cea

Rewarding Learning

**General Certificate of Secondary Education
2013**

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

WEDNESDAY 12 JUNE, MORNING

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

1 **(a)** **(i)** State the straight line distance from Bromborough Station at GR 344811 to the viewpoint at GR 365817.

Answer is 2.2 km.
Award [1] for answers in the range 2.0 to 2.09 km or 2.31 to 2.4 km.
Award [2] for answers in the range 2.1 to 2.3 km. [2]

(ii) Part of Liverpool's CBD is located in grid squares 3490 and 3590
State three pieces of map evidence.
One mark for each of **three** pieces of map evidence.

Location of – Museums, Town Hall, Art Gallery, University, Cathedral, many converging communications – road, rail, bus station, railway station, Lime Street Station, Hospital.
(3 × [1]) [3]

(iii) Describe **one** way in which the area in grid square 3789 is typical of an inner city area.

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

Award [1] for a basic valid description
•   Long rows of buildings
•   High density of building
•   Rows of buildings close to CBD

Award [2] for a developed description, e.g.
•   The buildings are in long rows showing the back to back terraces.
•   High density buildings shown in rows just outside the area of the CBD. [2]

(b) With reference to the OS map and photographs, explain why this inner city area has attracted newcomers.

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

Level 1 ([1]–[2])
Basic answers which refer to map or photographic evidence.
•   It is close to the CBD and amenities.
•   Beside leisure facilities.
•   Well connected by road and rail.
•   It is part of a regeneration zone.
•   Old buildings have been updated and modernised.

Level 2 ([3]–[4])
Answers which refer to both map and photographic evidence but lacking detail or detailed answer referring only to map or photo can get [3].
•   The Kensington area is part of a regeneration zone where old terraced houses are being modernised. It is also close to the CBD for services [3]
      1 piece of specific map evidence and 1 reference to photos for Level 2.

Level 3 ([5]–[6])
Answers which explain why the area would be attractive to newcomers which use photographic and map evidence, e.g.
- This inner city area was the site of inner city industries and factories which have fallen into disrepair. The old terraced housing is also being regenerated to provide modern homes suitable for families and professionals. There is also more space than previously and there is a leisure centre. The area is well connected to the city centre by the A5047. Close to the CBD it is well served with amenities, e.g. art galleries and cathedrals. [6]

(c) (i) Using **map** evidence, outline **two** reasons why this is a good location for an industrial zone.

Answers may focus on proximity of good communications network or space for development. Also accept close to urban area.

Close to primary routes – the A561/ railway station/ Liverpool John Lennon Airport/container depot.
Room to expand – outside congested area in the city centre.

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

Level 1 ([1]–[2])
One or two basic statements or one statement with consequence, e.g.
- Good communications
- Room to expand
- Near a large city

Level 2 ([3]–[4])
Two valid statements with consequences which must specifically mention evidence from the map or one well developed statement and one in less detail, e.g.
- This area is close to good communications such as John Lennon Airport and container docks. It is well connected to the centre of Liverpool by primary routes, e.g. the A561. It is close to the large urban area of Liverpool which provides a work force and a market.
- Although it is well connected to the centre of Liverpool by main roads, e.g. the A561, there is plenty of space to expand in this area and there is a good road system avoiding congestion. [4]

All transport to be counted as 1 reason, e.g. roads, airports, rivers, therefore award [2] only

(ii) State the direction of Lime Street Station GR 3590 from Speke Hall GR 4182.

Award [1] for North West. [1]

(d) (i) Describe **two** ways in which the percentage of people living in urban areas has changed since 1950.

Level 1 ([1])
One change is stated relating to the world/MEDCs or LEDCs past or future, e.g.
- The percentage of people living in cities in the world has increased from 1950–2030.
- The largest increase in people living in cities is in LEDCs.

Level 2 ([2]–[3])
Answers which refer to LEDCs and MEDCs but not comparing past and predicted figures, e.g.
- The percentage of people living in cities in MEDCs has increased by 8% from 1950–1990 and then by 3% in the next 10 years. The increase in LEDCs was by 15% 1950–1990 and a further 7% 1990–2000.

Level 3 ([4]–[5])
An answer which refers to both MEDCs and LEDCs past and present and future and the overall world population and quotes a minimum of 2 figures, e.g.
- Between 1950 and 2000 the percentage of the world's population living in cities increased from 38% to 47% and it is expected to increase further to 60% by 2030 an overall increase of 22%. In 1950 the largest percentage of urban dwellers, 55%, was in MEDCs and this trend has continued with 76% MEDC population living in cities in 2000 compared to 18% in LEDCs in 1950 and 40% in 2000. This trend is expected to continue to 2030. The LEDCs are urbanising at a faster rate than MEDCs, e.g. the increase in MEDCs 1990-2000 was only 3% while in LEDCs in the same period the increase was 7%.   [5]

For top Level 3 some reference to faster rate in LEDCs is required.

(ii) Urbanisation is an increase in the percentage of people living in cities. Explain **two** causes of urbanisation referring to both MEDCs and LEDCs in your answer.

Answers could refer to push and pull factors and natural increase or elaborate on different push and pull factors.

Level 1 ([1]–[2])
One or two causes simply stated, e.g.
- Push and pull factors
- Natural increase

Level 2 ([3]–[4])
Two valid causes with consequences. Answers may focus on either MEDC or LEDC, e.g.
- In MEDCs push factors such as mechanisation of agriculture reduced the need for labour in the country leading to people moving to the cities in search of work. In LEDCs people are attracted or pulled to the cities as the standard of living is seen as higher, e.g. you can get access to piped water and electricity.

Level 3 ([5]–[6])
Two well explained causes of urbanisation with consequences and elaboration. Reference has been made to both LEDCs and MEDCs, e.g.
- Two causes of urbanisation are push and pull factors and natural increase. Before the 1950s urbanisation in MEDCs occurred as people were pulled to the cities were they could find work in the factories and the pay was higher than in the countryside. Recently in LEDCs this pull factor has operated as well as push factors encouraging people to leave the countryside, e.g. natural disasters or crop diseases. High natural increase in the countryside in LEDCs due to high birth rates and falling death rates led to increased pressure in the countryside forcing people to move to the towns and cities. As it is the young who tend to move this adds

further to the natural increase in the cities as this group is in the childbearing age. [6]

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

Award [1] for counterurbanisation or urban → rural migration. [1]

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

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

Level 1 ([1]–[2])
A short answer that describes the location of shanty towns in general terms, e.g. or where there is no named city.
• Shanty towns are built in swampy areas and near railway lines.

Level 2 ([3]–[4])
An answer that either describes the location of the shanty towns with some elaboration but still lacks specific facts, e.g.
• Rio de Janeiro in Brazil has lots of shanty towns, called favelas. The majority of the favelas are near the bay to be close to the CBD. The favelas are built on steep ground. [3]
One location well explained [3]

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 2 facts/figures for 6 marks (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 ground called morros, as the land is considered too steep for legal housing. This marginal land is not wanted by developers, as housing can be washed away in landslides following storms. [6]

(e) Describe **two** differences between the population pyramids of Nigeria and France.

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

Award [1] for a valid statement, e.g.
• Nigeria has many young people.
• France has many elderly people especially over 75 years.

Award [2] for a valid statement relating to both Nigeria and France, e.g.
• There are more young people in Nigeria than in France.
• There are more older people over 75 years in France than in Nigeria.
• France has a stable population in all age groups while Nigeria has a higher growth rate with more children.

Award [3] for a valid statement with elaboration and clear reference to **Fig. 3**, such as reference to shape of pyramid or bars, e.g.
• There are proportionally more people in all age groups from aged 40 upwards in France than in Nigeria because the pyramid for France is more rectangular in shape.

- There are fewer young people in all age groups especially up to 34 years in France than in Nigeria as shown by the longer bars in the pyramid for Nigeria.
- The largest cohort in Nigeria is 0–4 years with approximately 16% of the population as shown in the wide base, while in France it is over 75 years at approximately 8.5% of the population as seen in the broad top of the pyramid.

(2 × [3])   [6]

(f) Evaluate the positive and negative impacts of international migration for one named country within the European Union which you have studied.

Award [0] for a response not worthy of credit.
Award Level 1 if no named country or non-EU country.
Level 1 ([1]–[2])
This may be an unbalanced answer, looking at only positive or negative impacts or a superficial answer that simply makes statements which may be applicable to any place, e.g.
- Migration is a bad thing for the UK. It puts unemployment up and puts strain on services like schools.
Positives and negatives must relate to the **same** country.

Level 2 ([3]–[5])
An answer that looks at both positive and negative impacts, but which lacks specific case study detail or may not evaluate the impacts, e.g.
- Migrants have both positive and negative impacts for the UK. Economically migrants have a positive impact as they often occupy either low-paid work which local people are overqualified to do, or fill gaps in specific professions, such as nursing. They also add money through paying taxes. There are also some negative impacts; large numbers of migrants arriving to only a few areas in the UK can put strain on the local services like schools.

Level 3 ([6]–[8])
This will be a balanced answer that includes more than one positive and one negative impact, includes two or more specific facts/figures. An evaluative conclusion is drawn, e.g.
- Just over half a million people enter the UK each year as immigrants, adding to our slow population growth. These migrants have both positive and negative impacts to our country. Large numbers of migrants arriving can put strain on the local services and they might increase the demand for housing in some cities like London, and may even push up house prices by as much as 10%. However, it is estimated that this will take 20 years to happen. Economically migrants have a positive impact as they often occupy either low-paid work which local people are overqualified to do, or fill gaps in specific professions, such as nursing. They also add money through paying taxes as they work – in 2000 for example they paid about £31.2 billion in income tax. As £25.8 billion was paid out in benefits to migrants they contribute £2.5 billion more in taxes more than they used so overall the positive benefits outweigh the negative.   [8]

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]

54

Theme B: Contrasts in World Development

2 **(a)** **Fig. 4** shows information on literacy rates and life expectancy for a selection of countries.

(i) Plot the position of South Africa on **Fig. 4** using information from **Table 2**.

Award [1] for the correct position of each of the values below.

South Africa	Literacy Rate (%) 88	Life Expectancy (years) 52

(2× [1])   [2]

(ii) Name the type of graph used in **Fig. 4.**

Scatter graph   [1]

(iii) State whether the relationship shown on this graph is positive or negative.

Positive   [1]

(iv) Name **one** economic indicator used when calculating the Human Development Index (HDI) for a country.

GNP/GDP/GNI   (Any of these answers is acceptable)   [1]

(v) Explain why the HDI is one of the most effective indicators of development.

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

Level 1 ([1])
A simple statement of what HDI is, e.g.
HDI is a composite measure or includes more than one indicator or HDI is more than just an economic measure of development.

Level 2 ([2]–[3])
A statement which shows some understanding of what is involved in the HDI, e.g.
HDI is a composite measure which also includes social welfare such as health, education as well as wealth.

HDI is a composite measure which also includes social welfare such as health (life expectancy at birth), education (adult literacy rate and school enrolment rates) as well wealth (GNI). However using only social indicators or economic indicators alone can be misleading and not effective.

Level 3 ([4])
A statement which shows understanding of what is involved in the HDI and includes further elaboration referring to how both social and economic indicators are needed to measure development may refer to particular countries, e.g.
HDI is a composite measure which includes health (life expectancy at birth), wealth (GNI) and education (adult literacy rate and school enrolment rates); it is better because it measures development by including social welfare (such as health).

AVAILABLE
MARKS

Economic indicators measure development but can be misleading
because both living standards and quality of life must be measured by
using both social and economic indicators as a country may have a high
level of wealth but low levels of social welfare/quality of life, e.g. Saudi
Arabia.   [4]

Note: The education component of the HDI is now measured by the
mean years of schooling for adults aged 25 years and expected years of
schooling for children of school going age.

(b) **(i)** Name the country that produces PREDA Fair Trade products.

Philippines   [1]

(ii) State **one** Fair Trade product that this organisation produces.

Dried fruits/handicrafts/juices (any of these are acceptable).
Accept any image from the resource, e.g. bananas.   [1]

(iii) State the meaning of the term **Fair Trade**.

Award [1] for a basic definition.
Farmers get paid a higher price for their products.

Award [2] for a more detailed definition.
Farmers get paid a higher price for their products. Middlemen are cut
out of the deal so more money goes to the farmer or promotes
environmental protection.   [2]
Fair Trade definition:
Fair trade relates to better prices, decent working conditions, local
sustainability and fair terms of trade (must give 2 of these to get [2]).

(iv) Explain how Fair Trade is a sustainable solution to deal with the
problems of unequal development. You should refer to places in your
answer.

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

Level 1 ([1]–[2])
A basic answer which attempts to explain Fair Trade. The answer may
lack reference to places or sustainability

Fair Trade gives farmers a guaranteed price for their product.

Fair Trade gives farmers a guaranteed price for their products.
This money can help make their lives better.

Level 2 ([3]–[4])
An answer which explain how Fair Trade is helping a country to develop.
One place should be referenced to achieve top Level 2.

Fair Trade gives farmers a guaranteed price for their products by setting
up co-operatives. This money can provide the basic needs for their
families. The profits from receiving fair wages can be invested in health,
education and infrastructure.

Fair Trade gives farmers a guaranteed price for their products by setting
up co-operatives. This money can provide the basic needs for their

AVAILABLE MARKS

families. The profits from receiving fair wages can be invested in health, education and infrastructure. These improvements can help a country develop over time, e.g. a village in Mexico has purchased a bus to transport children to school in the town all due to Fair Trade profits.

Level 3 ([5])
An answer which addresses all three parts of the question (explains Fair Trade, sustainability and reference to two places). Accept colonies as a place.

Fair Trade gives farmers a guaranteed price for their products by setting up co-operatives. This money can provide the basic needs for their families. The profits from receiving fair wages can be invested in health, education and infrastructure. These improvements can help a country develop over time and are sustainable because future generations will see an increase in their quality of living, e.g. a village in Mexico has purchased a bus to transport children to school in the town all due to Fair Trade profits. Farmers in Tanzania were also able to pay a doctor solely on Fair Trade profits. Both these developments will improve the health (life expectancies) and education (literacy rates) characteristics of these countries. [5]

(c) (i) Complete **Fig.6** by inserting the correct % for export earnings from aluminium, steel and iron-ore in Venezuela.

5% [1]

(ii) Evaluate the trade pattern of Venezuela as shown in **Fig. 6**.

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

Level 1 ([1]–[2])
A basic statement which focuses on the value of trade or type of product

There are more exports.
Venezuela exports a lot of oil. [1]

There are more exports than imports
Venezuela exports a lot of oil which is a primary product. [2]

Level 2 ([3]–[4])
An answer that focuses on the exports/imports (positives) and the type of products exported (negatives). Some figures should be quoted.

There are more exports than imports. The exports are valued at $61 billion while the imports are $39 billion. A difference of $22 billion. [3]

There are more exports than imports. The exports are valued at $61 billion while the imports are $39 billion. This is good as it is a TRADE SURPLUS. However, they rely on oil as their main export. [4]

Venezuela exports a lot of oil. 95% of its exports are from oil. They are over-reliant on this primary product which will run out in the future. $61 billion dollars are earned from export. [4]

Level 3 ([5]–[6])
All aspects of trade (exports and imports) are covered with figures as well as a comment on the types of exports. Both positive and negatives are quoted. For [6] candidate needs to demonstrate that in the short

term their trade pattern is good but in the long term could hinder development as oil will run out. Some judgement or conclusion for full evaluation.

Venezuela exports $61 billion worth of goods but only imports $39 billion worth of goods. This shows a trade surplus. This is good as this extra money can be spent on development projects such as health etc.

In the short term this is good as lots of money will be earned from oil if the price remains high.

However the fact that they are reliant on oil (95% of export) can hinder their development in the long term because oil is a fossil fuel. [5]

When this primary product runs out no extra money will come into the country for the development of essential services. [6]   [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

3 **(a)** **(i)** Complete **Fig. 7** using the following information about Canada.

Canada	MEDC	300 million tonnes of CO_2 equivalent

Award [1] for a bar drawn horizontally to the correct length in the appropriate space.

Award [2] for a bar drawn horizontally to the correct length and correctly shaded as a MEDC. [2]

(ii) Describe the pattern of production of household waste shown in **Fig. 7**.

Level 1 ([1])
A simple accurate statement with no figures quoted, e.g.
Uganda produces the least household waste; China produces the most waste or one or two countries just listed with figures.

Level 2 ([2]–[3])
Accurate statements which refer to LEDCs and MEDCs with one figure for the lower level 2 and at least two figures for top level, e.g.
Bangladesh and Uganda are LEDCs and produce less than 200 million tonnes of household waste. MEDCs such as UK and France produce more waste (380–400 million tonnes each approximately).

Level 3 ([4])
Accurate statements which refer to LEDCs and MEDCs and at least two figures plus recognition that some LEDCs such as China and India produce more household waste than some MEDCs for Level 3, e.g.
Bangladesh and Uganda are LEDCs and produce less than 200 million tonnes of household waste. MEDCs such as UK and France produce more waste (380–400 million tonnes each approximately). Most household waste is produced by China (at over 1800 million tonnes) and India at almost 1200 tonnes and these are LEDCs. [4]

(iii) Describe **one** sustainable way of managing waste which is used by a named local government area you have studied,
Answer must relate to an appropriate named local government area such as e.g. Belfast City Council or Craigavon Council Area.

Award [1] for a simple statement of sustainable method, e.g. recycle some materials or distribute bins to collect garden waste or councils joining together in a group.

Award [2] for a statement with a consequence, e.g. recycle some materials by setting up centres and encouraging people to take items to the centre **or** educate people to put appropriate recyclable materials into their "green" bin.

Award [3] for a statement with a consequence plus elaboration which is factual information related to the named local government area, e.g. the Belfast City Council encourages people to recycle more waste materials such as fridges and garden waste by setting up local recycling centres, e.g. at Palmerston Road in Sydenham **or**, e.g. Craigavon Borough Council educates people to put appropriate recyclable materials into their "green" bin and processes 7000 tonnes of grass and dead plants per year into compost. [3]

(b) World population is rapidly increasing. Describe how the growth of population can increase the demand for **two** resources.

Resource must be physical.

Award [1] for a simple statement describing the link, e.g. population growth means there are more people needing e.g. more energy resources/electricity/ food supplies etc. of any two resources. (2 × [1])

Award [2] for a statement describing the link and outlining how, e.g. population growth means there are more people to feed and so farms must produce more food to provide for the increase in people **or** e.g. population growth means there are more people who will require more energy to be generated, e.g. fuels to run vehicles.
(2 × [2])   [4]

(c) Suggest **two** ways in which the environment of tourist destinations could be negatively affected by increased tourism.

Answers need not necessarily be taken from the resource provided.

Award [1] for a simple statement, e.g. water can be polluted by sewage or from fuel from outboard motors.

Award [2] for a statement with some explanation of how the effect occurs, e.g. water can be polluted by sewage as people may camp in the wilderness **or**, e.g. fuel from outboard motors may leak into the water and destroy wildlife in rivers, e.g. the heavy footfall of tourist on mountain paths may erode vegetation and destroy the landscape on busy walking routes.
(2 × [2])   [4]

(d) Evaluate the impacts of tourism on the culture and economy of tourist destinations. You should refer to named places in your answer.

Do not accept environmental impacts.

To reach top Level 3 the answer must evaluate at least one positive and one negative impact, refer to both cultural and economic impacts and the answer must refer to named places as examples.

Level 1 ([1]–[3])
Some impacts are outlined but are not contrasted with no evaluation of cultural or economic impacts, e.g. people can earn more money in tourist resorts as they can find work in hotels, the local people are upset by the lifestyle of the tourists, crime and vandalism can increase. Economic or cultural impacts only will be confined to this level.
If positives or negatives are missed then only award Level 1.

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 the meaning is clear. A limited range of specialist terms is used appropriately.

Level 2 ([4]–[6])
Impacts are outlined in detail and there is clear reference to both cultural and economic aspects with some evaluation of them being positive or negative but there is no sense of the answer relating to particular places, e.g. one economic impact of tourism is that incomes are increased for people

in places where tourists visit as tourists spend money in shops, restaurants and hotels but the new jobs provided are often poorly paid and are only seasonal. The local traditions and culture can be changed by the increased numbers of tourists and local people are offended by the bad behaviour of the tourists because crime and vandalism have increased. Economic and cultural, maximum Level 2. To access the top Level 2 – some reference to place. There must be some positives and negatives referred to.

Candidates present 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 the meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([7]–[8])
For Level 3 – 1 place may be sufficient if all challenges of questions met. Impacts are described in detail with clear reference to both cultural and economic aspects and clear evaluation of whether they have positive or negative impacts; there is reference to appropriate places where these cultural/economic impacts have occurred, some overall judgement needed for, e.g. one economic impact of tourism is that incomes are increased for people in places where tourists visit as tourists spend money in shops, restaurants and hotels and this increases job prospects. However, the new jobs provided are often poorly paid and are only seasonal as in summer on Ibiza. On Ibiza clubbing facilities have increased the income of local people and tourists bring in $939 million per year. However, a disadvantage of many tourists to the island is that the local culture has changed as in Ibiza fishermen have given up their traditional jobs and so the fishing villages have declined as people have migrated away to the more lively resorts. [7] Overall, while tourism has benefitted the economy of Ibiza this has been to the detriment of its culture. [8]

Candidates present and organise efficiently, 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 flawless accuracy so the meaning is clear. A wide range of specialist terms is used skilfully and with precision. [8]

	AVAILABLE MARKS
	25
Total	**108**