs can benefit local people.</p> <p><i>E.g. training is 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.</i></p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</b> 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><b>Intermediate Performance (2 marks)</b> 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><b>High Performance (3 marks)</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>6 marks AO1 – 4 AO2 – 2</p> <p>SPaG – 3 marks</p>
3(f)(i)	<p>2×1 1 mark for correctly completed segments, 1 mark for correct shading.</p>	<p>2 marks AO3 – 2</p>
3(f)(ii)	<p>1+1 It has decreased (1) from 25% - 5% or by 20% (1)</p>	<p>2 marks AO3 – 2</p>

3(g)	<p><b>Level 1 (Basic) 1-2 marks</b> Simply stated effects without development of ideas.</p> <p><i>E.g. factories close, fewer jobs, less income, area becomes rundown.</i></p> <p>Negative multiplier effect (without explanation). Accept growth of service sector.</p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear effects with development of ideas. Clear description of how de-industrialisation/tertiarisation can affect an area.</p> <p><i>E.g. Factories close down, which leads to unemployment putting people into poverty, so they have less money to spend in shops and the shops close (negative multiplier effect). Developments might refer to out-migration/depopulation.</i></p>	4 marks AO1 – 2 AO2 – 2
3(h)(i)	3×1 south-east, 2, city	3 marks AO3 – 3
3(h)(ii)	<p>3×1 Near a motorway: <i>accessible for workforce/deliveries and distribution. 'Accessible' must be qualified.</i></p> <p>Near a university city: <i>near to skilled workforce, linkage to research facilities, broadband availability.</i></p> <p>Close to open countryside: <i>attractive environment with green/natural features/leisure facilities to attract key workers, space for car parks, room to expand, cheap land.</i></p>	3 marks AO2 – 3 Common
3(h)(iii)	<p><b>Level 1 (Basic) 1-2 marks</b> Simple statements without development of ideas. Lists problems with no or limited elaboration.</p> <p><i>E.g. increased traffic, loss of open space/greenery, visual pollution, incomers into the village, noise pollution.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear description with development of ideas. The nature of the problem is clear.</p> <p><i>E.g. increased traffic along the minor road which causes fumes/air pollution/noise/risk of accidents /congestion, loss of open space/greenery which means loss of animal habitat/recreational areas, 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

<p>3(i)</p>	<p>Candidates may refer to methods/technology/schemes to increase sustainability, legislation/incentives, management/planning strategies.</p> <p><b>Level 1 (Basic) 1-3 marks</b>                  Simple statements without development of ideas.                  Lists environmental benefits.</p> <p><i>E.g. uses fewer resources/less power/less fossil fuel, reduces CO<sub>2</sub> emissions, resources are not wasted but recycled, less land fill. Or social/economic benefits.</i>  <i>E.g. efficient factory ensures continued employment.</i></p> <p><b>Level 2 (Clear) 4-6 marks</b>                  Clear description with development of ideas.</p> <p><i>E.g. reduce 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.</p> <p><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>	<p><i>6 marks</i>  <i>AO1 – 3</i>  <i>AO2 – 3</i>  <i>Common</i></p>
-------------	---	--

4(a)	1×1 Travel to many (8) countries across the world/most continents. Reject 'many places'.	1 mark AO2 – 1 Common
4(b)	2×1 In the 1980s long-haul destinations became increasingly popular with people in more developed countries. In the 1960s, package holidays to the Mediterranean region of Europe became popular.	2 marks AO1 – 2
4(c)	2x1+1 <b>Increased wealth:</b> more disposable income (1) to spend on holidays/can afford to take more than one holiday per year (1). Can afford long haul holidays (1). 'More money' needs qualification e.g. <i>More money makes it easier to go on holiday.</i>  <b>Technological development:</b> quick and easy travel (1) improved transport facilities - better roads mean more people drive to nearby countries/airport expansion/faster or larger aircraft/online booking (1). Easier to book holidays (1). Easier to compare prices between destinations (1).	4 marks AO1 – 4
4(d)	3×1 1600, lower than, increase	3 marks AO3 – 3
4(e)	<b>Level 1 (Basic) 1-3 marks</b> Simple statements without development of ideas. Simply stated benefit/s e.g. <i>more jobs, better wages</i> . Possible benefits include: employment, higher wages/increased prosperity, social benefits from improved infrastructure/social spending enabled by, for instance, increased tax revenue. Increase GNI.  <b>Level 2 (Clear) 4-6 marks</b> Clear 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.</i> Accept an explanation of what a government could do with increased tax revenue.  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>  'Better...' ideas (2 or more) linked to an improvement =L2.	6 marks AO1 – 4 AO2 – 2

4(e)	<p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</b> 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><b>Intermediate Performance (2 marks)</b> 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><b>High Performance (3 marks)</b> 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
4(f)(i)	2×1 1 mark for correctly completed bars, 1 mark for correct shading.	2 marks AO3 – 2
4(f)(ii)	1+1 It has decreased (1) from 40million - 20 million or by 20 million (1)	2 marks AO3 – 2
4(g)	<p><b>Level 1 (Basic) 1-2 marks</b> Simply stated effects without development of ideas <i>e.g. hotels close fewer jobs.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear effects with development of ideas. Clear description of how decline in income from tourism can affect an area <i>E.g. hotels close down, which leads to unemployment putting people into poverty, so they have less money to spend in shops and the shops close (negative multiplier effect). Developments might refer to out-migration/depopulation.</i></p>	4 marks AO1 – 2 AO2 – 2
4(h)(i)	3×1 south-east, 7km, village	3 marks AO3 – 3
4(h)(ii)	<p>3×1</p> <p><b>Coastal location:</b> <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><b>Near a motorway:</b> <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>	3 marks AO2 – 3 Common

	<p><b>Near a capital city:</b> <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>	
4(h)(iii)	<p><b>Level 1 (Basic) 1-2 marks</b> Simple statements without development of ideas. Lists problems with no or limited elaboration e.g. <i>increased traffic, loss of open space/greenery, visual pollution, noise from bars and clubs, water pollution.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear description with development of ideas. The nature of the problem is clear e.g. <i>increased traffic along the road which causes fumes/air pollution/noise/risk of accidents/noise/congestion, loss of open space/greenery which means loss of animal habitat/recreational areas, visual pollution due to large, ugly buildings that do not blend in with the landscape. Sewage has to be disposed of and is discharged into the sea causing water pollution.</i> Development may be case study examples.</p>	<p>4 marks AO2 – 4 Common</p>
4(i)	<p>Candidates may refer to methods/technology/schemes to increase sustainability, legislation/incentives, management/planning strategies.</p> <p><b>Level 1 (Basic) 1-3 marks</b> Simple statements without development of ideas. Lists environmental benefits/schemes e.g. <i>issue tourism planning guidelines, restrict building height, refuse planning permission. Green taxes, Recycling waste.</i></p> <p>Or social/economic benefits/schemes e.g. <i>have community tourism schemes.</i></p> <p><b>Level 2 (Clear) 4-6 marks</b> 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></p> <p>Or social/economic benefits/schemes e.g. <i>have community tourism schemes that help keep money in the area by employing local staff, maintaining local communities' economic well-being into the future.</i></p> <p>Or clear explanation of how a scheme works. Development may be case study examples.</p>	<p>6 marks AO1 – 3 AO2 – 3 Common</p>