



GCSE

Geography A

Paper 2 / 90302H

Mark scheme

9030
June 2015

Version 1.0: Final

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

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

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

Quality of Written Communication

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

Candidates will be required to:

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

Levels Marking - General Criteria

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

Level 1: Basic

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

Level 2: Clear

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

Level 3: Detailed

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

Annotation of Scripts

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

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

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

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

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

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

General Advice

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 Standardisation process and subsequently by telephone with the Team Leader as necessary.

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

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

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via the 8 mark questions. 3 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

Threshold performance (1 mark)

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

Intermediate performance (2 marks)

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

High performance (3 marks)

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

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

SECTION A**Question 1: Population Change**

- 1 (a) (i)** 3x1 or (1+1) + 1 [3 marks]
 Must refer to more than one change for full marks
 Answers need to relate to the figures and trends as shown in the figure as these are purely skills marks. Use of figure demonstrated through quoting figures / clarity and accuracy of description: The 65+ age group increases steadily and overtakes <15 in 2000. The working age population declines from 1950 to 2025, then even more rapidly. The young dependents proportion declines quite fast from 1975 onwards.
 No credit for young, middle aged or old must use the age groups or working age, dependants etc.
 Reserve 3rd mark for use of figures
AO3 – 3
- 1 (a) (ii)** No need for reference to named countries, though credit can be given if this aids clarity. No credit for description as the structure has been given. Reasons only. Expect reference to ageing “baby boomers” creating more retirees now. Equally, more recent decline in births means youth and working age proportions decline. Rising life expectancy means more people surviving into old age. Credit elaboration of reasons such as medicine advances / costs of children. [4 marks]
AO1 – 2
AO2 – 2
- Level 1 (Basic) (1-2 marks)**
 Simple statements with no clear reference to structure.
People live longer now. There are fewer children born.
People want fewer children.
- Level 2 (Clear) (3-4 marks)**
 Linked statements showing some explanation of the link between factor and structure.
More people born when the war ended are now old so there are more of them. The birth rate has been steadily falling so there are fewer young dependents. Lots of people retiring has reduced the proportion of working age.
- 1 (b) (i)** Stage 5 [1 mark]
AO1 – 1
- 1 (b) (ii)** Possible to answer at a range of scales though likely to be at national level. No need for reference to named countries, though credit should be given if this aids clarity. Expect [4 marks]
AO1 – 1

reference to established EU countries / Scandinavia / Japan where examples given. Focus must be on the impact on the economic development. Expect comment on: increasingly less affordable costs of care; declining tax revenues; reduced workforce and possibly productivity; changing balance of spending priorities. Credit comments re positive economic opportunities of an ageing population.

AO2 – 3

Level 1 (Basic) (1-2 marks)

Simple statements either with no clear link to impact or impacts stated with no link to population decline.

There are fewer workers in the country. More of the population just has a pension and doesn't work. The economy declines. The country makes less money.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of the link between population decline and economic development.

With a smaller working population the government has less income from taxes. This means that it cannot invest in things such as infrastructure that help grow the economy and so it will suffer as a result. A smaller working age population means fewer workers and so potentially lower productivity from businesses.

1 (c) (i)

1+1

[2 marks]

Need only state but must be derived from Figure 2.
No double credit .

AO3 – 2

benefit to children: more likely to live beyond age 5; will marry later; better cared for; mortality reduced, more likely to go to school.

benefit to community: higher income growth in country; increased crop yields, higher school enrolment, more likely to take part in political meetings.

1 (c) (ii)

1x3 or (1+1) + 1

[3 marks]

At least one point must be developed
Max 2 for list of separate points

AO1 – 2

AO2 – 1

Answers should relate to: Increased female emancipation and therefore freedom to make their own decisions, typically women will then have fewer children. Better education leads to better awareness of contraception. Higher levels of education mean women more likely to go to secondary school and/or university and/or pursue careers, each of which will delay age of having first child and reduce total fertility. Increased wealth as a result which means material things

may be placed before having children. Reserve one mark for some mention that implies/explicitly states falling growth, eg 'fewer children'.

1 (d)	<p>The command is “discuss” so candidates should be able to give positive and negative comments about China’s policy. Comments can be social, economic and political at a range of scales e.g. national and personal, and may cover things such as:</p> <p>Successes: rate of population growth significantly slowed (c.1.9% 1950, c.0.7% currently); the demographic dividend of an educated and productive workforce aiding rapid economic growth; reducing concerns of over-population and resource imbalance associated with rapid population growth.</p> <p>Failures: Human rights issues such as late-term and forced terminations; rapidly ageing population; generation of spoilt children; the 4-2-1 problem; gender imbalances and associated social problems; loss of the burgeoning workforce;</p> <p>Level 1 (Basic) (1-4 marks) Simple statements and / or listed points with no real development. <i>People are forced to have abortions. They have reduced the population growth. There are too many men and not enough women in the younger generations. The population is growing older fast.</i></p> <p>Level 2 (Clear) (5-6 marks) Developed statements with some attempt to discuss, though probably imbalanced. <i>The policy has been so successful that one person may now have to support 6 adults as each generation above has only had one child. Estimates are that there are 116 men to every 100 women in China now as many of the girl children were terminated. China’s population was growing fast but now it isn’t and in fact the fertility rate is below replacement level.</i></p> <p>Level 3 (Detailed) (7-8 marks) Stronger attempt to discuss with two sides clearly stated and some attempt to balance. <i>Successes of the policy are that China was able to grow its economy at 10% each year as the rate of population growth slowed and there was a supply of workers without too much pressure on the government to provide for them. On the other hand, the policy was perhaps too successful causing a problem of a population ageing too fast which is hard to provide facilities for. The government had to relax the policy even more in 2013 because of this and now more people are allowed two children.</i></p>	<p>[8 marks]</p> <p>AO1 – 6 AO2 – 2</p> <p>SPaG 3 marks</p>
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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 2: Changing Urban Environments

2 (a) (i) 1+1 [2 marks]

First mark for statement, second for elaboration. Accept noise pollution as environmental impact. A rise in the number of cars / lorries / freight traffic leads to more emissions (1) so there will be more incidences of breathing problems / asthma (1); heavier traffic means vehicles are stationary for more of the time (1) so emissions will increase (1); more emissions from (diesel) vehicles (1) leads to blackening of buildings (1) the sulphur from more exhausts (1) mixes with rain and erodes buildings (1), increased CO₂ emissions (1), leads to climate change/global warming (1).

AO1 – 2

Impacts must be linked to increased road use

2 (a) (ii) Topological [1 mark]

AO1 – 1

2 (a) (iii) Use of Fig 3 may be seen in reference to cycle routes / trains / integration of transport modes. Candidates should move beyond the figure through named schemes or places or elaboration of the way the impact is reduced. Likely examples are Sheffield / Manchester trams; London cycle hire / transport improvement / cycle superhighway schemes; “eco-buses”; park and ride schemes; multiple occupancy lanes. Examples need not be UK. [4 marks]

AO1 – 1

AO2 – 2

AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements. Probably either Figure 3 or own knowledge only.

Some cities have built bike lanes to get people on bikes. York has a park and ride. Fig 3 shows cyclists the routes in Edinburgh to make it easy for them.

Level 2 (Clear) (3-4 marks)

Developed statements showing some link between solution and impact reduction. Must use Fig 3 and own knowledge.

The tram system in Nottingham has reduced the number of cars coming into the city as a tram can carry the equivalent of lots of cars. “Boris Bikes” in London make it easy to cycle and so people choose to do that instead of driving in the city. The Oyster Card in London makes it easy to switch transport types and so people use public transport as it’s as easy as driving and the number of cars drops.

2 (b)	1x3 or (1+1) + 1	[3 marks]
	<p>Answers should focus on elaborating on the social benefits as shown in the figure, this can be through quoting figures or comment on the aspects changed. Reserve 3rd mark for explanation. Max 1 for list or series of direct lifts. Expect comment on: increased security and safety evidenced through both vehicle crime and burglary reduction; the comments expressed by the residents on how they feel about living there; the relevance of social housing for lower income communities.</p>	<p>AO2 – 1 AO3 – 2</p>
2 (c) (i)	3 x 1	[3 marks]
	<p>Any valid labels. Label must point directly to the characteristic chosen, e.g. poor quality materials / construction; corrugated iron roofs; high density of housing; polluted / dirty water; poor waste disposal.</p> <p>No arrows/label lines no marks.</p>	<p>AO2 – 1 AO3 – 2</p>
2 (c) (ii)	<p>Credit elaboration through exemplars although they are not required. A wide range of responses are possible. Candidates could comment on the lack of safety and the danger of injury or death from the poorly built environment especially if natural hazard; the risk of diseases such as cholera and typhoid from the polluted water shown; diseases such as TB from the crowded conditions; depression and resentment amongst the residents and social unrest as a result.</p> <p>Level 1 (Basic) (1-2 marks) Simple statements with no clear connection between characteristic(s) and effect on lives. <i>People wouldn't be happy to live there. There is a big risk of disease. The houses aren't safe.</i></p> <p>Level 2 (Clear) (3-4 marks) Linked statement(s) showing some explanation of the link between characteristic(s) and effects on lives. <i>Because the houses are poorly built they could collapse and injure the people who live there. Clearly the dirty water will increase the risk of cholera, especially if there is no better water supply.</i></p>	<p>[4 marks]</p> <p>AO1 – 2 AO2 – 2</p>
2 (d)	<p>There is no requirement to use a case study but it is likely that candidates will do so. The question refers to urban living so the scale of response could be a whole city or a small development within it. The key is that they show how the action or scheme makes urban life more sustainable. Credit reference to more generic issues such as recycling if related to sustainable living. Features of sustainable development are: waste minimisation /</p>	<p>[8 marks]</p> <p>AO1 – 6 AO2 – 2</p> <p>SPaG 3 marks</p>

recycling, renewable energy, carbon reduction, localisation of food production, community involvement, good public transport, walking and cycling, provision of open space.

Level 1 (Basic) (1-4 marks)

Simple statements or lists of features.

Renewable energy is used. Lots of people cycle. Rainwater is collected on the roofs.

Level 2 (Clear) (5-6 marks)

Linked statements with some development of idea(s).

Sustainable living likely to be implicit only.

Cities can be much more sustainable if they produce energy from waste. When there are cycle paths people will chose to use these instead of cars.

Freiburg in Germany was last year voted “Europe’s green city”. This is because of their environmental measures such as use of renewable energy and also the network of forests around the city which increase green space.

Level 3 (Detailed 7 – 8 marks)

Detailed information with good development of explanation showing more explicitly the link to sustainable living.

Sustainable houses can collect rainwater from living roofs. This reduces the need to pipe water from outside the city and so depleting aquifers and rivers or damaging habitats in rivers and so existing water supplies last longer. It also means that some carbon dioxide will be absorbed by the plants, making the buildings carbon neutral. All the appliances are low energy versions in order to further reduce the carbon footprint of the houses. The greater the percentage of journeys by public transport, the fewer the emissions and the lower the impact on climate change, so sustainable cities should try to maximise public transport use.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

Threshold performance

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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

3

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.

Question 3: Changing Rural Environments

- 3 (a) (i)** No need for reference to named places / farms though credit if this aids clarity. A range of possible answers from the more subjective e.g. landscape quality to the more specific e.g. habitat / species loss. Expect comment on hedgerow removal and loss of habitat and bird / animal species; loss of traditional buildings and growth of new “sheds” leading; loss of sites for ground nesting birds e.g. lapwings; reduction in species diversity; fertilisers causing eutrophication. [4 marks]
- AO1 – 3**
AO2 – 1
- Level 1 (Basic) (1-2 marks)**
Simple statements / listed effects or only one effect developed.
Hedgerows are removed. New buildings instead of old ones. Fertilisers get into the water courses.
- Level 2 (Clear) (3-4 marks)**
Developed statements showing some elaboration of the effect. Must have more than 1 effect for level 2.
Hedgerows are removed and so the fields become much larger and many say this doesn't look as nice a landscape. Birds, especially those that nest on the ground, lose their habitats. Algae bloom in the water and this kills the fishes and other pond and water life.
- 3 (a) (ii)** First mark for statement, second for elaboration. Demand for organic food has increased (1) because people think it is healthier (1) / they are concerned for the environment (1) / they want to eat food that is free from chemicals (1). Farmers can struggle to make a decent profit (1) so they produce organic crops which can sell for higher prices (1). [2 marks]
- AO1 – 1**
AO2 – 1
- 3 (b)** 1x3 or (1+1) + 1 [3 marks]
- A range of social, economic and environmental impacts possible. **AO1 – 2**
AO2 – 1
Must be impact on the rural/urban fringe.
Credit positive impacts although negative most likely. Local residents may object to the new developments as they feel they spoil the area, especially if greenfield sites; loss of habitats; farmers may be forced out of business / may get to sell up and retire; increased traffic may cause congestion and air / noise pollution. There may be increased trade for other local businesses / further development of facilities and amenities as a result.

3 (c) (i) 5879 Must be four figures 6 figures not accepted. [1 mark]

AO3 – 1

3 (c) (ii) 1x3 or (1+1) + 1 [3 marks]

Use must be made of the OS extract through clear place reference with names and / or directional language and / or OS grid reference. This needs then to be connected to an explanation for full marks. There are a large range of possible features, all of which could be developed into a rationale. Answers likely to make reference to features such as: Attractive landscape suggested by the NT areas in 5781 and 6081; gardens in 6179 to visit; coastline with beach and/ or cliffs; golf course in 6077; more general comments about small villages / countryside if clearly using extract.

AO2 – 1

AO3 – 2

Max 1 for list of features or factors.

3 (c) (iii) Reference to the figure may come from either/both of the two elements explicitly mentioned: costs and out migration of the young. Case study will depend on the example(s) chosen. There should be clear reference to a named area. This could be small scale e.g. Wensleydale or a broad region e.g. Snowdonia. The question asks for causes and not effects. A number of factors could be mentioned such as: few / poor job opportunities / prospects, inaccessibility, poor public transport, remoteness from major urban centres, second home ownership pricing people out of the area, low threshold populations meaning services are no longer economic. [8 marks]

AO1 – 5

AO2 – 2

AO3 – 1

SPaG 3 marks

Level 1 (Basic) (1-4 marks)

Simple statements or lists with no reference to named area or figure.

Young people go to the cities. There are no jobs. Cities are more attractive. It's too costly.

Level 2 (Clear) (5-6 marks)

Linked statements with some process clarification and at least the name of an area or clear reference to figure.

The permanent population in parts of Cumbria is lower so it's not worth keeping services open, they then shut and this is decline. Houses are too expensive for young people so they leave and the village declines.

Level 3 (Detailed) (7-8 marks)

Detailed and explicit clarification of process causing decline

with reference to both figure and case study.

Reliance on hill farming and tourism in Cumbria keeps incomes low. This means young people either can't afford to or don't want to stay in the area. They go to the cities which they see as having greater opportunities. This is why the average age of hill farmers is 55. With such an ageing population there is reduced investment and the area's economy suffers causing villages to decline.

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.

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High performance

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

3

3 (d)

Needs to show use of Figure 9 through reference to something in the extract. This may be slight such as the mention of the social enterprise or community nature of the shop. There should also be evidence of the candidate going beyond this with their own knowledge to show how rural living can be supported. They may reference things such as subsidised transport, EU and other funding. These should in turn be linked to ideas such as improving communication to compete with urban areas, supporting jobs and providing employment, making businesses more financially viable, allowing people to live in rural areas but reach jobs elsewhere, reducing a sense of isolation.

[4 marks]

AO1 – 1

AO2 – 2

AO3 – 1

Level 1 (Basic) (1-2 marks)

Simple statements, either lifted from the resource or just their own knowledge. No real mention of rural support.

The shop is owned by the community to serve the community. Local producers are supported. Businesses

are given grants. Local services are subsidised.

Level 2 (Clear) (3-4 marks)

Linked statements showing use of the resource and own knowledge. Link between need and support established.

In Cornwall some key bus routes are subsidised so that people can stay in their villages but commute to jobs in nearby towns. Village shops like the one in the extract and also pubs are now run as co-ops, which means they stay open and encourage a sense of community. Providing services like the internet and a social meeting place means residents, especially the elderly don't feel so isolated.

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

- 4 (a) (i)** Needs to show use of Figures 10a and 10b through reference to something shown on the maps such as a country's HDI classification or World Bank grouping or more general such as the patterns shown. There should also be evidence of the candidate going beyond this with their own knowledge which may be through reference to other development measures or more general problems with classification. They may also quote exemplars from their own knowledge. [6 marks]

AO1 – 1
AO2 – 3
AO3 – 2

Level 1 (Basic) (1-4 marks)

Simple statements with no development, description only. Figures or own knowledge only. Could be figure 10a or 10b not both.

Countries score well on one map and not the other. Russia has a high HDI but isn't in the top income group. You can use a measure like GNP but it might be very low and some in the country are still very rich.

Level 2 (Clear) (5-6 marks)

Developed points with some explanation. Both figures 10a and 10b and own knowledge in evidence.

The two figures show that HDI and Income groupings give different results e.g. Kenya's middle HDI but low income group. This is because HDI uses more than one measure so it gives a truer picture which includes more aspects of development. Cuba would do really well if we measured doctors per 1000 as they have made that a priority but it still has a lower income which might make it seem less developed.

- 4 (a) (ii)** 1x3 or (1+1) + 1 [3 marks]

A number of comments are possible here. Some idea of global variation essential for full marks. Answers likely to focus on wealth influencing what is seen as the minimum and that this threshold will be higher in richer countries, probably linked to material possessions. Whereas in poorer countries it will be more a question of basic human / social rights as the minimum with a level of consumer goods regarded as poverty elsewhere being quite desirable. Credit comment that in richer countries there is a greater congruence between quality of life and standard of living.

AO1 – 2
AO2 – 1

4 (b)	<p>Needs to show use of Figure 11 through reference to something in the extract. This may be slight. There should be evidence of the candidate going beyond this with their own knowledge which may be through use of other exemplars or fuller explanation of the “debt for nature” process such as providing a rationale that poorer countries are in effect being paid by richer countries for one of their resources for the global good of maintaining biodiversity and reducing climate change. They therefore gain an income which can be put to development goals.</p> <p>Level 1 (Basic) (1-2 marks) Simple statements either lifted from the resource or just their own knowledge. Development impact implicit only. <i>Ecuador is being paid by Germany not to drill for oil. This swap means the poor country gets money. The USA did something similar with Peru so they didn’t cut down rainforest.</i></p> <p>Level 2 (Clear) (3-4 marks) Linked statements showing use of the resource and own knowledge. Clearer connection between action and development impact. <i>The fact that countries have combined their money means that Ecuador will gain more money they can use to fund projects to further their development. Ecuador has promised they will use the money on renewable energy which will help them develop and preserve the environment for the rest of the world too.</i></p>	<p>[4 marks]</p> <p>AO1 – 1 AO2 – 2 AO3 – 1</p>
4 (c) (i)	<p>1+1</p> <p>First mark for statement, second for elaboration. Note that the marks are allocated for skills so it must be clear the candidate has responded to the resource. Fair Trade has a minimum price of 110 cents (1) which goes up if the market price does (1) and when the market price goes up it’s still more (1) by a premium of 10 cents (1).</p>	<p>[2 marks]</p> <p>AO3 – 2</p>
4 (c) (ii)	<p>1+1</p> <p>First mark for statement, second for elaboration. Credit any reasonable benefit that accrues from membership, e.g. when a country joins it will have greater power / influence than it would alone (1), so it can charge more for its goods (1) / negotiate a better deal (1). Gaining more money from being in a trading group (1) means a country can spend more on developing (1).</p>	<p>[2 marks]</p> <p>AO1 – 2</p>

- 4 (d)** A wide range of possible content both in terms of locations and factors. It is quite possible for candidates to answer without reference to a case study. Candidates need to show they have understood how the factor leads to a widening gulf between the countries of the world in terms of their development. This can be demonstrated through figures or quality of explanation. [8 marks]
- Social factors:** access to safe water / sanitation; access to education, especially for women; status of women in society.
Economic factors: Trade imbalance; primary product dependency; low levels of access to credit.
- AO1 – 6**
AO2 – 2
- SPaG 3 marks**

Level 1 (Basic) (1 – 4 marks)

Simple statements and / or listed points with no real development and no named example or factor. More concerned with effects on poorer countries than inequalities. Max L1 if not global.

Poor countries don't earn much from trade. Fewer people in the poor world get a decent education. In rich countries everyone has clean water but few do in the poor world.

Level 2 (Clear) (5 – 6 marks)

Linked statements with some explanation. Must cover social and economic factors but could be imbalanced. Some indication of the link between the factor(s) and inequality.

With lower access to education, especially for girls, people in the poor world e.g. Bangladesh where 50% of women are illiterate, can't progress and so they are left behind in development. The majority of poorer countries stay poor because they can't control the price of their main export e.g. Ivory Coast – cocoa – and so their income is kept lower than rich countries.

Level 3 (Detailed) (7 – 8 marks)

Detailed information with good development of explanation showing more explicitly the link between factors worsening inequality. Both social and economic covered with attempt to balance.

Zambia gains more than 50% of its income from copper and so has primary product dependency. As copper is traded on world markets the price is kept low by big companies in the rich world and so the gap in development is made worse. With more than 1 billion people without access to safe water most of them in the poorer parts of the world, e.g. 50% of population in Chad, and 80% of disease caused by dirty water, this makes people ill and die and then they can't contribute to an economy. This is why Chad's economy is shrinking by 3% per year whilst other countries e.g. India where water access is 88% grow at 7% per year.

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)** Candidates need to show that they understand the global nature of the origins and consequences of carbon emissions. Use of the figures will be through comment on the disparity in emissions in terms of both a global distribution and a relationship to land area, with use of continent / place names. Own knowledge likely to be naming international agreements such as Kyoto and Copenhagen and / or recognition of the disproportionate effects on poorer nations of the consequences of climate change related to emissions. [6 marks]

AO1 – 2
AO2 – 2
AO3 – 2

Level 1 (Basic) (1 – 4 marks)

Simple statements and / or listed points with no real development. Figures 13a or 13b or own knowledge only.
Some countries and continents have much bigger carbon emissions than others. It's a global problem so it needs a global solution. Unless everyone agrees nothing can be done.

Level 2 (Clear) (5 – 6 marks)

Linked statements with some explanation and development. Both figures 13a and 13b and own knowledge.
The figures show that Asia, Europe and North America have the highest carbon emissions but we know that the poorest countries like Bangladesh are the ones who suffer the most from sea level rise linked to climate change. International agreements are needed because pollution doesn't stop at borders and so agreements like Copenhagen try to make the most polluting countries reduce their use of carbon through binding targets.

- 5 (a) (ii)** 1x3 or (1+1) + 1 [3 marks]

The important aspect here is the small scale of approach which could be one place or individual actions. Note only one action to be credited, candidates need to develop the point. Expect comment on: recycling schemes; local food shopping promotion; individual action such as walking vs. driving; turning down thermostat; home insulation. Credit examples of urban sustainability if clearly at local scale. Action should then be linked to effects such as reducing the need for new materials to be used; lower carbon footprint / CO₂ emissions; reduction of food miles.

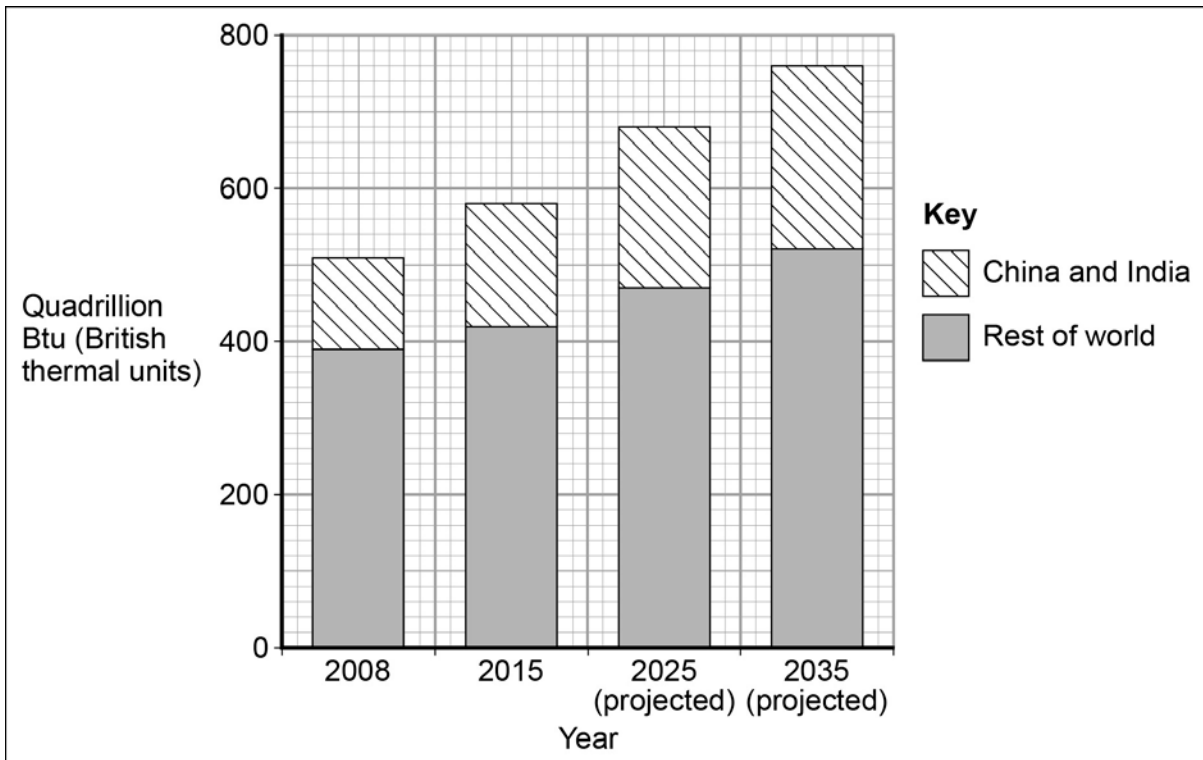
AO1 – 2
AO2 – 1

5 (b) (i)

2x1

[2 marks]

AO3 – 2



1 mark for each correct segment, vertically atop the previous segment of the bar. Given the nature of the graph, both height and width to be correct. Shading or key needed.

5 (b) (ii)

1+1

[2 marks]

First mark for statement, second for elaboration. Candidates should connect demand with population growth. Must be evidence of using the graph for 2 marks. More people logically means more energy is needed (1), an extra 0.6 billion people every 10 years from 2015 (1) who each use energy and therefore increase demand (1), as the graph shows India and China demand roughly doubling 2015-2030 (1) this is probably due to their populations going up as they are the most populous countries in the world (1).

AO2 – 1

AO3 – 1

5 (b) (iii)

Response may vary in scale, origin and content but should be clearly identifiable as the element specified in the question and then linked to global demand. The latter may be implicit.
Technological advances - rise in gadgets such as: MP3 / 4 players / tablets / games consoles / computers and large TVs.
Increased Wealth – demand for consumer goods such as cars

[4 marks]

AO1 – 2

AO2 – 2

and refrigeration; use of energy to produce food, especially meat, for rising middle class in emerging economies; wealth used for travel abroad.

Level 1 (Basic) (1 – 2 marks)

Simple statements and / or listed points with no real development. Only technology or wealth covered.

People have more stuff. Everyone drives more now. More electricity is being consumed around the world.

Level 2 (Clear) (3-4 marks)

Linked statements showing some explanation of cause / effect. Both technology and wealth covered.

As more people have more money as they develop they buy consumer goods like TVs which use up more electricity. There are far more electronic gadgets now and they are cheaper but they all need charging which uses power and rises demand for energy.

5 (c)

The command is “discuss” so candidates should be able to give positive and negative comments about their named TNC. Comments can be about any location so could refer to either country of origin and / or those hosting and can be social, economic and political and may cover things such as:

Advantages: job creation; more reliable / higher income; creation of tax revenues for government both from business and through employees’ wages; education and health care improvements associated with the TNC; infrastructure growth.

Disadvantages: jobs may not be as reliable as the TNC can easily relocate; profits do not remain in host country but go to the TNC origin country; wages may be lower than in richer countries; working conditions are less stringent than in TNC origin country.

Case study must be company not an industry

[8 marks]

AO1 – 6

AO2 – 2

SPaG 3 marks

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no attempt to discuss. Not clear whether comments are advantages or disadvantages. No named TNC.

TNCs provide jobs. Workers get more money. TNCs pay the government to be there. Working conditions aren’t good.

Level 2 (Clear) (5-6 marks)

Developed statements with some attempt to discuss, though probably imbalanced. TNC named.

Workers in Samsung’s Chinese factories get a higher wage than they would from local companies. As wages go up the government of China gets more in taxes from the people which

they can use to develop. Working conditions can be dangerous because health and safety laws are not enforced.

Level 3 (Detailed) (7-8 marks)

Stronger attempt to discuss with two sides clearly stated and some attempt to balance. Case study detail in evidence.

The Samsung factory in Shenzhen producing mobile phones has been criticised for forcing workers to stand for 12 hour shifts and compulsory 100 hours of overtime per month. On the other hand Samsung has invested \$1.7 billion into Kunshan west of Shanghai which has helped this manufacturing area to develop further and assisted China's economic growth.

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 6: Tourism

6 (a) Needs to show use of Figure 15 through reference to something shown on the map such as one or more country's earnings from tourism or more general such as the patterns shown. There should also be evidence of the candidate going beyond this with their own knowledge which may be through reference to specific country or countries. They may also refer to explanation and elaboration from their own knowledge such as recognition that the raw value of receipts may not reflect the importance to the country's economy. [6 marks]

AO1 – 3
AO2 – 2
AO3 – 1

Level 1 (Basic) (1-4 marks)

Simple statements with no development, description only.

Figure 15 or own knowledge only. No contrast.

Tourism receipts vary around the world. Richer countries seem to have the highest receipts. Africa has the lowest receipts overall. Some countries are dependent on tourism.

Level 2 (Clear) (5-6 marks)

Developed points with some understanding of the importance. Both figure 15 and own knowledge in evidence. Some element of contrast.

There is a noticeable band of countries in most of Southern Africa that have the lowest receipts, many with <250 million US\$ per year whereas many in Europe earn >5000 million US\$.

Knowing how much money is earned is only one part of the explanation because whilst the UK is in the highest category, it's only a small percentage of GDP. The same amount of money per year will be a much higher percentage in for example Jamaica.

6 (b) (i) Personal responsibility (1) for looking after the environment (1) / No-one damaging (1) the present or future environment (1). [2 marks]

AO1 – 2

6 (b) (ii) (1+1) +1, 1 x 3 [3 marks]

Any reasonable annotations which may simply be statements for a single mark, or expanded for a developed point. No accurate label lines or arrows no marks.

AO2 – 1
AO3 – 2

The most likely labels are, with suggestions for extensions for additional mark(s): Few tourists /few tents in evidence so impact reduced; tent raised off ground, so damage to landscape minimised; unobtrusive colour, so doesn't intrude on landscape / frighten animals;

tents only / nothing permanent, so no permanent alteration.

6 (b) (iii) 1+1 [2 marks]

First mark for statement, second for elaboration. Candidates' response should be applicable to tropical locations even if not explicitly stated. Example comments: Tourists will spend money in the places they visit (1) which will have a multiplier effect as it increases locals' income (1). Hotels and safaris will buy food from local farmers (1) which increases the farmers' income (1). A significant amount of the country's income comes from tourism (1) which they can then use to develop (1).

AO1 – 1
AO2 – 1

6 (c) (i) [4 marks]

There should be evidence of the use of the OS map extract – this can be by the use of specific grid reference(s) and / or place name(s) or location(s). The candidate should show that they identify at least one feature on the map and link this to either the National Park or coastal resort.

AO2 – 3
AO3 – 1

National Park: e.g. Downland landscape; rolling hills; views from cliffs; famous cliffs – Beachy Head; South Downs Way LDP.

Coastal resort: e.g. attractive coastal scenery of cliffs nearby; (S / SE facing) beach; pier.

Level 1 (Basic) (1-2 marks)

Simple statements of attractions / features with limited reference to the map. No link made or unclear whether referring to National Park or resort.

It grew because there are cliff views. There are lots of paths for walkers. There is a beach. People could visit the pier.

Level 2 (Clear) (3-4 marks)

Linked statements with clear use of the map extract connected to the development of the National Park OR resort.

The landscape is one of rolling hills such as Crapham Down in 5797 which visitors might want to see in a National Park, along with high cliffs such as Beachy Head in 5895.

Eastbourne might have developed for the south-facing beach initially and then further as attractions such as the pier at 619988 were built.

6 (c) (ii)

The focus of the candidates' answer should be on how forward planning helps ensure continued economic success. Whilst the key idea is phrased in the plural candidates are asked to illustrate a concept so they could achieve full marks with detailed links and explanation of one strategy. Answer must be in the UK and content should relate to chosen location. Accept named location within a National Park e.g. Stanage Edge for Peak District.

[8 marks]

AO1 – 6

AO2 – 2

SPaG 3 marks

Level 1 (Basic) (1-4 marks)

Simple statements and / or listed points with no real development and no attempt to show how it will affect the future prosperity. No named location.

Coastal resort: *Build new attractions. Expand the range of attractions, especially all-weather ones. Concentrate on the upmarket tourist trade.*

National Park: *Encourage timeshares. Promote new / different attractions. Improve the transport infrastructure.*

Level 2 (Clear) (5-6 marks)

Developed statements with at least a named resort or National Park and some attempt to link actions to a positive economic future.

Coastal resort: *Build new attractions like Blackpool Pleasure Beach as this will bring new customers. All weather attractions such as the Blackpool Sea Life Centre will mean that people go even if it rains and so money keeps coming in.*

National Park: *Timeshare developments such as in Langdale mean that people will go outside the main holiday season and spend money year round. Advertising things such as the Pencil Museum in Keswick will bring new visitors who might not have been before for the more traditional Lake District activities such as walking.*

Level 3 (Detailed) (7-8 marks)

Detailed case study information with specifics re strategies and stronger attempt to link actions to future economic health of location.

Coastal resort: *The use of the Tower Ballroom for "Strictly" means that Blackpool has gained advertising and a fresh audience who might not have visited before so a new income stream is generated. Renovating the Midland Hotel in Morecambe to its original art deco state will appeal to wealthier tourists and thus help ensure more income is brought in than might come with lower budget customers.*

National Park: *Careful fencing to limit the size of the car park at Stanage Plantations in the Peak District means that erosion is limited and so the area's beauty is preserved. This will mean that people will keep coming to see it and future*

income is therefore more secure. Car Park charging also helps create a budget for conservation which reinforces this effect.

Spelling, Punctuation and Grammar

[3 marks]

SPaG

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