



GCSE

Geography (Specification B)

90352H Unit 2 Hostile world and Investigating the shrinking world
Mark scheme

9035
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Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

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

Candidates will be required to:

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

Levels Marking - General Criteria

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

Level 1: Basic

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

Level 2: Clear

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

Level 3: Detailed

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

Annotation of Scripts

One tick equals 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

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 Question 1 and two questions in Question 2. 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.

Question 1 – Living with natural hazards

Question	Marking	Marks
1ai	1X1 Constructive (divergent) Reject 'Construction'	1 mark AO3 – 1
1aii	Levels of response Level 1 (Basic) 1-2 marks Gives a basic idea of divergent plate movement/rising magma. <i>E.g. Plates are moving apart. Magma rises up from below the earth's crust. Reference to movement at a constructive plate boundary or physical process E.g. New rock is being formed.</i> Credit simple references to the build-up of lava and/or ash. Level 2 (Clear) 3-4 marks Gives clear indication of process, linking statements or correct sequence. <i>E.g. As plates diverge at a constructive plate boundary new rock 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>	4 marks AO1 – 1 AO2 – 2 AO3 – 1 Common
1b	2X1+1 Can generate geothermal energy (1) – cheap/clean/renewable (1). Attractive scenery (1) – attracts tourists (1) – can earn money (1). Good for growing crops (1) – fertile volcanic soils (1). mineral deposits (1) attract industry (1) which bring jobs (1), or e.g. such as gold/diamonds (1). Reject 'houses are cheaper'. 1 mark for each correct suggestion. Developed suggestions can also gain a second mark. There must be some reference to Figure 2 to gain the maximum 4 marks.	4 marks AO1 – 2 AO2 – 2
1c	Levels of response Level 1 (Basic) 1-3 marks Simple statements without development of ideas or elaboration is very limited. <i>Yes: E.g. Haiti is a poor country/low GNI and can't afford expensive schemes. As it is poor, Haiti has other more pressing problems as earthquakes are not common. Building codes aren't enforced as earthquakes are rare. Building codes aren't enforced as people can't afford the expensive building materials. Buildings are more likely to collapse/roads impassable, so death tolls will be higher Vice-versa for Chile.</i>	8 marks AO1 – 3 AO2 – 3 AO3 – 2

No: Simple ideas about how damage can be reduced in a poor country. *E.g. They could strengthen buildings to make them earthquake proof. They could teach the population what do if an earthquake strikes. They could make buildings out of bendy materials* i.e. some idea of even though they are poor there is always something they **could** do to reduce the amount of damage.

Accept simple ideas about never being able to beat the forces of nature no matter how rich you are. *E.g. It was a very powerful quake and the epicentre was near the surface so there was a lot of shaking.*

Accept simple ideas about why people cannot adequately prepare as earthquakes cannot be accurately predicted. *E.g. People cannot be told when an earthquake is coming so cannot be ready for it no matter how rich you are.*

Level 2 (Clear) 4-6 marks

Clear description of methods with development of ideas.

Yes: *E.g. Haiti is a poor country as shown by its low GNI/low life expectancy/high birth rate/ low number of internet users and can't afford expensive scheme such as retrofitting of buildings/base isolation/computer-controlled counterweights. Building codes aren't enforced as people can't afford the expensive building materials and have to rely on making their own houses out of sun baked bricks, which would never withstand such a powerful earthquake.*

Vice-versa for Chile. *E.g. Chile is richer and unlike Haiti can afford base isolation which allows base of building (foundations) to slide with ground shaking and stops shaking of the building.*

No: *E.g. They could build houses out of materials that are flexible, such as bamboo. These will not collapse when an earthquake strikes as they move with the shock waves.* i.e. clear idea of even though they are poor there is always something they **could** do i.e. appropriate technology/affordable for less developed countries

Accept clear ideas with examples about never being able to beat the forces of nature no matter how rich you are.

Development may be case study examples from other 'poor quakes'.

Clear ideas about why people cannot adequately prepare as earthquakes cannot be accurately predicted. *E.g. Even though much research and money has been spent on trying to predict earthquake none have been*

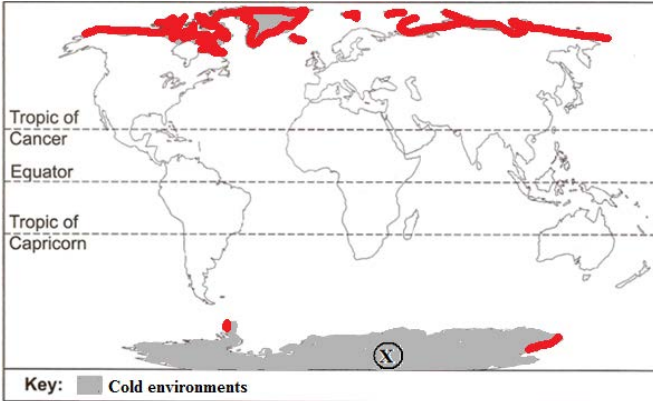
	<p><i>successful. No matter how rich you are, people will still only get a couple of seconds warning when an earthquake is coming so cannot evacuate the area.</i></p> <p>Level 3 (Detailed) 7-8 marks Detailed description of methods with continued development of ideas. Continued development could be case study examples. No: <i>E.g. In Costa Rica they have built houses out of bamboo, which is cheap to produce, but is very strong and bends easily The bamboo houses will not collapse when an earthquake strikes as they are flexible and move with the shock waves. When a strong earthquake struck Costa Rica in 2009, none of the bamboo houses at its epicentre were destroyed. They could do this in Haiti as it is also a poor country i.e. detailed idea of even though they are poor there is always something they could do.</i> Yes: <i>E.g. Chile is richer and unlike Haiti can afford base isolation, which allows base of building (foundations) to slide with ground shaking and stops shaking of the building, which stops it collapsing and gives people a chance to get out and reduces damage to people and property. Or they can afford retrofitting with X frames built around old buildings, which strengthens building and stops building collapsing, which gives people a chance to get out.</i> Continued development could be case study examples. <i>E.g. In the 1970s and 1980s, the Japanese government embarked on a major earthquake preparedness campaign and put much time and money into research on earthquake prediction. It failed to predict the earthquake which devastated the city of Kobe in 1995. Despite all this effort by seismologists, an earthquake prediction cannot yet be made to a specific day or month. The only thing that we can do is have an early warning device that can provide a few seconds warning before major shaking arrives at a place and it is unlikely that these would be in place in Haiti as it is a poor country as shown by its low GNI/low life expectancy/high birth rate/ low number of internet users and can't afford expensive schemes. So the people of Haiti or any other country, could not be told when an earthquake is coming so could never be ready for it.</i></p>	<p>SPaG – 3 marks</p>
<p>Spelling, Punctuation and Grammar (SPaG)</p>		
<p>Threshold Performance</p>		

	<p>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance 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>	
1d	<p>3X1 Beginning: On November 3 2013, Typhoon Haiyan was at 6 °N and 157 °E/ over/in the Pacific Ocean.</p> <p>Middle: Typhoon Haiyan moved west/across the Pacific Ocean/passing over The Philippines/towards the north-west/across the South China Sea/veers NNW.</p> <p>End: landfall in Vietnam/20-22°N and 105 - 106 °E.</p> <p>1 mark beginning, 1 mark middle, 1 mark end</p>	<p>3 marks AO3 – 3</p>
1e	<p>Levels of response Level 1 (Basic) 1-2 marks Lists basic effects or elaboration is very limited. <i>E.g. journeys disrupted, livelihoods lost, people suffer trauma and death and injury, houses destroyed/homeless, crops destroyed/lack of food, stress, disease, food/water shortages, looting, cost of insurance claims.</i> Accept 'flooding' but reject features of a tropical storm such as heavy rainfall or strong winds.</p> <p>Level 2 (Clear) 3-4 marks Clear description of damage with clear linkages development of ideas. The clarity may be clear description of a primary effects or a clear link to a secondary effect <i>E.g. Flooding flushes out sewers and contaminates water supply and causes disease. A storm surge raises sea level and floods over low lying land; as a result sea fish killed due to silting/freshwater fish killed due to sea water inundation and fishermen lose livelihoods.</i></p>	<p>4 marks AO1 – 2 AO2 – 2 Common</p>

	Development could be basic effects with case study examples as the development of the idea.	
1f	<p>Levels of response</p> <p>Answers should focus on the reasons for the increased risk of wildfires. If only the causes of wildfires are given, then max L1 – 2 marks.</p> <p>Level 1 (Basic) 1-2 marks Gives a basic idea. Elaboration is very limited. <i>E.g. More housing/tourist facilities could be built in the wildland-urban interface. There will be more buildings to catch fire. More caused by arson. More roads/railways/footpaths (once only) so people can easily access area and start fires</i></p> <p>Development could be case study examples. Level 2 (Clear) 3-4 marks Gives clear ideas, linking statements. <i>E.g. More housing could be built in the wildland-urban interface and this provides more fuel for wildfires. There are many tourists/campsites/holiday village/picnic sites which increase the chances of wildfires as people start campfires which get out of control or discard cigarettes which ignite vegetation. More roads/railways/footpaths so people can easily access area and start fires or sparks from engines/rail tracks/cigarettes can start fires.</i></p> <p>Level 3 (Detailed) 5-6 marks Detailed explanation with continued development of ideas. Continued development could be case study examples. <i>E.g. Many counties in California are seeing an increase in both permanent and holiday homes. More housing built in the wildland-urban interface provides more fuel for wildfires and the many tourists/campsites/holiday villages/log cabins/picnic sites increase the chances of wildfires as people start campfires which get out of control or discard cigarettes which ignite the vegetation, which is already dry from the low rainfall and high summer temperatures. More roads/railways/footpaths so people can easily access area and start fires or sparks from engines/rail tracks/cigarettes can start fires, which are fanned by the dry Santa Ana winds.</i></p> <p>Credit acknowledgment that the areas are already climatically vulnerable.</p>	<p>6 marks AO1 – 4 AO2 – 2</p>
1g	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. <i>E.g.</i></p>	<p>6 marks AO1 – 4 AO2 – 2</p>

	<p><i>Vegetation destroyed. Air pollution. Loss of life. Property destroyed. Crops burned. Cause stress/trauma. Tourists don't visit. Ash pollutes water. Loss of animal habitats. Homes destroyed/homelessness.</i></p> <p>Level 2 (Clear) 4-6 marks Clear suggestions with development of ideas/linkages; the nature of the effects are clear. <i>E.g. Vegetation destroyed therefore animal habitats destroyed/home to many wildlife species. Air pollution - smoke plume of the fire extends into the air and can disrupt flights/cause breathing difficulties/and add to global warming. Crops burned therefore loss of income for farmers/cost of insurance claims.</i></p>	<p>Common</p>
<p>1h</p>	<p>2X1+1 Education in wildfire awareness: teach people about preparedness in schools or through tv adverts, leaflets, posters (1) + what preparedness involves <i>E.g. Defensible space - mow grass/move firewood/thin trees/clear leaves up to 30m from house to ensure that there is less fuel to feed the fire. They could cut back branches to stop them falling onto house if do ignite and have fire retardant roof materials to stop house burning if sparks do land on it. Evacuation: Develop household evacuation plans/listen to the radio/check the internet for wildfire reports, plan route, and take supplies and wildfire emergency kit. Clear driveways to ensure access for emergency services/exit for cars. Move to 'safe' areas.</i> Lifts from Figure 7 must have some simple elaboration. Do not double credit the same point in both sections.</p> <p>Reject 'know what to do', 'be prepared' 'less deaths/damage' without elaboration.</p>	<p>4 marks AO2 – 4</p>

Question 2 – The challenge of extreme environments

Question	Marking	Marks
2ai	<p>1X1 1 mark for correct location (arrow or encircled), with appropriate label (with 'tundra' or named location such as Alaska) – Any area outlined below in (black).</p> 	<p>1 mark AO3 – 1</p>
2aii	<p>Levels of response Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Some simple reference to the effect of latitude <i>E.g. sun's rays passing through more of the atmosphere. A larger area of the earth's surface has to be heated.</i> Accept references to altitude <i>E.g. There is much highland in Antarctica.</i> Accept simple statements about cold winds and lying snow and simple references to continentality. Reject 'far from the Equator', 'near the South Pole'.</p> <p>Level 2 (Clear) 3-4 marks Gives clear indication of process, linking statements. Clear reasons for the formation with development of ideas. Clear reference to the effect of latitude <i>E.g. sun's rays passing through more of the atmosphere and therefore lose heat. A larger area of the earth's surface has to be heated due to the curvature of the earth.</i> Accept clear references to altitude <i>E.g. There is much highland in Antarctica and with increased height the temperature drops about 1 degree °C per 100 metres.</i> Accept clear statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality.</p>	<p>4 marks AO1 – 1 AO2 – 2 AO3 – 1 Common</p>
2b	<p>2X1+1 1 mark for stating an economic/research opportunity. <i>E.g. Take fish and whales from the sea, exploit minerals,</i></p>	<p>4 marks AO1 – 2 AO2 – 2</p>

	<p><i>to discover if minerals lay beneath the ice and whether these could be mined, accommodate tourists, to be used as a place for scientific research.</i></p> <p><i>A second mark for development of the idea E.g. Tourists attracted to wilderness area and companies provide cruises. Research bases were developed to enable the study of our world and the effects that human activity can have on it.</i></p> <p><i>Development of ideas may be case study examples. E.g. the Northstar oil platform was built offshore in the Beaufort Sea to exploit new oil reserves. The US developed oilfields in Alaska so they did not have to depend on foreign oil supplies. The unspoilt wilderness of Antarctica is a great attraction for ecotourists. The spectacular scenery and wildlife mean that cruise ships visit the Antarctic Peninsula under carefully regulated conditions so that minimal environmental damage is caused.</i></p>	
<p>2c</p>	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks</p> <p>Simple statements without development of ideas.</p> <p>Yes: <i>General statements of benefits E.g. countries will work together. Other countries will not go against the majority. Agreements help to draw up strict rules. They can help to ban harmful activities. Simple suggestions/lifts as to what treaty/treaties entail E.g. nuclear testing is banned, mining is banned, territorial claims are laid aside by member countries, fishing quotas are introduced, tourist numbers/activities are limited (lifts max 2 marks).</i></p> <p>Or why agreements are needed to help to the environment <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. Or other simple ideas as to why environmental protection is important.</i></p> <p>No: <i>General statements of why other approaches may be better. E.g. conservation strategies - examples could be from any cold environment. In Alaska the ANWR was set up backed by laws to preserve the landscape and protect wildlife.</i></p> <p>Accept answers that focus on the reasons why development might be allowed to take place in cold environments. <i>Development can be done in a way which does not harm the environment. We need the resources as we are running out. Only a small area will be used, the</i></p>	<p>8 marks</p> <p>AO1 – 3</p> <p>AO2 – 3</p> <p>AO3 – 2</p>

rest can be conserved – there has to be a balance. Or other simple ideas as to why economic gain is important.

Level 2 (Clear) 4-6 marks

Clear statements with development of ideas.

Yes: Clear statements of benefits E.g. 46 countries will work together under the Antarctic Treaty. Other countries will not go against the majority as the countries represent 80% of world population. Agreements help to draw up strict rules E.g. mining is banned for at least the next 50 years. Nuclear testing is banned as the Antarctic is a natural reserve devoted to peace and science, fishing quotas are introduced which means the industry is strictly regulated and once the quota is reached no more fish can be taken, tourist numbers/activities are limited under an agreement by IAATO which mean that only smaller ships visit the area.

Or clear statements why agreements are needed to help to the environment 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.

Development may be case study examples from any cold environment.

No: General statements of why other approaches may be better. E.g. conservation strategies - examples could be from any cold environment. In Alaska the ANWR was set up backed by laws to preserve the landscape and protect wildlife by restricting access, banning commercial activity and the use of motorised equipment.

Development may be case study examples from any cold environment.

Accept clear answers that focus on the reasons why development might be allowed to take place in cold environments. *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 resources as many are non-renewable and we are running out, we can't put a few penguins/polar bears in the way of progress.*

Level 3 (Detailed) 7-8 marks

Detailed reasons with continued development of ideas.

Yes: Detailed statements of benefits *E.g. An International Agreement protects Antarctica. The Antarctic Treaty laid down rules governing human activity, which became law in 1998 and 46 countries, representing 80% of world population, are members. Antarctic Special Protected Areas have been set up and areas with great scientific value have a very strict management plan. A permit is needed to enter so delicate ecosystems are not disturbed. In other areas, activities are closely monitored and there are strict regulations on waste from scientific bases. Most waste is now taken away from the Antarctic but some is biologically treated and put in an incinerator. The Treaty banned mining for at least 50 years due to campaigns by pressure groups such as Greenpeace. Seal hunting is strictly regulated and some species such as the Ross Seal is given special protection. Fishing boats have quotas and once the quota is reached no more fish can be taken. They have to report their catch and the impact on the whole ecosystem is closely monitored to find out its effect on food chains. Tourist numbers/activities are limited under agreement by IAATO and all tours must be guided and not enter environmentally sensitive areas. Only smaller ships must visit the area.*

Or detailed ideas to show why environmental gain is important. Continued development could be case study examples from any cold environment *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, they are still finding oil in Prince William Sound over 40 years after the Exxon Valdez spill. It is an important area for research into understanding the way that our earth works and how we could avoid global climate change, it was through research in Antarctica that scientists discovered the ozone hole and gave us a chance to repair the damage we had done to our atmosphere, if the environment had been polluted we would have lost this opportunity.*

No: Develops the idea to show detailed ideas as to why economic gain is important. *E.g. Development can be done in a way which is sustainable and does not harm the environment such as limiting the number of tourists to Antarctica as quotas are put on the number of tourists and visiting boats must be small. The tour organisers must follow strict guidelines which are laid down by IAATO. In Alaska the oil/gas are needed as they are non-renewable and we are running out, we can't put a few*

	<p><i>polar bears in the way of progress, alternative forms of energy will not meet our needs, so we must exploit the resources that we have. People in the area are very much in favour as they need the jobs, they have few alternatives and they don't want to have to rely on the old ways of hunting and gathering to survive in an extreme environment, they want to be able to have a higher living standard, a good wage and a snow mobile. An International Agreement protecting the environment would limit economic opportunities.</i></p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>SPaG – 3 marks</p>
2d	<p>3X1 Many areas of hot desert are found around the Tropics (Cancer and/or Capricorn) (1). Gives latitude (15-30° N/S) (1). The continent with the largest area of hot desert is Africa. Hot deserts are often found on the western edges of continents.</p>	<p>3 marks AO3 – 3</p>
2e	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. <i>E.g. soil exposed/removed/eroded. Plants can't grow. No vegetation. No food for people. People can't live there/move away.</i></p> <p>Level 2 (Clear) 3-4 marks Clear effects with development of ideas/linking statements. <i>E.g. Soil exposed and open to soil erosion, it is then easily washed away by heavy rainfall/flash</i></p>	<p>4 marks AO1 – 2 AO2 – 2 Common</p>

	<p><i>floods/becomes gullied. Soil dries out easily and blown away as dust storms by the wind. The remaining infertile lower layers of soil become baked hard by the sun and land becomes unproductive.</i></p>	
2f	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Lists the demands being made on areas of tropical rainforest. Gives a basic idea of causes. Elaboration is very limited. <i>E.g. Continued deforestation caused by logging, commercial farming, dam building, mining, road building.</i></p> <p>Level 2 (Clear) 3-4 marks Gives clear ideas, linking statements. <i>E.g. logging brings in money/jobs for local people and therefore this activity will continue/increase and lead to more deforestation. Population pressure leads to land being cleared for ranching to supply food.</i> Or, gives an indication of pressure on the rainforest environment <i>E.g. a lot of farmers keep cattle that need large areas of land, upon which to graze.</i></p> <p>Level 3 (Detailed) 5-6 marks Detailed explanation with continued development of ideas. <i>E.g. logging brings in money/jobs for local people which they desperately need as there are few other opportunities to make a living, logging companies build facilities for local people which improves their quality of life and which otherwise they would not have as the government cannot afford to provide them, logging companies pay taxes which raises money for the government and increases GNI/wealth in the country therefore this activity will continue/increase and lead to more deforestation.</i> Continued development could be case study examples.</p>	<p>6 marks AO1 – 4 AO2 – 2</p>
2g	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. <i>E.g. Loss of animal habitats/species endangered/extinct, disruption of ecosystem, change local climate/less rainfall, increased flooding, less value as a tourist attraction/loss of tourist income, loss of long term income from logging, displaces indigenous population.</i> Accept refs to global warming/global climate change.</p> <p>Level 2 (Clear) 4-6 marks Clear effects with development of ideas/linking statements. <i>E.g. Alters local climates/less rainfall, fewer plants able to grow and areas of the Amazon rainforest</i></p>	<p>6 marks AO1 – 4 AO2 – 2 Common</p>

	<p><i>will become savannah grassland. Fewer trees breaks the nutrient cycle/land becomes infertile and this results in loss of animal habitats/loss of species such as anaconda snakes, increased flooding/mudslides etc. Local Xingu people depend on the forest for food and if the land is infertile, they cannot grow crops and there are fewer animals to hunt. This forces them out of their homes as does the threat from flooding.</i></p> <p>Basic effects with a clear sense of place will access Level 2, i.e. place names, clear description of an actual effect. No named example = max 5 marks</p>	
<p>2h</p>	<p>4X1(1+1 for developed points) Accept references to preserving/creating habitat/conserving animal (and plant) species and ecosystems. Valuable/threatened ecosystem. Maintaining local climate and reducing flood risk/run off. Reducing risk of soil erosion. Accept: Replanted forest attracts ecotourists - Ecotourism is the responsible development and management of tourism, which helps to preserve the environment as ecotourism provides funds for conservation projects /provides jobs for local people (crafts, guides).</p> <p>Why trees should be replanted in tropical rainforest areas = 1 mark and developed valid reasons can also gain further marks.</p> <p><i>E.g. Serves as a 'buffer zone' (1), surrounding and protecting the remaining virgin rainforest (1) To create this, they have replanted local/fast growing trees (1) that can be grown in forest nurseries which also provide employment for locals and brings an income for local people (1) so they do not have to cut down forest for their livelihood (1).</i></p> <p>Lifts from Figure 12 must have some simple elaboration.</p>	<p>4 marks AO2 – 4</p>

Question 3 – Investigating the globalisation of industry

Question	Marking	Marks
3ai	2X1 Most in North America/the north of America (or, accept USA and Canada - reject USA/Canada alone). Also in Central America (Panama) and the Caribbean (Cuba). None in the rest of the world. Reject 'In the Northern Hemisphere'.	2 marks AO3 – 2
3aii	2X1 It has become a global industry. Now Coca Cola is produced in over 200/many countries. Now in all/most continents/more widespread. Also in many/more less developed countries now. Now in Southern Hemisphere.	2 marks AO2 – 2
3b	4X1 (1+1 for developed points) One mark for each descriptive point relating to the global operations of a Transnational Corporation. No mark for name of Transnational Corporation, but no name = max 2. <i>E.g. Nike has 612 factories (1) in 46 countries (1) employing 820, 000 workers (1). Its operations take place in 6 continents (1) in both developed and less developed countries (1).</i> <i>Reject references to amount of profit/losses.</i>	4 marks AO1 – 4
3c	Levels of response Level 1 (Basic) 1-2 marks Simple statements without development of ideas. <i>E.g. Guarantees prices paid to farmers. Farmers/producers get more money. (Accept 'people being paid a fair wage'.)</i> <i>Improves standard of living.</i> Discrete statements without clear linkages. Level 2 (Clear) 3-4 marks Clear references to benefits <i>E.g. Guarantees prices paid to farmers, which helps to secure a living wage/makes it easier for farmers to plan for the future.</i> <i>Improves standard of living + egs.</i>	4 marks AO1 – 4 Common
3d	1X1 The difference in levels of wealth/income/ (economic) development between countries The difference between rich and poor countries.	1 mark AO1 – 1 Common
3ei	1X1 270km (Accept 240-300km)	1 mark AO3 – 1

	<p>meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>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.</p> <p>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.</p>	AO3 – 2
3fi	<p>2X1 Between 2007 and 2030 the amount of CO² emission from China could increase (1) by 5.8 (or from 6.2 to 12) billion tonnes (1). Accept 'almost double'. i.e. Increase + some use of figures</p>	2 marks AO3 – 2
3fii	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Simple references to increasing atmospheric pollution (pollution needs qualification). More global warming. No clear linkages. References to non-industrial problems e.g traffic congestion = max L1</p> <p>Level 2 (Clear) 3-4 marks Gives clear indication of impacts, linking statements. <i>E.g. there is an increase in emissions from factories/transport contributing to the greenhouse effect and increasing global warming.</i> Credit the effects of global warming as developed points <i>E.g. sea level rises.</i> Accept references to other environmental problems <i>E.g. clearance of vegetation for building, loss of habitats, loss of biodiversity, noise pollution.</i></p>	4 marks AO1 – 2 AO2 – 2 Common

<p>3g</p>	<p>Levels of response Can be</p> <ul style="list-style-type: none"> - Social/Economic factors - Cultural factors - Environmental factors <p>Level 1 (Basic) 1-3 marks</p> <p>Simple statements without development of ideas. <i>E.g. exploitation issues; low wages, long hours, poor conditions.</i></p> <p><i>Atmospheric/water/land pollution, consumption of scarce resources, loss of indigenous companies/jobs, risk of 'plug-pulling' by the TNC, exploiting local government aid/wasting capital infrastructure investment, imposition of/clash with foreign cultural practices.</i></p> <p>Level 2 (Clear) 4-6 marks</p> <p>Clear suggestions with development of ideas; the nature of the disadvantages are clear. <i>E.g. Exploitation of local people with child/cheap labour - as a result local workers are paid badly for working long hours/in poor or dangerous conditions/few safety regulations. TNCs are footloose and may move their operations out of a country in search of lower wages and cheaper production elsewhere. This creates economic uncertainty within the host country. Because they are transnational TNCs can avoid paying full taxes in the countries where they operate. This affects the services governments are able to provide for local people and in this way TNCs do little to help poor countries develop.</i></p> <p>Development of ideas may be case study examples. <i>E.g. TNCs are responsible for environmental problems. In 1984 Union Carbide, an American TNC accidentally leaked poisonous gas into the air in Bhopal, India causing thousands of deaths.</i></p>	<p>6 marks AO2 – 4 AO3 – 2 Common</p>
<p>3h</p>	<p>Levels of response Accept broad ideas about sustainability, which might include social, economic and environmental considerations.</p> <p>General advantages e.g. less air pollution = max L1</p> <p>Level 1 (Basic) 1-2 marks</p> <p><i>Simple statements without development of ideas.</i> <i>General statements about planning and management</i> <i>E.g. the Ford car company have schemes to manage waste to protect the environment and to protect worker's</i></p>	<p>6 marks AO1 – 2 AO2 – 4</p>

	<p>welfare. General statements about schemes to make industry more sustainable <i>E.g. set up energy conservation schemes.</i> Lists environmental benefits <i>e.g. uses fewer resources/less power/less fossil fuel. Resources are not wasted but recycled.</i> Or social/economic benefits <i>e.g. efficient factory ensures continued employment.</i> Lifts from Figure 17 must have some simple elaboration.</p> <p>Level 2 (Clear) 3-4 marks Clear description with development of ideas. Clear statements about planning and management <i>E.g. the Ford car company have schemes to manage waste to protect the environment and to protect worker's welfare this means a cleaner environment and the company improves its image, protecting jobs for the future.</i> Clear statements about environmental benefits <i>E.g. reduces air pollution by eliminating carbon emissions so there is less contribution to future global warming. Resources are not wasted but recycled, which means less land fill and less pollution of the land and water.</i> Or clear explanation of how technology works to achieve sustainability. Development may be case study examples. <i>E.g. at the Sharp's factory in Kameyama 9,000 tonnes of water are recycled every day, Volkswagen use recycled materials to build more economical cars in low-emission factories.</i> Lifts from Figure 17 must have some simple elaboration.</p> <p>Level 3 (Detailed) 5-6 marks Detailed descriptions with continued development of ideas. Continued development may be case study examples. <i>E.g. B.A.S.F has set goals to reduce its greenhouse gas emissions by 25% by 2020. As well as cutting its own emissions B.A.S.F supplies environmentally friendly products to other companies, reducing air pollution by using green technology and alternative energy. B.A.S.F ensures a sustainable future by building a hydro-electric power station in Honduras to reduce its use of fossil fuels and provide energy and jobs for local people. In Brazil its education programme benefits 10,000 children and creates a trained workforce.</i></p>	
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Question 4 – Investigating global tourism

Question	Marking	Marks
4ai	2X1 In 1970 all of the main destinations for tourists from the UK were in (Western) Europe (1). Accept example(s) of the names of countries once – France, Germany, Spain (1). Accept clustered together/not widespread (1). Close to the UK (1). Accept approximate latitude and longitude. Reject 'In the Northern Hemisphere'. Few people travelled to long haul locations (1) such as those in Africa and Asia/in the Southern Hemisphere (1).	2 marks AO3 – 2
4aii	2X1 Has become more of a global industry (most/all continents), (most countries). More widespread/less clustered/more people venture beyond Europe/to long-haul destinations. Accept example(s) of the names of countries once – Canada, Australia, USA, Thailand. Accept 'to less developed countries'/ Southern Hemisphere.	2 marks AO2 – 2
4b	2X1+1 1+1 for developed points Increased wealth = E.g. means people have more disposable (spare/extra) income (1) can afford to spend on holidays (1) or travel to more remote areas/further afield (1). This means that people can take more holidays during the year accept once only (1). Accept that increasing wealth of countries (LEDCs) means investment in tourism. Increased leisure time = holiday entitlement in many rich nations has increased (over the past century)/more time off work. Changing lifestyles - early retirement/gap years. Accept paid holidays.	4 marks AO1 – 4
4c	Levels of response Level 1 (Basic) 1-3 marks States types of holiday destination and offers tentative links between the types of holiday destination stated and the opportunities for tourist activities <i>E.g. Some places have beaches and you can swim. Some people visit cities to see museums. There are lots of shops/shopping in cities. There are lots of hotels in cities.</i> Or, states the nature of the location <i>E.g. Some places have beaches with silver sands/clear blue sea, attractive</i>	6 marks AO2 – 4 AO3 – 2 Common

	<p><i>scenery, hot climate.</i></p> <p>Level 2 (Clear) 4-6 marks Clear suggestions with development of ideas/links points together; the nature of the opportunities for tourist activities are clear <i>E.g. Some people visit cities to take cultural holidays or short breaks to see museums, art galleries and cathedrals.</i> <i>E.g. Some places have beaches with clear blue seas and offer opportunities for water sports such as scuba diving to see exotic fish.</i> A range (>2) of activities linked to a beach/city environment = L2. Development may be case study examples. <i>To take short breaks or to see theatre shows such as London's West End.</i> Examples need not be from Figure 22.</p>	
4d	<p>Levels of response</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas or elaboration is very limited. Lists transport developments with tentative links as to they have made it easier for people to take holidays; faster planes, bigger boats. Reject 'trains/boats/planes' alone. <i>E.g Easier to go on long haul holidays. Planes can go long distances without stopping. Easier and cheaper to travel.</i> Accept more/regional airports, more fuel efficient (planes, coaches, trains, etc)/reduce costs, improved road network, rail electrification, Eurotunnel. Budget airlines such as Easyjet and Ryanair have brought prices down and increased traffic volumes.</p> <p>Level 2 (Clear) 3-4 marks Clear suggestions with development of ideas. <i>Motorways have linked places together, regional airports make it quicker and easier to travel. Faster planes reduce the friction of distance and make distant destinations more accessible.</i></p>	<p>4 marks AO1 – 4 Common</p>
4e	<p>1X1 The difference in levels of wealth/income/ (economic) development between countries The difference between rich and poor countries.</p>	<p>1 mark AO1 – 1 Common</p>
4fi	<p>1X1 75(km) (accept 72-78)</p>	<p>1 mark AO3 – 1</p>

4fii	<p>Levels of response</p> <p>Level 1 (Basic) 1-3 marks Simple, undeveloped statements of economic, social or environmental benefits of tourism to a less developed country or statements with very limited elaboration. <i>E.g. provides jobs, earn more money, money spent on development, tax revenues raised, increases standard of living.</i> Lifts from Figure 20 must have some simple elaboration. <i>E.g. training/computer centre improves job prospects for locals.</i> <i>Waste recycling plant means less land pollution.</i></p> <p>Level 2 (Clear) 4-6 marks Clear explanations with development of ideas. <i>E.g. provides jobs directly in hotels but also by providing tourist-related services such as taxi drivers, construction and restaurants. Local farmers can grow high value crops that can be sold to hotels raising income and standards of living. Governments can tax visitors and pay for services such as water supply, electricity supply and roads. Waste recycling plant means less land pollution as less of the waste generated by tourists is sent to landfill sites.</i> Explains the positive multiplier effect.</p> <p>Level 3 (Detailed) 7-8 marks Detailed explanations with continued development of ideas. <i>E.g. provides jobs that serve tourists directly, such as waiters in hotels, souvenir shop assistants and tour guides but also indirectly by providing tourist-related services such as taxi drivers, construction and restaurants. People gain relatively well-paid jobs and have more money to spend on local services and in shops. This creates a positive multiplier effect as shops and services flourish creating more jobs and the cycle continues.</i> Continued development may be case study examples.</p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>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.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control</p>	<p>8 marks AO1 – 3 AO2 – 3 AO3 – 2</p> <p>SPaG – 3 marks</p>
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	<p>of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance 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>	
4gi	<p>2X1 Between 2010 and 2050 the amount of aircraft fuel that is expected to be burned could increase (1) by 700 (accept down to 690) million tonnes, from 200 (accept up to 210) million tonnes to 900 million tonnes (1). i.e. Increase + some use of figures</p>	<p>2 marks AO3 – 2</p>
4gii	<p>Levels of response Level 1 (Basic) 1-2 marks Simple statements without development of ideas. Simple references to increasing atmospheric pollution (pollution needs qualification). More global warming. More greenhouse gases. No clear linkages. Accept references to other global problems <i>E.g. clearance of vegetation for airport building/extension and noise pollution.</i></p> <p>Level 2 (Clear) 3-4 marks Gives clear indication of impacts, linking statements. <i>E.g. there is an increase in emissions from aircraft contributing to the greenhouse effect and increasing global warming.</i> <i>E.g. clearance of vegetation for airport building destroys animal habitats.</i> Credit effects of global warming as developed <i>points E.g. sea level rise.</i></p>	<p>4 marks AO1 – 2 AO2 – 2 Common</p>
4h	<p>Levels of response</p> <p>Accept broad ideas about sustainability, which might include social, economic and environmental considerations. Answers can be about any tourist area and need not deal with a National Park.</p> <p>General advantages e.g. less air pollution = max L1</p> <p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas.</p>	<p>6 marks AO1 – 2 AO2 – 4</p>

	<p>General statements about planning and management <i>E.g. the National Park Authorities in the UK make rules to protect the National Park.</i></p> <p>General statements about schemes to make tourism more sustainable <i>E.g. set up a park and ride system.</i></p> <p>Lifts from Figure 22 must have some simple elaboration. <i>E.g. Reduce erosion caused by visitors by using local stone setts to reinforce surfaces.</i></p> <p>Level 2 (Clear) 3-4 marks</p> <p>Clear statements with development of ideas.</p> <p>Clear statements about planning and management <i>E.g. the National Park Authorities in the UK make rules to sustain communities by ensuring locals have priority in social housing/buying property.</i></p> <p>Accept general environmental schemes which need not be directly from Figure 22. <i>E.g. Guided/circular walks will mean people stay on footpaths = less erosion, visitor centre will educate people about issues, green tents blend in with surroundings, repairs to walls/footpaths keep views attractive, park & ride = less cars/air pollution.</i></p> <p>Accept general economic considerations. <i>E.g. keeping money in the area by employing local people, maintaining the community's economic well-being.</i></p> <p>Ideas about conflict resolution linked to a planning/management issue can be accepted at L2.</p> <p>Level 3 (Detailed) 5-6 marks</p> <p>Detailed descriptions with continued development of ideas.</p> <p>Continued development may be case study examples (locations or methods). <i>E.g. the National Park Authorities encourage visitors to leave their cars behind and The Peak District manages this by encouraging visitors to travel by train or bus. Travel leaflets are available at all visitor centres and other honeypot sites. Seasonal services meet summertime demands and park and ride schemes from stations en route from Manchester and Sheffield are clearly signposted and widely advertised. Once in the National Park visitors are encouraged to walk or cycle and traffic-free routes run through the Peak District such as the Monsal Trail which runs along the former Midland Railway line.</i></p>	
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