

# GCSE

# GEOGRAPHY

Paper 2 90302F

Mark scheme

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9030  
June 2014

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Version/Stage: 1.0 Final

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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)

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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.

### Annotation of Scripts

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.

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

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

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*

Where an answer fails to achieve Level 1, zero marks should be given.

### **General Advice**

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

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardization Meeting and subsequently by telephone with the Team Leader as necessary.

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

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

### **ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR**

Spelling, punctuation and grammar will be assessed via the 6 mark questions. 3 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

#### **Threshold performance (1 mark)**

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

#### **Intermediate performance (2 marks)**

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

#### **High performance (3 marks)**

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

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

**SECTION A****Question 1: Population Change**

**1 (a) (i)** Demographic Transition Model. First two words essential for mark. (1 mark)

**AO1 – 1**

**1 (a) (ii)** 1 correct = 1 mark, 2 or 3 correct = 2 marks, 4 correct = 3 marks. (3 marks)

**AO1 – 1  
AO2 – 1  
AO3 – 1**

Statement	Stage number
Total population is low but birth rate and death rate are both high.	1
Improved education and contraception cause birth rate to fall.	3
Total population is high but starting to decline because of a falling birth rate.	5
Death rate falls because of improved medical care and better food supply.	2
As living standards rise both birth rate and death rate are low.	4

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

There are no marks for explanation. **Answers need to relate to structure of population and change.** A number of possible elements may be referred to such as: fewer children / young dependants; increasing proportion of the population of working age; greater number surviving to old age / more elderly dependants. Credit elaboration of any change such as describing the transitory stage 3 elements between stages 2 and 4.

**AO1 – 2  
AO2 – 1**

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

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

**AO3 – 2**

**1 (b) (ii)** Italy (1 mark)

**1 (b) (iii)** 4 years. Credit if evidence that they have attempted the correct sum (65-61) but the answer is incorrect. (1 mark)

**AO3 – 1**

**1 (b) (iv)** Whilst the specification requires an EU case study the question does not so others may be creditworthy. Content will depend on case study; expect UK and France to be common. Needs to be clearly connected to government actions. (6 marks)

**AO1 – 4**  
**AO2 – 2**

**UK:** encouragement of migration to increase tax receipts / working population; raising of retirement age; encouragement of private pensions; public sector pension cuts; increasing paid maternity leave.

**(Spag 3 marks)**

**France:** lower retirement age for mothers with 3+ children; CFN card; scaled child benefit to encourage larger families; raising retirement age.

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

Simple statements and / or listed points with no real development and little reference to how the strategy will aid coping.

*In Britain the government have said people will have to retire late. They have also invited immigrants to come and work. People get benefits for having children.*

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

Linked statements with some explanation as to how the strategy will help address an ageing population. Must have a named example.

*France has a card system where you get discounts if you have a big family which helps because it encourages people to have more children and so a smaller proportion of the population will be old.*

*Women get to retire earlier too if they have three or more children which has the same effect of encouraging larger families. The UK is putting the pension age up to 67 or 68 so the government doesn't have to pay pensions for as long.*

**Spelling, Punctuation and Grammar**

**(3 marks)**

**SPaG**

**Threshold performance**

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

**1**

**Intermediate performance**

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

**2**

**High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the

**3**

	context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	
<b>1 (c) (i)</b>	2x1	(2 marks)
	Credit any reasonable impact. Must be factual rather than perception.	<b>AO1 – 1</b> <b>AO2 – 1</b>
	Positive: increase work force; fill skill gaps; increase tax receipts; cultural diversity / links.	
	Negative: resentment; increased demand for services.	
<b>1 (c) (ii)</b>	1+1	(2 marks)
	1 mark for statement, 2nd for elaboration. Impact can be positive or negative.	<b>AO1 – 2</b>
	Money sent home from abroad (1) aids economy (1); fewer unemployed people (1); labour / skill shortages (1) as the most able leave (1); ageing population (1) as the young have left (1).	
<b>1 (c) (iii)</b>	Expect reference to push and pull factors. Most likely to be Eastern Europe to UK but other possibilities exist. More chance of finding a job / better education / standard of living. Higher wages allowing remittances to be sent home. Lack of opportunities in less well developed economies. Expansion of EU in 2004 made migration possible. Must be within the EU. Can be within a country.	(4 marks)
	<b>Level 1 (Basic) (1-2 marks)</b> Simple statements with no links. <i>Unemployment in Poland. The UK has higher wages. It is the law that you can migrate in the EU if you want to.</i>	<b>AO1 – 2</b> <b>AO2 – 2</b>
	<b>Level 2 (Clear) (3-4 marks)</b> Linked statements showing some explanation of the link between factor and migration. Must have a named place. <i>The pound was worth a lot of Polish currency so ordinary jobs here meant a lot of money could be sent home. When the Greek economy collapsed people went elsewhere in the EU like France to find jobs and healthcare. A high demand in the UK for labour on farms has meant lots of Eastern Europeans came to work in East Anglia.</i>	

**Question 2: Changing Urban Environments**

**2 (a) (i)** Asia (1 mark)  
**AO3 – 1**

**2 (a) (ii)** Must be differences. Accept figures or statements. Don't insist on having dates. (2 marks)

**% of population living in urban areas:** Africa lower at all points.

**Rate of urban growth:** slower in Africa 1950–1975; faster 1975 onwards; greater in Africa. **AO3 – 2**

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

There is no need to use figures from graph. No marks for description. Answers need to refer to the reasons for differences. These differences can be either amount and / or rate: Rapid urbanisation in poorer parts of the world due to rural-urban migration; current rates increasing due to industrialisation and economic development in some poorer countries; major urbanisation has already taken place in richer countries hence the already high levels of urbanisation of c. 80%. **AO1 – 1**  
**AO2 – 2**

**2 (b)** Candidates should be given credit for use of a case study if related to air and water pollution. Air and water pollution can be implicit through the description if not named. Candidates are likely to refer to the health hazards of fumes from vehicles / factories causing poor air quality and disease such as asthma. They may also refer to hazards such as smog. Water borne disease may be mentioned along with more general comments about the smell of dirty water and toxic waste in rivers and danger of poisoning. (6 marks)

**AO1 – 4**  
**AO2 – 2**

**(Spag 3 marks)**

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

Simple statements and / or listed points with no real development and little attempt to describe effects. Air or water pollution only. Credit general answers if applicable to urban areas.

*There are lots of fumes. The water is dirty. The air and water are health hazards.*



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

Linked statements with effects made clear. Both air and water pollution covered. Balance not required. Clearly relevant to poorer part of the world.

*There is lots of air pollution which causes smog and can make it hard for people to breathe. Being on the streets of Beijing for a day is as bad as smoking. Water that isn't cleaned just lies stagnant and can really smell bad. Diseases like cholera happen with dirty water.*

**Spelling, Punctuation and Grammar**

**(3 marks)**

**SPaG**

**Threshold performance**

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

**1**

**Intermediate performance**

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

**2**

**High performance**

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

**3**

**2 (c) (i)**

1 mark = 1 correct, 2 marks = 2 correct

(2 marks)

**AO3 – 2**

<b>Statement</b>	<b>True</b>	<b>False</b>
The largest concentration of the population of Bangladeshi origin is in Tower Hamlets	✓	
Bromley, South East London, has no areas where the population of Indian Origin is more than 2%		✓

**2 (c) (ii)**

Segregation.

(1 mark)

**AO1 – 1**

**2 (c) (iii)**

Candidates do not have to exemplify their answers. However, credit should be given for description of schemes such as the Aston Pride scheme in Birmingham or the work of the CRE. Answers should focus on matters such as improving community relations, ensuring that all are able to access services regardless of origin and respecting cultural differences and sensitivities.

(4 marks)

**AO1 – 2**

**AO2 – 2**

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

Simple statements with no development.

*They can make sure everyone gets on. They can do language classes. EAL teachers in schools.*

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

Linked statements showing some awareness of the support provided.

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

- |                    |   |                             |
|--------------------|---|-----------------------------|
| <b>2 (d) (i)</b>   | Must be a CBD feature. Any reasonable sign: empty shops; shops closing down; high percentage of charity / "pop-up" shops; high crime incidence; reduced numbers of shoppers.  | (1 mark)<br><b>AO1 – 1</b>  |
| <b>2 (d) (ii)</b>  | 1+1<br><br>First mark for the statement and the second for the elaboration e.g. There are more out-of-town shopping centres (1) and so the CBDs can't compete (1). More people use the internet for shopping (1) and because it is cheaper, this puts the city centre shops out of business (1). Economic downturn (1).   | (2 marks)<br><b>AO1 – 2</b> |
| <b>2 (d) (iii)</b> | 3x1 or (1+1) +1 or 1 x 3<br><br>A number of possibilities could be mentioned. There is no requirement for examples but they should be credited as elaboration: Pedestrianising the centre to make it safer and easier for shoppers; improving the physical appearance of the buildings and environment through new building projects and things such as flower baskets; creating public open spaces in the city centre and allowing more outdoor seating in cafes; encouraging arts and performance to attract shoppers. No credit for inner city regeneration except former industrial/inner city areas being integrated into an extended/relocated CBD if linked to improvement. Max 1 for list of statements/improvements. | (3 marks)<br><b>AO1 – 3</b> |

**Question 3: Changing Rural Environments****3 (a) (i)** 1 mark = 1 correct, 2 marks = 2 correct (2 marks)

	<b>Environmental</b>	<b>Economic</b>
Loss of habitats	✓	
Lower crop yields		✓
Lower biodiversity	✓	

**AO1 – 2****3 (a) (ii)** 3x1 (3 marks)

Deforestation and over-cultivation lead to loss of organic matter and increased **surface runoff**. Eroded soil is washed into rivers, blocking channels and making rivers more likely to **flood**. When land can no longer be farmed the farmers will have to **move**.

**AO1 – 2**  
**AO2 – 1****3 (a) (iii)** 3x1 or (1+1) + 1 (3 marks)

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

**AO1 – 3****3 (b) (i)** Must be an environmental policy. Accept: Environmental Stewardship Scheme; Single Farm Payment; Energy Crops; English Woodland Grants. (1 mark)**AO1 – 1****3 (b) (ii)** Evidence of use of the figure and own knowledge should be discernible. Figure 6 will be things such as a clear uncultivated margin; the height / fullness of the hedgerow; variety of wild flowers / plants. Own knowledge may be clarity re schemes or expansion upon visible photographic elements, e.g. comments on habitats / food webs. Candidates should be clear how this mitigates farming impacts/Policies do not have to be named but named policies can be credited. (4 marks)**AO1 – 1**  
**AO2 – 1**  
**AO3 – 2****Level 1 (Basic) (1-2 marks)**

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

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

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

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

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

**3 (c)**

Candidates should refer to at least one of the two factors but not others. Credit clarity of description so that full marks may be gained for description of one factor. Case study can be area, named farm, supermarket or specific crop. There are a wide variety of comments possible, both positive and negative, such as:

**(6 marks)****AO1 – 4****AO2 – 2****(Spag 3 marks)**

**Demands of supermarkets:** Prices controlled which may reduce profits; insistence on certain crop varieties; guaranteed market.

**Competition from the global market:** Food prices / profits down as imports cheaper; crops change as imports undercut local produce; new markets possible with increased exports.

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

Simple statements and / or listed points with no real development and little attempt to describe effects. No reference to case study.

*The farmers don't get paid much by the supermarkets. Farmers can sell directly to supermarkets. Farmers lose money because imports are cheaper.*

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

Clear reference to a case study. Linked statements with effects made clear.

*Supermarkets will agree to buy crops in advance as you can tell from the signs that say "grown especially for Tesco" on farms in East Anglia. This means the farmers have a guaranteed market for their produce. Therefore their income is more secure and they can plan ahead.*

*Global markets mean that farmers have more competition. This means they can be undercut by cheaper imports. A good example is New Zealand lamb which is cheaper than Welsh lamb. This means that many Welsh hill farmers are making a loss and have gone out of business.*

**Spelling, Punctuation and Grammar****(3 marks)**

**SPaG****Threshold performance**

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

**1****Intermediate performance**

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

**2****High performance**

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

**3**

**3 (d) (i)** A house that people have to visit at weekends / holiday home. (1 mark)

**AO1 – 1**

**3 (d) (ii)** Any location from the map: Pembrokeshire Coast NP; Snowdonia NP; Lleyn Peninsula. (1 mark)

**AO3 – 1**

**3 (d) (iii)** 1+1 (2 marks)

First mark for statement, second for elaboration. Candidates should connect the feature, which must be on Figure 7, to the desire for second homes there, e.g. the coast is attractive (1) so people will want to holiday there (1); The National Parks are rural / quiet (1) which makes them an escape from main homes (1).

**AO2 – 1****AO3 – 1**

**3 (d) (iv)** 1+1 (2 marks)

First mark for statement, second for elaboration. Candidates should connect the feature, which must be on Figure 7, to the absence of second homes e.g. there are major cities such as Cardiff (1) which are too busy to attract people for second homes (1).

**AO2 – 1****AO3 – 1**

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

- 4 (a) (i)**      **Balance of trade**      fair trade      invisible trade      (1 mark)  
**AO1 – 1**
- 4 (a) (ii)**      The majority of the world's trade takes place between the **richer** countries. Richer countries tend to **export** manufactured goods. Poorer countries tend to sell **primary** products and buy the goods they can't make.      (3 marks)  
**AO1 – 2**  
**AO2 – 1**
- 4 (a) (iii)**      1+1      (2 marks)  
**AO1 – 2**  
 First mark for statement, second for elaboration. Candidates may comment on any way in which this is a disadvantage, not just continuing from the brief outline above. No credit for mere repetition of an item from the paragraph in 4(a)(ii). Expect comment on: limited amount of trade (1), so limited opportunities to earn money (1), especially foreign exchange (1); dependence on one or two primary products (1) leaves them vulnerable to fluctuating demand / prices (1). Prices fixed on world commodity markets / by major corporations (1) over which the poorer countries have no control (1); primary products sell for less (1) so reduced income (1).
- 4 (b)**      1x3, or (1+1) + 1      (3 marks)  
 Max 1 for list of advantages.  
 Max 2 for general aid advantages with no reference to charity or clear idea of charity.  
 Answers should relate to the source of the development money being from a charity. This may be generalised or in reference to specific examples.  
 Relevant content would be: money donated and therefore no obligations afterward; more likely to be "bottom up" or community based and therefore reflect the needs and wishes of the communities who are being helped; money less likely to be wasted as it can be more easily monitored in smaller amounts; benefits of a scheme will be felt directly at community level; more likely to be appropriate technology.  
 Can be advantages to any interested party.  
**AO1 – 3**
- 4 (c) (i)**      1x2      (2 marks)  
 1 mark for statement and 1 mark for development.  
 They need to do more than just state something that has changed. Anything reasonable if linked to quality of life. They could therefore suggest that more irrigated crops will increase food production and thus reduce hunger and / or improve variety and reduce diet deficiencies. More obvious comments will probably be that life for women and girls is improved  
**AO2 – 1**  
**AO3 – 1**

because they have only 1/3 of the distance to walk to collect water. They could also refer to improved sense of community / empowerment of locals.

No credit for quality or quantity of water.

**4 (c) (ii)** 1x2 (2 marks)

1 mark for improvement and 1 mark for development.

They need to do more than just state something that has changed. Comments should be distinct from those at 4(c)(i) and be clearly standard of living related. Most obviously they will refer to increased income and the consequences thereof. They might also suggest that increased crop production (cash crop increases may also be mentioned) will improve standard of living because of the surplus generated for sale thereby increasing income.

**AO2 – 1**  
**AO3 – 1**

**4 (d)** Evidence of use of the figure and own knowledge should be discernible, although either may be slight. Figure 9 will be things such as the community owning the banks; women increasing incomes, sending children to school. (4 marks)

Evidence of use of the figure and own knowledge should be discernible, although either may be slight. Figure 9 will be things such as the community owning the banks; women increasing incomes, sending children to school.

Own knowledge may be seen via clarity re other community-led development schemes or in comment upon elements of the programme such as the importance of empowering women or the contribution they make to the quality of life of the household.

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

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

Simple statements with no mention of improvement in quality of life or poor people themselves.

Straight lifts with no comment. Figure or own knowledge only.  
*They can send their children to school. There are latrines now. The women themselves get to run the programme. The people who will be affected by the development are the ones responsible.*

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

Linked statements showing improvement, clarity with reference to people's own actions.

Both Figure 9 and own knowledge.

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



<b>4 (e) (i)</b>	Any one from: Spain; Italy; Croatia; Czech Republic; Lithuania; Cyprus.	(1 mark) <b>AO3 – 1</b>
<b>4 (e) (ii)</b>	85–95%	(1 mark) <b>AO3 – 1</b>
<b>4 (e) (iii)</b>	The specification requires that they have studied two contrasting EU countries. Content will depend on case studies, expect Bulgaria / Romania on the one hand and UK / Ireland / Germany on the other to be common. Economic differences likely to be most common but social, political, environmental may feature. Description only required. Must be EU countries. An account of only 1 country’s development in isolation scores 0.	(6 marks) <b>AO1 – 4</b> <b>AO2 – 2</b>

**(Spag 3 marks)**

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

Simple, probably generic, statements and / or listed points with no real sense of contrasts. Separate accounts likely.  
*The UK is well developed whereas Bulgaria has a low GNP. Some countries in EU have good industries; other parts still rely on farming.*

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

Linked statements with some contrasts evident. Clear sense of places.  
*Romania’s GNP is only \$9500. This is much lower than Britain’s at nearly \$44000. The same differences can be seen in life expectancy where we will live 7 years longer than people in Romania.*  
*The Netherlands has developed much more than Bulgaria. Netherlands has a strong farming economy based on high value salad crops and flowers which are exported around the world. Whereas a high percentage of income in Bulgaria is from low value crops or people farming for themselves and local markets.*

**Spelling, Punctuation and Grammar**

**(3 marks)**

**SPaG**

**Threshold performance**

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

**1**

**Intermediate performance**

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

**2**

**High performance**

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

**3**

**Question 5: Globalisation**

**5 (a) (i)** Secondary manufacturing **Services** (1 mark)

**AO1 – 1**

**5 (a) (ii)** 1 correct = 1 mark, 2 correct = 2 marks, 3 correct = 3 marks (3 marks)

Statement	Reason
Salaries are much lower, e.g. as little as 10% of UK salaries.	Economic
The Indian government does not tax goods imported to build and run call centres	Political
There are approximately 100 million English speakers in India.	Social
India has a stable democratic government.	Political

**AO1 – 1**  
**AO2 – 2**

**5 (a) (iii)** 1+1 (2 marks)

If no statement number, credit description if clear.

Must be an item from the table in 5(a)(ii) but no credit for mere repetition. Candidates may comment on any way in which this has led to growth.

**AO1 – 2**

Expect comment on: cost savings allow industry to grow (1) through either generous tax regime or lower wage costs (1); largest supply of English speakers in any country where it isn't first language (1) and so international business language easily available (1); and therefore the ease with which a number of markets can be serviced (1).

**5 (a) (iv)** Must be ICT only. (4 marks)

Candidates are asked to link the ICT to development so they should do more than just describe features. There is no requirement for a case study or examples but these are likely to add clarity. Likely examples are Motorsport Valley; Silicon Glen; Bangalore Technology Park. Expect comment on the ease / speed with which companies can communicate with other parts of the world through internet and cable systems; satellite communications; video conferencing can replace face to face; reduced costs of all of these negate the need for proximity.

**AO1 – 2**  
**AO2 – 2**

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

Simple statements with no development. Listed points. No attempt to link.

*Industry can be in one place but still get in touch with the rest of the world easily. The internet is really useful and phone calls are much*

*cheaper than they used to be.*

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

Linked statements showing a connection between ICT and growth.

*The internet means you can send lots of data easily. This has allowed Motorsport Valley to develop because they can do research anywhere in the world and bring it together in one place. You can have areas which specialise in call centres and the facilities they need anywhere in the world. This is because web based communication is faster and cheaper than phones. There is no loss of time.*

**5 (b) (i)** 2x1 (2 marks)

Correct completion of each bar (length of bar only, width can be ignored). Bars must be shaded.

**AO3 – 2**

**5 (b) (ii)** (2 marks)

Statement	True	False
Countries nearer to China have a higher percentage of trade with China compared with countries further away from China	✓	
All countries showed increase in trade with China between 1992 and 2010	✓	

**AO3 – 2**

**5 (b) (iii)** 1x3 or (1+1) + 1. Max 1 for just list or nothing more than statements. Max 1 for list of factors. Max 2 for general comments about economic growth. (3 marks)

Note that there is no requirement to use the map and there are clearly a huge range of possibilities here. Expect answers to include prohibition of strikes; lack of health and safety legislation; low wage costs; SEZs and tax incentives; political priorities of the country. Candidate may also pick up on the map projection and develop ideas such as Pacific Rim location; access to shipping lanes and major markets.

**AO1 – 3**

**5 (c) (i)** (1 mark)

Benefit can be to anyone involved so could be national, corporate or individual, e.g. farmers have the opportunity to increase their income / gain an income for the first time; companies can develop; the country will gain foreign currency. Money / jobs only if qualified.

**AO1 – 1**

**5 (c) (ii)** (1 mark)

Need not be explicitly visible as command is “suggest”, so any reasonable possibility, e.g. forest clearance for buildings / roads / greenhouses; more chemicals used in intensive growing; pollution of water supplies; increased water abstraction for large greenhouses.

**AO3 – 1**

<b>5 (c) (iii)</b>	<p>The specification requires positive and negative but only negative is asked for here. Description only required. No case studies or examples required but if used are likely to add clarity. Possibilities are Kenyan flower / green bean farming; shrimp farming in Thailand; rice farming areas after Green Revolution.</p> <p>Expect comment on things such as:</p> <p><b>Economic:</b> increased debt due to need to buy seeds / chemicals; unable to buy sufficient food; variable incomes; larger wealth gap between rich / poor farmers</p> <p><b>Social:</b> landlessness and replacement; lack of security; possible migration as a consequence.</p> <p><b>Level 1 (Basic) (1-4 marks)</b> Simple statements and / or listed points. Only economic or social covered. Little development of ideas. <i>Buying seeds costs money. Poor farmers lose their land. They are forced out of business. Poor farmers can't compete.</i></p> <p><b>Level 2 (Clear) (5-6 marks)</b> Linked statements with some development. Both economic and social addressed. <i>Growing cash crops should make people money but there are problems. Farmers have to borrow money for seeds and go into debt. They can lose money if the buyer suddenly pays less or doesn't want the crop. If incomes fall they can't buy food for their families. Big farms buy up the smaller ones and the farmers have to become labourers. This is less secure. They might even have to move away to the cities.</i></p>	<p>(6 marks)</p> <p><b>AO1 – 4</b> <b>AO2 – 2</b></p> <p><b>(Spag 3 marks)</b></p>
	<p><b>Spelling, Punctuation and Grammar</b></p>	<p><b>(3 marks)</b></p>
<b>SPaG</b>	<p><b>Threshold performance</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</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</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><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>

**Question 6: Tourism**

- 6 (a) (i)** Max 2 for general comments relating to tourism growth. (3 marks)  
Reserve 3<sup>rd</sup> mark for one statement having a global element.  
Answers likely to include the following examples. **AO1 – 3**  
Candidates do not need to use the exact wording shown but the explanation should be reasonable. Do not double credit or credit re-stating the stem.

**More leisure time in richer countries means that** people have more opportunities to go on holiday.

**Improvements in transport mean that** travel is quicker and easier to places which were previously difficult / time consuming to reach.

**More people having a pension income after retirement means that** they have both the time / the disposable income to go on holiday.

- 6 (a) (ii)** Any reasonable suggestion such as: More information is available about global destinations through the internet; more direct selling has made holidays cheaper. (1 mark)  
**AO1 – 1**

- 6 (b) (i)** E8/8E (1 mark)  
**AO3 – 1**

- 6 (b) (ii)** The question is asking for use of the map, which should be clearly identifiable with distinct buildings / quadrant references / features identified on the key and then developing this with some understanding of why cities are popular tourist destinations. Figure use will be evident in things such as the sights (Bell tower, Burg square, old attractive buildings) and / or activities (horse drawn carriage rides, boat trips). Understanding may be clarity about how these attract people and / or the density of attractions making the city popular. (4 marks)  
**AO2 – 2**  
**AO3 – 2**

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

Simple statements, possibly list-like. No clear evidence of map use or no development.

*They can visit the old buildings. There are boat and carriage rides. There is plenty of sightseeing.*

**Level 2 (Clear) (3-4 marks)** Clear use of the map extract. Linked statements with some development.

*The drawings on the map, eg E7, suggest historic buildings which people like to see. There are unusual attractions such as the Chocolate Museum which will encourage people to go. There are a number of activities, such as boat trips on the canal, which appeal to a range of people.*

<b>6 (c) (i)</b>	<b>Organised</b> tourism with <b>large numbers</b> of people all going to the <b>same place / at the same time</b> . One of the two phrases in bold (or equivalent paraphrase) for the first mark, second for one or both of the others.	(2 marks)  <b>AO1 - 2</b>
<b>6 (c) (ii)</b>	In descending order from the top: <b>X, W, Z, Y</b>  1 correct = 1 mark, 2 or 3 correct = 2 marks, all 4 correct = 3 marks.	(3 marks)  <b>AO2 – 2</b> <b>AO3 – 1</b>
<b>6 (c) (iii)</b>	1+1 First mark for statement, second for elaboration. Explicit use of the photograph required for credit. Candidates should connect the sign and its request to the intended consequence of reducing road deaths and therefore numbers of an endangered species. They may make some reference to the use of the law (“federally protected”) though this is not essential.	(2 marks)  <b>AO2 – 1</b> <b>AO3 – 1</b>
<b>6 (c) (iv)</b>	2x1  Any valid strategies, other than signage, which need only be stated. Such as: limiting size of developments / buildings/numbers; building tunnels under roads so animals can migrate from one site to another; declaring areas as wildlife sanctuaries / national parks; using tourist income to fund conservation. No credit for litter bins, but accept fines for littering.	(2 marks)  <b>AO1 – 2</b>
<b>6 (d) (i)</b>	Any valid statement such as: People enjoy the element of risk; they want to see things before they are no longer there, e.g. ice caps; boredom with “traditional” holidays; more can now afford these sorts of holidays.	(1 mark)  <b>AO1 - 1</b>
<b>6 (d) (ii)</b>	Must be an extreme environment. If not, zero marks. Content will depend on example used. Expect reference to Antarctica, Everest base camp / Nepal, named rainforest or desert. Candidates should be able to highlight how the increasing numbers lead to issues for the location chosen. Problems need to be environmental. Comment should be on features such as the disturbance of wildlife and habitats; the depletion of local resource bases; pollution and degradation of intrinsically fragile environments.	(6 marks)  <b>AO1 – 4</b> <b>AO2 – 2</b>  <b>(Spag 3 marks)</b>
	<b>Level 1 (Basic) (1-4 marks)</b> Simple statements and / or listed problems with no real development and no real example. No connection between growth and issues. <b>For Antarctica:</b> <i>In Antarctica the animals are disturbed. Ships</i>	

can cause pollution. **For Nepal:** Wood is cut for fires. More tourists cause more erosion.

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

Linked statements with the name of a place. Some understanding of the connection between growth and problems.

**For Antarctica:** The penguins in Antarctica are fine with small numbers of people but when a lot are onshore at once they are frightened and their breeding is interrupted. Larger cruise ships to cater for more people means bigger spills of oil and more waste which does not decompose in the cold environment.

**For Nepal:** More and more trekkers to Everest base camp means wood is cut for fires. This leads to faster deforestation. In Nepal they have extended the trekking season to attract more visitors. This means they come closer to the monsoon and the ground is more liable to erosion when it is wet.

**Spelling, Punctuation and Grammar**

**(3 marks)**

**SPaG**

**Threshold performance**

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

**1**

**Intermediate performance**

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

**2**

**High performance**

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

**3**