



General Certificate of Secondary Education
January 2019

Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

THURSDAY 17 JANUARY, AFTERNOON

MARK SCHEME

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 15- or 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 15- or 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited

Level 2: Quality of written communication is satisfactory

Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory): Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 (High Standard): Candidates present, and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

Assessment of spelling, punctuation and the accurate use of grammar

Marks for spelling, punctuation and the accurate use of grammar will be allocated to specific questions where there is a requirement for sufficient extended writing to enable the accurate application of Performance descriptions (see below). These marks will be identified to candidates on the question papers.

Performance descriptions

(i) 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.

(ii) 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.

(iii) 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.

As shown by the performance descriptions, SPaG marks are awarded ‘in the context of the demands of the question’. If the candidate’s response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Theme A: People and Where They Live

AVAILABLE MARKS

1 (a) Study **Fig. 1** which shows the growth of world population 1750 to 2100. Answer the questions which follow.

(i) Read the following statements about the growth of world population. Tick (✓) to show if each is true or false.

| | True | False | |
|--|--------------------------|--------------------------|-----|
| • World population is projected to reach 8.8 billion by 2050 | ✓ | <input type="checkbox"/> | |
| • World population has grown more in MEDCs | <input type="checkbox"/> | ✓ | |
| • World population has grown rapidly since 1950 | ✓ | <input type="checkbox"/> | [3] |

(ii) Tick **four** reasons why the population of LEDCs has increased rapidly. Choose your answers from the list below.

| | |
|--------------------------|-------------------------------------|
| Lack of contraception | <input checked="" type="checkbox"/> |
| Early marriage | <input checked="" type="checkbox"/> |
| Better jobs for everyone | <input type="checkbox"/> |
| Improved food supply | <input checked="" type="checkbox"/> |
| Global warming | <input type="checkbox"/> |
| Better medical care | <input checked="" type="checkbox"/> |

Award one mark for each correct answer.

If all boxes ticked, then award only two marks.

If five boxes ticked, then award three marks.

[4]

(b) Study **Fig. 2** which shows data obtained from an online Geographic Information System (GIS). Answer the questions which follow

(i) Complete **Fig. 2** using the information below.

Award [1] for the accuracy of the bar and [1] for accuracy of shading according to bar chart.

[2]

(ii) Name the district with the greatest percentage of A8 migrants.

Dungannon

[1]

(iii) State **one** other way of displaying information in an online GIS (other than a bar graph).

choropleth map/density shading map/table of data/spreadsheet [1]

(iv) State **two** advantages of using a GIS to investigate the number and percentage of migrants entering Northern Ireland.

Award [0] for a response not worthy of credit

Award [1] for each correct advantage,
 e.g. Data is available instantly.
 e.g. Choropleth maps showing origin of migrants can be generated easily.
 e.g. Deeper analysis of the data can be carried out as the information is available instantly.
 (2 x [1]) [2]

(c) (i) State the meaning of the term **migration.**

Award [0] for a response not worthy of credit.

Award [1] for a partial definition,
 e.g. people moving around

Award [2] for a more detailed definition referring to a change of address,
 e.g. the movement of people from one place (of origin) where they live to another (destination) on a permanent basis. [2]

(ii) For **one named country within the European Union you have studied, describe **one** positive impact of migration on this country.**

Award [0] for a response not worthy of credit

Award Level 1 if no named country or non-EU country or negative impact.

Named country could be the UK [1]

Award [1] for a brief statement of a positive impact,
 e.g. Migration boosts the workforce.

Award [2] for a statement with a consequence,
 e.g. Economically migrants have a positive impact on the UK as they often occupy either low-paid work which local people are over qualified to do, or fill gaps in specific professions, such as nursing.

Award [3] for a statement, consequence and elaboration relating to the named country,
 e.g. Just over half a million people enter the UK each year as immigrants, adding to our slow population growth; economically migrants have a positive impact as they often occupy either low-paid work which local people are over qualified to do, or fill gaps in specific professions, such as nursing such as the 50 Filipino nurses brought to Craigavon Area Hospital in 2002. [3]

(d) Study **Table 1 which gives information about the functions in three settlements. Answer the questions which follow.**

(i) Complete **Table 1 by naming the type of settlement labelled **A** and **B**.**

| Settlement Name | Type of Settlement | Schools | Post Office | Other functions |
|-----------------|--------------------|---------------------------------------|-----------------|--|
| A | Village [1] | One small primary school | 1 Post Office | 1 Petrol station |
| B | Town [1] | Several primary and secondary schools | 3 Post Offices | Bank |
| C | City | Many schools and two universities | 32 Post Offices | Several hospitals and shopping centres |

(2 x [1])

[2]

AVAILABLE MARKS

(ii) Underline the correct word to complete the sentences below which explain why the number of functions varies within a settlement hierarchy. One has been completed for you.

- People are willing to travel longer/shorter distances for higher order functions. [Given]
- Cities have more functions than villages because they have a smaller/larger population.
- Villages with few residents cannot support high/low order functions
- The range is longer/shorter for higher order goods and functions.

[3]

(e) Study **Fig. 3** which names three land-use zones found in cities. Answer the question which follows.

| CBD | Inner City | Rural-urban fringe |
|-----|------------|--------------------|
|-----|------------|--------------------|

Fig. 3

Choose **one** of the land-use zones named in **Fig. 3**. Describe and explain its characteristics.

Land use zone chosen [no mark awarded]

Answers may refer to:

- the commercial concentration of shops and offices within the CBD
- the idea of old industry in the inner city and inner city terraced residential housing being redeveloped
- the mix of use seen in the rural-urban fringe that could include superstores/shopping centres/electrical substations/golf courses etc

Award [0] for a response not worthy of credit

Level 1 ([1]–[2])

An answer which may give a detailed description with no explanation or a very brief explanation,

e.g. The CBD has lots of shops and offices because there isn't much space for building on

e.g. There is older industry in the inner city developed along transport networks of the past; houses were built for the factory workers

e.g. The rural-urban fringe is on the edge of cities where there is plenty of space to build modern factories or shopping centres etc

Level 2 ([3]–[4])

An answer that explains the characteristics of one of the zones in good detail,

e.g. The CBD has many shops and office buildings which are tall to save space as land values are high so there is vertical stacking of land uses such as a solicitor's office above a clothing shop. Only commercial uses can afford the high rents charged for this sought after land, so little/no housing exists in the CBD

e.g. There is older industry in the inner city such as steelworks which developed along transport networks of the past such as rivers, canals or railway lines; houses were also built for the factory workers in long rows of terraces; much of these old buildings are now waste land or are now being redeveloped and replaced by modern tourist attractions/apartments, etc.

e.g. The rural-urban fringe is on the edge of cities where there is plenty of

AVAILABLE
MARKS

space to build so land values are lower and units requiring large amounts of flat land can be built such as modern factories/shopping centres/or new housing developments etc [4]

(f) Study **Fig. 4** which shows the changing percentage of people living in some urban areas since 1990. Answer the questions which follow.

(i) Underline the continent which has the highest increase in population living in urban areas from 1990 to 2050. [1]

Europe **Asia** **North America**

(ii) Urbanisation is an increase in the percentage of people living in cities. Outline **two** causes of urbanisation.

Answers must be two different reasons, not the opposite of each other, e.g. there is no work in the countryside with there are more jobs in the city

Award [1] for a valid cause of urbanisation,
e.g. people leave the countryside
e.g. there is war or famine in the countryside

Award [2] for a valid cause with some elaboration,
e.g. Migration of people from the countryside to cities to find work in factories

Credit valid alternative answer on higher birth rates in cities
(2 × [2]) [4]

(iii) In many MEDCs there has been a reversal of the movement of people entering large urban areas. State the name of this process.

Counterurbanisation or Suburbanisation [1]

(g) (i) State the meaning of the term **shanty town**.

Award [1] for a very brief statement,
e.g. an area of poor quality housing in a city.

Award [2] for a fuller explanation
e.g. an area of housing found in many LEDC cities. It is usually an unplanned, poor quality housing area. [2]

(ii) Describe and explain the location of shanty town areas in a named LEDC city which you have studied.

Award [1] for name of city,
e.g. Rio de Janeiro [1]

Award [0] for a response not worthy of credit
Max Level one if there is no named city

Level 1 ([1]–[2])

Brief statements which describe the location of shanty towns in general terms,
e.g. Shanty towns are built in swampy areas and near railway lines

Level 2 ([3]–[4])

Statements which describe the location of the shanty towns with a few details

AVAILABLE MARKS

(One location well explained for [3] and two locations described for top level [2]),

e.g. Rio de Janeiro in Brazil has lots of shanty towns called favelas, most of which are near the bay to be close to the CBD [3]; many of the favelas are built on steep hillsides [4]

AVAILABLE MARKS

Level 3 ([5]–[6])

An answer that describes and explains the location of shanty town areas in a named LEDC city, with specific detail added through at least two facts/figures/place names for top Level 3,

e.g. In Rio de Janeiro in Brazil the majority of the shanty towns or favelas are located within the old inner suburbs of the city, to the west of Guanabara Bay. This means that they are on the same side of the bay as the CBD and the main areas of luxury apartments, and these are the areas where work is most likely to be available. The favelas are built on steep hillsides not wanted by developers, as these houses can easily be washed away in landslides after heavy rainstorms [6]

Assessment of spelling, punctuation and the accurate use of grammar.

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

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]–[3])

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 ([4])

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. [4]

(h) 1. Many MEDCs have experienced urban planning. Describe an urban planning scheme in a MEDC city you have studied that is designed to improve its inner city zone.

Name of Inner City Zone, e.g. Titanic Quarter

[1]

Award [0] for a response not worthy of credit – this includes traffic management schemes. If the candidate discusses a shanty town improvement strategy, award up to max Level 2 if the shanty town is in the inner city area of that city.

Award [1] for a simple description of a scheme and how it might improve any inner city area, e.g. new houses were built.

Award [2] for an answer giving some detail but which is not tied to a named city in an MEDC or for a good description of the improvement, e.g. In Titanic Quarter they are building lots of new offices and housing which was an improvement on the derelict land that was there before.

AVAILABLE MARKS

Award [3] for a description of an inner city improvement scheme which is linked in detail to the named city,

e.g. Titanic Quarter many new houses have been built near the Lagan. These apartments overlook the Lagan and are a big improvement on the derelict shipyards and dock area which was there before. [3]

2. Evaluate the sustainability of the inner city improvement scheme which you described in part (h) 1.

Award [0] for a response not worthy of credit – this includes traffic management schemes. If the candidate discusses a shanty town improvement strategy, award up to max Level 2 if the shanty town is in the inner city area of that city

Award [1] for a simple evaluation of a scheme which may lack information regarding sustainability and which lacks detail which is specific to a named MEDC city,
e.g. Lots of tourists are now visiting this area

Award [2] for some information about how sustainable the scheme has been,

e.g. In Belfast lots of apartments and offices are being built, which is encouraging people to live and work there but they are expensive

Award [3] for one clear evaluation of the sustainability of an inner city scheme which includes a specific detail linked to the named city,
e.g. In Belfast's Titanic Quarter lots of apartments and offices are being built such as the Arc blocks of apartments; this is encouraging people to live near their work there or within walking distance of the CBD; this is sustainable because fewer people will drive to work, reducing the CO₂ emissions. [3]

54

Theme B: Contrasts in World Development

**AVAILABLE
MARKS**

2 (a) (i) Using **Fig. 5** complete the statements about the consumption of energy. Choose your answer from the list below.

- China, Russia and the USA consumed the **most** energy.
- A country which consumed energy at a moderate rate is **Brazil**.
- A country which has a low energy consumption is **Indonesia**.
- In general, the countries which consumed the least energy are grouped together as **LEDCs**.

(4 × [1])

[4]

(ii) Energy consumption is an economic indicator. Name **one** other economic indicator.

Award [1] for any relevant economic indicator, e.g. GNI/GNP.

[1]

(iii) Brazil is a **NIC**. Complete the blanks to show the meaning of this term.

Newly [1] Industrialised [1] Country

[2]

Award [0] for a response not worthy of credit.

(iv) Describe **one** strategy that is attempting to reduce the global development gap.

Candidates may choose one strategy from the list below:

- Millennium Development Goals,
- Make Poverty History,
- Jubilee 2000, or
- ONE organisation.

[1]

Level 1 ([1])

A simple statement of a strategy or organisation's general aims, e.g. Some countries agree on targets to decrease poverty and disease. [1]

Level 2 ([2]–[3])

Statements of a strategy or organisation's aims and how they have helped or are helping to improve the lives of people in LEDCs, e.g. The ONE campaign in the USA aims to increase public awareness of poverty through the use of the internet. [2]
e.g. The ONE campaign in the USA aims to increase public awareness of poverty through the use of the internet; it aims to improve child mortality because diseases such as measles and malaria can be treated if help is made available to LEDCs. [3]

Level 3 ([4])

Statements of a strategy or organisation's aims in detail with one fact/figure for 4 marks showing how the method or strategy is helping or has helped improve the lives of people in LEDCs, e.g. The ONE campaign in the USA aims to increase public awareness of poverty and aids through the use of the internet; it aims to improve child mortality because 10 million children under the age of 5 die every year due to easily treated diseases such as malaria. They are also campaigning that more help is provided to help reduce the spread of aids in LEDCs as over 2 million people die every year from HIV/AIDS. [4]

(b) (i) Calculate the trade deficit between MEDCs and LEDCs.

86 billion

[1]

Award [0] for a response not worthy of credit.

(ii) Explain **one** way the dependence on the export of primary products from LEDCs could slow down their development.

Award [1]

Candidate provides a simple statement,
e.g. LEDCS mainly export primary products.

Award [2]

Candidate provides a valid statement and consequence,
e.g. LEDCS mainly export primary products and import expensive processed goods.

Award [3]

Candidate provides a valid statement, consequence and elaboration,
e.g. LEDCS mainly export low valued primary products whereas MEDCs export high valued processed goods. This means LEDCs have less money to invest in education and healthcare. [3]

(c) Study **Fig. 7** which lists some factors which hinder development. Answer the questions which follow.

Candidates may choose from:

- Environmental
- Debt
- Politics

Award [1]

Candidate provides a simple statement only,
e.g. Corrupt governments fail to forward relief aid provided to those who need it most.
e.g. War hinders development.

Award [2]

A simple statement with a slight elaboration,
e.g. Aid in the form of money may be embezzled by corrupt governments and not actually reach the people in need.

Award [3]

A simple statement, consequence and elaboration,
e.g. Aid in the form of money may be embezzled by corrupt governments and not actually reach the people in need. Therefore, the majority of the people remain poor with social and economic developments limited. [3]

(d) Explain **two** ways aid can help development in LEDCs. Refer to places in your answer.

Award [1]

Candidates provide a valid statement only,
e.g. Aid provides shelter, food and medicine.

Award [2]

Candidate provides a valid statement and consequence,

AVAILABLE
MARKS

e.g. Aid can provide shelter, food and medicine following a natural disaster. This helps people in desperate need.

AVAILABLE MARKS

Award [3]

Candidate provides a valid statement, consequence and elaboration with a valid place reference,

e.g. Aid can provide shelter, food and medicine following a natural disaster for example Haiti earthquake in 2010. This helped people in desperate need as it kept people alive and reduced suffering. [3]

Other acceptable answers include: building hospitals, providing education, improving infrastructure etc.

(2 x [3])

[6]

Assessment of spelling, punctuation and the accurate use of grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

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]–[3])

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 ([4])

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 wide range of specialist terms adeptly and with precision.

[4]

29

Theme C: Managing Our Resources

AVAILABLE MARKS

3 (a) State **two** ways in which carbon footprints can be reduced.

Acceptable answers include:
 reduction in the use of private cars,
 using public transport,
 switching off electrical appliances when not in use, etc.

Award [1] for each valid answer. Do not credit any answers which are not acceptable. [2]

(b) Traffic in cities is increasing. Using one case study of a city within the European Union (excluding the British Isles) describe how **two** measures are used to manage traffic.

Name of City [1]

How **two** measures are used to manage traffic:

Award [1]
 Candidate provides a valid statement,
 e.g. Trams.

Award [2]
 Candidate provides a valid statement and consequence or elaboration with a relevant fact/figure,
 e.g. Tramlines were laid from the city centre to the suburbs.
 e.g. Trams laid down and 70% of the population use them.

Other valid answers include: establishment of cycle paths, congestion charging, creation of bus lanes, etc.

Any valid traffic management strategy related to the European City outlined should be accepted,
 e.g. cycle paths encouraged people to take their bikes into the city centre rather than use private transport.

(2 × [2]) [4]

(c) “Reduce, reuse and recycle” is considered a sustainable approach to waste management. Complete the boxes by using one of the words listed below. One has been completed for you.

Send unwanted clothes to charity shops

Recycle (Given)

Save old carrier bags to take shopping

Reuse

Buy fewer products

Reduce

[2]

(d) Benefit and problem of one energy resource which could be solar power or wind energy or biofuels; there is no case study fact/figure/place name required but clear reference to sustainability. No mark for choosing from given list of energy sources.

Benefit, e.g. of wind energy

AVAILABLE MARKS

Award [1] for a simple accurate statement,
e.g. The resource is renewable/won't run out.

Award [2] for a statement with a consequence,
e.g. Wind power is free and wind energy is renewable so it won't run out.

Award [3] for a statement with a consequence and elaboration with reference to sustainability,
e.g. Wind power is free and wind energy is renewable and won't run out or cause pollution; this means it is sustainable as it will last for future generations to use and will not harm the environment. [3]

Problem, e.g. with wind energy

Award [1] for a simple accurate statement,
e.g. Sometimes there is very little wind so no energy is generated/or wind farms ruin the landscape.

Award [2] for a statement and a consequence,
e.g. Sometimes there is very little wind so no energy is generated or the wind may blow too fast so the blades break or must be switched off, so no energy is generated.

Award [3] for a statement and consequence with elaboration which refers to sustainability,
e.g. Sometimes there is very little wind so no energy is generated or the wind may blow too fast so the blades break or must be switched off; this means setting up the wind turbines is not sustainable as they may be costly and some people think they are unattractive in the landscape so causing visual pollution to the environment. [3]

Quality of written communication is assessed in this question.

Level 1 (Limited): Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory): Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 (High Standard): Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

(e) (i) Describe the pattern of world tourism shown on Fig. 9.

Award [1]

Candidates make a valid description of the trend but no figures are used to support their answer,
e.g. The number of international tourists has increased over time.

| AVAILABLE MARKS |
|---|
| Award [2] Candidates make a valid description of the trend and reference one figure from the graph to support their answer, e.g. The number of international tourist's arrivals has grown rapidly from the 1960s onwards. In 1970 there were only 200 million tourists worldwide. |
| Award [3] Candidates make a valid description of the trend with two figures included, e.g. The number of international tourist's arrivals has grown rapidly from the 1960s onwards. In 1970 there were only 200 million tourists worldwide and in 2010 there were nearly 1 000 million, or almost 1 400 million by 2020. [3] |
| (ii) Suggest one reason why tourist numbers have grown globally. |
| Award [1] for a simple statement only, e.g. People have more money. |
| Award [2] for a simple statement and consequence, e.g. People's earnings have increased over time. Therefore, more people can afford to go on holiday. |
| Award [3] for a valid statement, consequence and elaboration, e.g. People's earnings have increased over time. Therefore, more people can afford to go on numerous holiday throughout the year. This increases the number of international tourists which travel across our globe. [3] |
| (iii) Describe one advantage a sustainable tourism project you have studied has brought to the local community. |
| Name of sustainable tourism project, e.g. Game reserves in Kenya, Nam Ha in Laos, rainforest expeditions in Brazil, etc. Accept any appropriate project: do not accept only the name of a country. 'Titanic Quarter' is not acceptable. [1] |
| Award [1] for a basic statement, e.g. It brings money to the local community. |
| Award [2] for a statement and a consequence, e.g. It brings money to the local community as local people can earn money from the jobs that need to be provided. This can raise the level of development of the local community. |
| Award [3] for a statement, consequence and elaboration. Case study detail is needed to achieve Level 3, e.g. In Brazil local tribes such as the Jacuna can earn money from tourists who pass through their village. This money can then be invested in the local community by providing wells for water, education and other improvements. The local tribes also get a say in how their area should be used sustainably, so the risk of environmental damage is reduced. [3] |
| 25 |
| Total |
| 108 |