



General Certificate of Secondary Education
2015

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

WEDNESDAY 3 JUNE, 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) (i) Underline the percentage of people aged 0–4 in Peterborough in 2009.

3.9 % 7.6% 13.7% [1]

(ii) Describe the differences between the shape of the population pyramid for Peterborough and the pyramid shape for England as shown on Fig.1.

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

Level 1 ([1])

A statement about Peterborough's pyramid or a basic difference with a lack of detail,

e.g. Peterborough has lots of children.

e.g. Peterborough's pyramid has a wider base.

Level 2 ([2]–[3])

Two differences which include at least one figure or reference to specific cohort(s) [3]. One difference may be described in more detail than the other,

e.g. Peterborough's pyramid has a wider bulge in the 20–44 age group while England has more people in all age groups above 50 years.

e.g. Peterborough's pyramid has a wider base than England's as almost 8% of the population is aged 0–4. It also has more people aged 25–44.

Level 3 ([4]–[5])

Comparisons made highlighting Peterborough's larger percentage in the 25–44 age group, England's larger population in the older age groups and Peterborough's high numbers ages 0–4. At least two figures should be quoted from different cohorts for [5]. Shape ref needed for [5].

e.g. Peterborough has a larger percentage of people in the 20–44 age groups as shown by the bulge beyond the line showing the shape for England. Almost 8% of the population is aged 0–4 compared to England which has just over 6% in this category. However, England has a population showing greater aging than Peterborough's as the line of its pyramid is beyond the extent of all bars over 50 years. [5]

(b) (i) State the meaning of the term **natural increase**.

AVAILABLE
MARKS

Award [1] for a partial definition.

e.g. A large number of babies being born.

Award [2] for a full definition which refers to the increase of birth rates over death rates.

e.g. The positive difference between the birth rate and the death rate. [2]

(ii) Describe **two** possible impacts for cities such as Peterborough experiencing migration patterns similar to those shown in **Table 1**.

Positive or negative impacts are acceptable.

Award [0] for an answer not worthy of credit.

Level 1 ([1])

A simply stated impact which relates to the increase in population due to migration.

e.g. Large numbers of immigrants in cities puts pressure on services.

e.g. Vacancies in the job market can be filled.

Level 2 ([2]–[3])

Two impacts stated, one with more elaboration,

e.g. The migrants are often willing to do jobs that the local people do not want to do.

e.g. Cities receiving large numbers of immigrants from countries in Eastern Europe have to pay for additional services, for example interpreters in schools.

Level 3 ([4])

Two well developed impacts which include a statement and a consequence.

e.g. Cities receiving large numbers of immigrants from countries in Eastern Europe have to pay for additional services, for example interpreters in schools and this costs a lot of money which has to be paid for from taxes.

e.g. However, the migrants are often willing to do jobs that the local people do not want to do, providing services and boosting the economy. [4]

(iii) State **two** advantages of using GIS to analyse migration trends.

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.

e.g. Deeper analysis of the data can be carried out.

(2 × [1])

[2]

		AVAILABLE MARKS
(c) (i)	Name the river which flows through Peterborough. River Nene.	[1]
(ii)	State the height of the land shown by the spot height in Chesterton GR 127953. 19 metres.	[1]
(iii)	State the straight line distance from the roundabout at GR 145963 to the windmill at GR 202957. 5.6 km. Award [1] for answers in the range 5.3 km to 5.49 km or 5.71 km to 5.8 km. Award [2] for answers in the range 5.5 km to 5.7 km.	[2]
(iv)	Underline the approximate area of the village of Eye (GR 2202) in the list below. <u>1 km²</u> <u>2 km²</u> <u>4 km²</u>	[1]
(v)	State the direction of the hospital GR 1898 from the East of England Showground GR 1495. North East.	[1]
(vi)	Give one piece of map evidence to show that settlement has existed around Peterborough for a very long time. Award [1] for any valid piece of evidence, e.g. Dvrobrivae (Roman Town), Roman Road, Cathedral, Site of Settlement GR 2298, Nene Way, Hereford Way, fort, castle, cathedral. There is no requirement to quote grid references.	[1]
(vii)	Peterborough has a larger sphere of influence than the village of Eye (GR 2202). Suggest why this may be so. Award [1] for a simple statement, e.g. Peterborough is a larger settlement than Eye. Award [2] for a valid statement and consequence, e.g. Peterborough is a larger settlement than Eye and therefore will have a wider range of services. Award [3] for a valid statement, consequence and elaboration which uses map evidence, e.g. Peterborough is a larger settlement than Eye and therefore will have the threshold population to support a wider range of services including middle order services such as hospital, schools, prison, museum. People will be willing to travel to use the services provided, leading to a larger sphere of influence.	[3]

(d) (i) Complete **Table 3** to show the location of some of the areas listed in **Table 2**.

AVAILABLE MARKS

Award [1] for each correct answer.

Name of area listed in Table 2	Location
Orton Waterville [1]	Suburbs
Peterborough Central [1]	Inner City

(2 × [1])

[2]

(ii) Using only **Table 2** to help you, describe the characteristics of residential zones in the Peterborough area with increasing distance from the CBD.

Award [0] for an answer not worthy of credit.

Level 1 ([1])

An answer which describes the characteristics of residential zones in Peterborough with no use of figures, or which may not use Table 2.
e.g. More migrants from the EU live in the centre of Peterborough.

Level 2 ([2]–[3])

An answer which gives good description on the characteristics of the residential areas with reference to distance from the CBD but with limited use of figures (1 figure [2], 2 figures [3]),
e.g. More migrants from the EU live in Peterborough Central (24.2%) whereas 4.7% live in Orton Waterville which is further from the CBD. [3]

Level 3 ([4]–[5])

An answer which gives detailed description on the characteristics of the residential areas with reference to distance from the CBD which quotes at least 4 figures (from 2 columns) to support this, including place name(s),
e.g. More migrants from the EU live in Peterborough Central (24.2%) whereas 4.7% live in Orton Waterville which is 6 km from the CBD.
In addition 40.5% of people speak English as their main language in Peterborough Central but this increases to 93.5% in Orton Waterville. [5]

(e) (i) Describe the characteristics of shanty town areas such as Kisenyi using **Fig. 2** to help you.

Award [1] for a simple description about shanty towns,
e.g. Shanty towns are areas of poor housing in LEDC cities.

Award [2] for a description with some elaboration,
e.g. Shanty towns are areas of poor housing made from scrap materials and built very close together. The streets are covered in litter.

Award [3] for a detailed description with elaboration related to **Fig. 2**,
e.g. Shanty towns are overcrowded areas of housing built on land of little value in LEDC cities. The homes are made from scrap materials and there are few services, for example there may be no refuse collection or piped water. The waste builds up and affects the health of the inhabitants. [3]

(ii) Suggest a reason for the growth of shanty town areas in LEDC cities.

AVAILABLE MARKS

Answer could focus on push or pull factors or the growth of more than one location or growth in the size of shanty town areas over a period of time.

Award [1] for a simply stated reason,
e.g. People move to the city in search of work and set up home in shanty town areas.

Award [2] for an answer which states a valid reason with a consequence,
e.g. Due to the mechanisation of agriculture people may be pushed from the countryside to cities in search of work.

Award [3] for a well developed answer which includes a statement, consequence and elaboration,
e.g. Due to the mechanisation of agriculture people may be pushed from the countryside to cities in search of work. They set up home in shanty town areas as they can live there cheaply. [3]

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

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

Level 1 ([1]–[2])

An answer that describes the location of shanty towns in general terms or where there is no named city,

e.g. Shanty towns are built in swampy areas and near railway lines.

Level 2 ([3]–[4])

An answer that 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 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. 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]

(f) For a named MEDC inner city area, assess the extent to which the area has been regenerated to provide employment opportunities and improve the housing available in a sustainable manner.

AVAILABLE MARKS

Name of MEDC inner city area – not credited with a mark but used to assess the accuracy of the answer,
e.g. Titanic Quarter Belfast.

Award [0] for an answer not worthy of credit.
Award max Level 1 if no named area in answer.

Level 1 ([1]–[2])

A simple description of the regeneration scheme without evaluation of its sustainability,
e.g. The Titanic Quarter is being redeveloped for offices, businesses and residences. This is a brownfield site and the new development will make it a pleasant place with many new homes and jobs.

Level 2 ([3]–[5])

Both aspects of the scheme (employment opportunities and housing) are mentioned with only limited mention of sustainability,
e.g. The Titanic Quarter contains both residences and places of work so that people do not travel long distances to work and thus save money on fuel. Concrete and bricks from the old factories are reused on site for the new buildings. This makes the project more sustainable. [4]

Level 3 ([6]–[7])

Both aspects of the scheme are described with a minimum of two fact/figures and an assessment is made on the sustainability of the project,
e.g. In Belfast's Titanic Quarter (TQ), a 75 hectare area of the inner city is being regenerated to convert a derelict industrial area into a major social and business area of the city. This scheme contains a mix of offices, businesses and residences providing homes and job opportunities in the area. TQ will bring 15 000 jobs in construction, and 20 000 new jobs after it has been established. There will be a wide range of employment opportunities in ICT, finance, business, tourism, hospitality and leisure. There will also be 7500 apartments and town houses. Where possible, construction materials are being recycled to reduce the need for fresh materials. This helps the construction process become more sustainable. The scheme is sustainable as many jobs will be available in the new businesses and offices located close to where people live thereby reducing commuting time, pollution and traffic congestion. The Stepping Stones project aims to help the long term unemployed to find work, further increasing the sustainability of the project. [7]

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.

AVAILABLE MARKS

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]

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Theme B: Contrasts in World Development**AVAILABLE MARKS**

2 (a) (i) Complete the graph for Greece in 1980 on **Fig. 3** using information from **Table 4**.

One bar should be drawn for Greece in 1980 to the correct height at 16,000 [1]

[1] awarded for correct shading. [2]

(ii) Use **Table 4** to name the country that experienced the greatest change in GNI per capita from 2000 to 2012.

China. [1]

(iii) Use **Table 4** to name the country that experienced a decline in GNI per capita from 1980 to 2012.

Democratic Republic of Congo/Congo. [1]

(iv) Explain why the Human Development Index (HDI) is a more effective indicator of development than using one economic measure such as GNI per capita.

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

Award [1] for a basic valid explanation,
e.g. The HDI uses more indicators than one economic measure.

Award [2] for a more developed explanation,
e.g. The HDI uses both social and economic data together to indicate a country's level of development.

Award [3] for a well developed explanation,
e.g. The HDI uses both social and economic data to rank order a country in terms of level of development. It does this using data on health, wealth and education. Credit candidates who reference (4 indicators – life expectancy at birth, mean years of schooling, expected years of schooling and GNI per capita) – reference to 3 also acceptable for [3]. [3]

(b) (i) State the percentage range of people who had Internet access in India.

9% or 6–15%. [1]

(ii) Describe the distribution of Internet access in 2012. Refer to both MEDCs and LEDCs in your answer.

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

Level 1 ([1])

Simple answer which does not make reference to the resource,
e.g. Internet access can vary across the world.

Level 2 ([2]–[3])

Answers which make some basic reference to the resource, **Fig. 4**,

e.g. People who live in poorer countries like India have less access to the Internet [2]

e.g. People who live in poorer countries such as India have less access to the Internet, whilst rich countries like USA have more than 61% connected to the Internet.

Level 3 ([4])	AVAILABLE MARKS
<p>An answer which describes the distribution globally using at least two facts/figures from Fig. 4,</p> <p>e.g. There is an obvious development gap in Internet access in 2012. Richer MEDCs have a much higher percentage of Internet access compared to countries which are poorer LEDCs. For example, MEDCs such as the USA, the UK and most of Europe have over 61% of their people with Internet access. LEDCs such as India (6–15%) and Ethiopia (0–5%) have much poorer access to the Internet. [4]</p>	
<p>(c) Describe one strategy that is attempting to reduce the global development gap. The specification clearly outlines that the answer should be based on a strategy from the following list: Millennium Development Goals, Make Poverty History, Jubilee 2000 or the ONE organisation.</p>	
<p>Award [0] for a response not worthy of credit. Award [2] for other NGOs, e.g. World Vision</p>	
<p>Level 1 ([1]) Simple answer that describes a relevant strategy but fails to describe any attempts to reduce the global development gap, e.g. Millennium Development Goals were used by the UN to make poor people richer.</p>	
<p>Level 2 ([2]–[3]) An answer that describes a relevant strategy and briefly describes attempts made to reduce the global development gap, e.g. Millennium Development Goals have been used by the UN to reduce world poverty. Many countries around the world were challenged to make changes to education and allow all children to go to primary school.</p>	
<p>Level 3 ([4]) A more detailed answer that describes in depth one strategy including specific information on how this will reduce the global development gap, e.g. Millennium Development Goals have been used by the UN to reduce world poverty. In 2000, countries signed up and agreed to these goals, including a promise to provide primary school education to all young people as 72 million children across the world do not currently attend school. [4]</p>	
<p>(d) Describe one problem caused by aid in LEDCs.</p> <p>Answers which refer to a culture of dependency are acceptable. Also credit answers which refer to problems associated with aid, e.g. corruption.</p> <p>Award [0] for a response not worthy of credit.</p> <p>Award [1] for a basic description of how aid might bring problems to LEDCs, e.g. Aid often does not reach the people in most need. e.g. Farmers do not need to produce food.</p> <p>Award [2] for a more detailed description that shows understanding of the problem, e.g. Aid does not always reach the poorest people who really need it. Political corruption and poor administration systems in countries mean that aid fails to reach the people. e.g. If an area is flooded with food aid prices of local food fall discouraging farmers from producing foodstuffs. (Culture of dependency encouraged). [2]</p>	

(e) For a named appropriate technology project you have studied, evaluate the success of this project in relation to social and environmental improvements.

AVAILABLE MARKS

If only problems are highlighted then maximum Level 1

Answer should focus on **social** and **environmental** improvements.

Don't credit economic improvements, e.g. jobs.

Only credit fact/figures that are related to either environmental or social improvements to the people's lives.

No named place max Level 2 (Accept regions/places with countries, e.g. Kerala, Tamil Nadu or SW India). Must have a place reference for Level 3.

Level 1 ([1]–[2])

A basic statement on either the social or environmental improvements.

Fewer trees cut down. [1]

Money gets invested into education projects from the larger catches. [2]

Level 2 ([3]–[5])

A more detailed statement which focuses on social and environmental.

Improvements must relate to an appropriate technology project.

One fact/figure needed for top Level 2. One improvement may be unbalanced in this level.

New boats were designed for fishermen as the old boats could not compete with the larger trawlers. These new boats have meant that fishermen have been encouraged to remain in the area. Fewer trees are now cut down. [3]

New boats were designed for fishermen in SW India as the old boats could not compete with the larger trawlers. These new boats have meant that fishermen have been encouraged to remain in the area with their families instead of migrating away. Fewer trees are now cut down. The fact they use fibreglass to make the boats means fewer trees need to be cut down. This helps reduce global warming. [4]

New boats were designed for fishermen in SW India as the old boats could not compete with the larger trawlers. These new boats have meant that fishermen have been encouraged to remain in the area with their families instead of migrating away. The money gained from fishing is invested in local education. The literacy rate has now risen to 61% in this area. Fewer trees are now cut down. The fact that they use fibreglass to make the boats means fewer trees need to be cut down. This helps reduce global warming. [5]

Level 3 ([6]–[7])

A thorough explanation relating to both social and environmental improvements using two fact/figures relating to a place and overall evaluate statement.

2 fact/figures will get access to [6]. An overall concluding statement needed for [7]

New boats were designed for fishermen in SW India as the old boats could not compete with the larger trawlers. These new boats have meant that fishermen have been encouraged to remain in the area with their families instead of migrating away. The money gained from fishing is invested in local education. The literacy rate has now risen to 61% from 30% in this area. Money from the fishing has also been invested in the health care of this region with life expectancies rising to 63 years. Fewer trees are now cut down as they now use fibreglass to make the boats. This helps reduce

global warming. As forests remain intact the habitats of many animals remain intact, e.g. Asian elephant.

[6]

Overall this project has been a great success in terms of social and environmental progress.

[7]

AVAILABLE MARKS

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 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]

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Theme C: Managing our Resources

AVAILABLE MARKS

3 (a) Label each management technique.

High Parking Charges [1]
Pedestrian Only Zone [1]

(2 × [1])

[2]

(b) 'Reduce, reuse and recycle' is considered a sustainable approach to waste management. State an example of each method.

Reduce:

e.g. Buy fewer products.
e.g. Take shorter showers.
e.g. Become more energy efficient – turn off lights, etc.

Reuse:

e.g. Reusable shopping bags.
e.g. Refillable bottles/containers.
e.g. Buying clothes in charity shops, etc.

Recycle:

e.g. Local recycling centre – paper, glass, metals, etc.
e.g. Turn vegetable and garden waste into fertiliser using a compost bin or heap.

Credit any other acceptable answer.

(3 × [1])

[3]

(c) (i) Using **Fig. 6** describe and explain how changes in airline travel have played a role in the growth of global tourism.

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

Level 1 ([1])

A basic statement which focuses on either the description or explanation aspect of the question,
e.g. The number of airline passengers has increased.

Level 2 ([2]–[3])

A valid explanation and description provided. At least one figure should be outlined to achieve the top Level 2,
e.g. easyJet provides affordable travel to tourists, enabling the numbers of people travelling to increase to 58.4 million in 2012 [3].

Level 3 ([4]–[5])

A full description and explanation is provided, including 2 fact/figures with a calculation of growth for [5],
e.g. In 2008, 43.7 million people travelled with easyJet. This figure increased to 58.4 million in 2012, a growth of 14.7 million in 4 years. This dramatic growth demonstrates how affordable travel enables more people to avail themselves of short and long haul flights to many places across the globe, therefore causing global tourism to increase. [5]

	AVAILABLE MARKS
<p>(ii) State two factors other than cheaper travel which have led to a growth in global tourism since the 1960s.</p> <p>Any two from: increased leisure time; increased disposable income; increased health and wealth of pensioners, ease of use of Internet to book holiday. (2 × [1])</p>	[2]
<p>(iii) Explain how a sustainable tourism project you have studied benefits both the environment and the local community.</p> <p>Any valid tourism project, e.g. Nam Ha, Laos.</p> <p>Award [0] for a response not worthy of credit.</p>	
<p>Level 1 ([1]) An answer which does not name a sustainable tourist project or that only deals with the local community or environment briefly, e.g. Ecotourism brings jobs, and animals are protected from poachers.</p>	
<p>Level 2 ([2]–[3]) An answer which deals with the local community and/or environment. The answer may be unbalanced. Some elaboration should be evident. One specific fact/figure needed for top Level 2, e.g. In Nam Ha, Laos, an ecotourism project has been set up by UNESCO. Ecotourism brings jobs which provide 40% of the village's income. Locals can invest this money into health and education projects. This can improve the people's quality of life. Animals are protected from poachers as it is now a protected area; this is a benefit to the environment.</p>	
<p>Level 3 ([4]–[5]) An answer which deals with the local community and environment with case study detail. Some elaboration should be evident. Two specific fact/figures needed for Level 3, e.g. In Nam Ha, Laos, an ecotourism project has been set up by UNESCO. This project brings jobs to this area of Laos. It provides \$34,400, which is 40% of the village's income. Locals can invest this money into health and education projects. This can improve the people's quality of life. Animals such as the rare clouded leopard, tigers and Asian elephants are protected from poachers as it is a protected area; this is a benefit to the environment.</p>	[5]
<p>(d) Explain how population growth and economic development increase the demand for resources and put pressure on the environment. You should refer to places in your answer.</p>	
<p>Level 1 ([1]–[2]) The candidate may refer to only one aspect of the question, for example how economic development leads to pressure on the environment. If no place reference is provided, maximum top Level 1, e.g. Economic growth places more demands on resources such as fossil fuels. This increases CO₂ emissions and in turn damages their environment.</p>	

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.

AVAILABLE MARKS

Level 2 ([3]–[5])

The candidate addresses two aspects of the question by outlining either the impact of population growth or impact of economic development on resources and the environment. At least **one** place reference is made, e.g. A rapidly growing population places increasing demands on agricultural land. This is causing difficulties in providing enough food for the total population. Increasing levels of disposable income have led to a rise in car ownership. This is particularly noted in China. This increases CO₂ emissions and in turn damages the environment.

Other valid alternatives acceptable.

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 ([6]–[8])

The candidate will address **all** aspects of the question, explaining how population growth and economic development can lead to demand for resources and put pressure on the environment. At least **one** place reference is made,

e.g. China's rapidly growing population has placed increasing demands on agricultural land. This is causing difficulties in providing enough food for its total population. Water resources are threatened and in some cases badly polluted. Almost the entire rural population of China has substandard drinking water which has led to many health problems. For example 33% of deaths in China are related to water contamination. An increase in disposable income has led to a rise in car ownership. If China continues to increase their car ownership to a level similar to that of the US, there will be 1.1 billion cars in the country. This will increase the demand for oil which will run out faster.

Other valid alternatives acceptable.

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.

[8]

25

Total

108