



Rewarding Learning

**General Certificate of Secondary Education
January 2019**

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

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 change in world population from 1750 to 2100. Answer the questions which follow.

(i) Describe the trend in world population from 1750 to 2100 as shown in Fig. 1.

Level 1 ([1])

A basic description of population increase with no accurate figures, e.g. The population grew over time/the population has increased over time

Level 2 ([2]–[3])

A description of increasing with one fig for [2] and two figs for [3], e.g. The population grew from 1750 to over 2 billion by 1950 [2] and will increase to over 10 billion by 2100 [3]

Level 3 ([4])

A description of increasing population with at least two figs and ref to the slow increase before 1950 and faster increase after 1950 and the answer also refers to the slower increase after 2050, e.g. The population grew slowly from 1750 to over 2 billion by 1950 and increased more quickly after 1950; the population grew quickly and will reach 9 billion by 2050; then growth will slow down so the population will exceed 10 billion by 2100 [4]

(ii) Explain why the world's population has increased rapidly since 1950. You should give two reasons in your answer.

Award [0] for an answer not worthy of credit, e.g. ref to migration. Answers may refer to birth rates being high or death rates falling; some answers may explain the slowdown expected after 2050

Level 1 ([1]–[2])

Brief statements on one valid reason only with no elaboration or two very general reasons, e.g. Many people have a lot of children [1] or medical care is better now [1] e.g. Better health care means that people are living longer [2]

Level 2 ([3]–[4])

Two reasons are addressed with consequences, e.g. The death rate has fallen because of advances in medical care and treatment of diseases so that people live longer; also the birth rate has remained high in some countries [3] as children are needed to provide for their parents in old age [4]

Level 3 ([5]–[6])

An answer which includes two reasons relating to death rates or birth rates (or both) and may refer to higher rates of population growth in LEDCs, e.g. The death rate has fallen because of advances in medical care and treatment of diseases through vaccination programmes so that people live longer because diseases such as smallpox have been eradicated; also the birth rate has remained high in some LEDCs as children are economic assets [5] as they are needed to provide income for their family and look after their parents in old age [6]

(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 into 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.
e.g. Deeper analysis of the data can be carried out.
(2 × [1]) [2]

(c) Discuss the positive and negative impacts of 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])

A basic answer which may discuss only positive or negative impacts or a superficial answer that simply makes general statements,
e.g. Migration to the UK increases unemployment [1] and puts a strain on services like schools [2]

Level 2 ([3]–[4])

An answer that includes both positive and negative impacts, but which lacks specific case study detail of 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 they 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 such as schools

Level 3 ([5]–[6])

This answer includes at least one positive and one negative impact and includes two or more specific facts/figures/named places,
e.g. Just over half a million people enter the UK each year as immigrants, adding to population growth. These migrants have both positive and negative impacts to our country. Large numbers of migrants arriving can put strain

(e) Study the three land use zones listed below.

AVAILABLE
MARKS

CBD	Inner City	Rural-urban fringe
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Choose one of the land-use zones listed 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 sub stations/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 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. 3** which shows the changing percentage of people living in urban areas from 1990 to 2050 (projected). Answer the questions which follow.

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

Europe **Asia** **North America** [1]

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

Answers must be two different reasons, not the opposite of each other.

Award [0] for an answer not worthy of credit

Award [1] for a valid cause of urbanisation,
e.g. migration from the countryside causes urbanisation
e.g. cities grow in size due to high birth rates

Award [2] for a valid cause with a consequence,
e.g. migration of people from the countryside to cities to find work in
factories makes cities grow, causing urbanisation

Award [3] for a valid cause with a consequence and elaboration,
e.g. migration of people from the countryside to cities causes
urbanisation because people are forced off their land in rural areas due
to famine or war and must move to cities to provide for their families
by finding work in factories in cities; they are pulled to cities which
they think will provide jobs with higher wages in modern multinational
companies
(2 × [3]) [6]

Accept other valid alternative answers such as higher birth rates in cities
than in rural areas causing the cities to grow in population.

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

Counterurbanisation or Suburbanisation [1]

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

Level 1 [1] An incomplete definition,
e.g. an area of poor quality housing in a city

Level 2 [2] A full definition,
e.g. This is a characteristic area of housing in LEDC cities where there
is unplanned poor quality housing which often lacks basic services [2]

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

In relation to growth credit answers which refer to causes of growth in
the size of shanty towns such as push/pull factors or birth rates over
time as well as answers which refer to the chronological age of the
shanty towns.

Award [0] for a response not worthy of credit
Max Level 1 if no named LEDC city

Level 1 ([1]–[2])

A brief answer which may not refer to a named city,
e.g. Shanty towns are built in swampy areas and near railway lines
e.g. Shanty towns have grown because the family sizes are large

Level 2 ([3]–[4])

An answer that either addresses one aspect of the question in good
detail, or both aspects with only limited detail,
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, as the land is considered too steep for legal housing

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Level 3 ([5]–[6])

An answer that describes and explains the location and growth of shanty town areas in a named LEDC city, with detail added through at least 2 facts/figures/place names for top Level 3, e.g. Rio de Janeiro in Brazil has over a million residents who live in shanty towns, called favelas. The majority of the favelas are 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 where work is most likely to be available. The favelas are unplanned homes built on steep ground called morros because 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. These shanty towns have continued to grow in size and number due to the influx of migrants attracted by the prospect of a better quality of life; one favela in Rio called Rocinha has grown from 70 000 people in 2010 to over 180 000 by 2014 [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]

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Theme B: Contrasts in World Development

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- 2 (a) (i) State the amount of energy consumed by Brazil.

5.01–10.00 trillions of units. [1]

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

- (ii) Describe and explain how the pattern of Energy Consumption as shown in Fig. 4 reflects the world development gap.

Level 1 ([1]–[2])

Candidates make a valid description of the trend but use no energy consumption figures,

e.g. MEDCs consume the most energy [1]

e.g. MEDCs consume more energy than LEDCs [2]

Level 2 ([3]–[4])

Candidates make a valid description of the trend and reference figures from map to support their answer. To achieve top Level 2 a brief explanation must be included,

e.g. MEDCs such as USA consumed over 25.00 trillion units of energy in 10 years whereas LEDCs consumed only 0.00–2.50 trillion units of energy in 10 years. [3]

e.g. MEDCs such as USA consume the most energy, over 25.00 trillion units in 10 years. Whereas LEDCs consume the least amount of energy, 0.00–2.50 trillion units in 10 years. This is because people who live in MEDCs can afford to heat their homes and own cars adding to the overall consumption in these countries. [4]

Level 3 ([5]–[6])

Candidates make a valid description and explanation of the trend with figures referenced from the map to support their answer,

e.g. MEDCs such as USA consume the most energy, over 25.00 trillion units in 10 years. Whereas LEDCs consume the least amount of energy, 0.00–2.50 trillion units in 10 years. This is because people who live in MEDCs can afford to heat their homes and own cars. However, many people in LEDCs do not have access to private transport or home heating. [5]

e.g. MEDCs such as USA consume the most energy, over 25.00 trillion units in 10 years. Whereas LEDCs consume the least amount of energy, 0.00–2.50 trillion units in 10 years. Some countries such as Brazil (a NIC) consume 5.01–10.00 trillion units in 10 years. This is because people who live in MEDCs can afford to heat their homes and own cars. However, many people in LEDCs do not have access to private transport or home heating. [6]

- (iii) Describe one strategy that is attempting to reduce global development gap.

Candidates may choose one strategy from the list below:

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

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 why LEDCs have a trade deficit and how this may hinder their development.

Level 1 ([1])

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

Level 2 ([2]–[3])

Candidate provides a valid statement and consequence, e.g. LEDCs mainly export primary products and import expensive processed goods. [2]

e.g. LEDCs mainly export low valued primary products and import expensive processed goods. This creates a trade deficit. [3]

Level 3 ([4])

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 create a trade deficit which hinders LEDCs ability to invest in education and healthcare. [4]

(c) Study the list of factors which hinder development.

Candidates may choose:

- Environmental
- 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]

For 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) Evaluate how aid can bring both benefits and problems to LEDCs.
You should refer to places in your answer.

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

Level 1 ([1]–[2])

Candidates only mention aid in general terms or may only give benefits and/or problems of aid,
e.g. Aid is good as it provides food [1] medicine and shelter for people. [2]

Level 2 ([3]–[4])

Candidates begin to give positive and negative aspects of aid (although may be unbalanced). To access top Level 2 at least one benefit and one problem given with some elaboration. [4]
e.g. Aid is good as it provides food, medicine and shelter for people which helps to keep people alive and prevents suffering. However, some aid does not reach the needy, due to poor roads or infrastructure [3]
e.g. Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine, when everything gets destroyed. This helps keep people alive and prevents suffering. However, some aid does not reach the needy, due to poor roads or infrastructure [4]

Level 3 ([5]–[6])

Candidates make reference to at least two place references/two fact figures and some judgement or conclusion is needed for top Level 3.
e.g. Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed. This helps keep people alive and prevents suffering. In 2015 Comic Relief raised £68 million for projects to tackle poverty across the UK and Africa. This money can then be spent on people to try to rebuild their lives. However, some aid is inappropriate and some may not reach the needy due to poor roads and infrastructure, e.g. Ethiopian highlands, or it may be aid that will only be given if it has strings or conditions attached. [5] Overall for many people in LEDC countries aid is a necessity. Especially if an area has been affected by a natural disaster. We have a responsibility to support others in their time of need. [6] [6]

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

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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]

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- 3 (a) Explain **one** way in which carbon footprints can be reduced.

Award [1]

Candidate provides a simple statement,
e.g. People will walk more

Award [2]

Candidate provides a valid statement and consequence,
e.g. People will choose public transport or walk to work. Decreasing usage of private cars.

Award [3]

Candidate provides a valid statement, consequence and elaboration,
e.g. People will choose public transport or walk to work. Decreasing usage of private cars. This will lower CO₂ emissions and help reduce their carbon footprints. [3]

- (b) Evaluate the measures being used to manage traffic in a sustainable manner in a named city you have studied within the European Union excluding the British Isles.

Award [0] for a response not worthy of credit.
If city in the British Isles used maximum Level 1.

Level 1 ([1]–[2])

A simple valid statement relating to traffic management. An answer lacking in case study detail would be confined to this level,
e.g. Public transport was introduced. [1]
e.g. Public transport was introduced to lower the numbers of cars on the road. [2]

Level 2 ([3]–[4])

One strategy discussed in detail or several strategies more generally addressed. Case study material should be evident with some description and evaluation. One fact/figure may be present for top Level 2,
e.g. Trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down into the city centre. This encouraged people to leave their cars at home which reduced the number of vehicles on the road in the city. [3]
e.g. Trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down into the city centre. This encouraged people to leave their cars at home as tram stations were located all over the city. This proved popular as today 70% of people use the tram into the city centre which means fewer emissions from vehicle exhausts [4].

Level 3 ([5]–[6])

Case study detail evident of at least two traffic measures and two relevant facts/figures. To achieve the top of Level 3 ([6]) sustainability needs addressed and some judgement or conclusion is needed for full evaluation,
e.g. Trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down to help accessibility into the city centre. This encouraged people to leave their cars at home. This proved popular as today 70% of people use the tram into the city centre. Another measure was the introduction of bicycle lanes to encourage people to take their bicycles for journeys around the city. A total of 500 km have been laid down. This has been a big success in reducing the number of vehicles on the road. [5]
Overall, this is sustainable as it improves the environment and health of the

residents who live here. Future generations will experience a cleaner and a sustainable transport system in the future. [6]

- (c) World population is rapidly increasing. Describe how the growth of population can increase pressure on the environment. Refer to named places in your answer.

Level 1 ([1])

The candidate may provide a simple statement only, e.g. More people are releasing CO₂ emissions.

Level 2 ([2]–[3])

The candidate provides a valid statement and consequence. If no place reference is outlined they will be restricted to lower Level 2, e.g. As there are more people in the world this means we have increased CO₂ emissions. [2]
e.g. As there are more people in the world this means we have increased CO₂ emissions. Therefore, many cities are now affected by air pollution, e.g. Beijing [3]

Level 3 ([4])

The candidate provides a valid statement, consequence and elaboration. At least two places should be mentioned to achieve Level 3, e.g. As there are more people in the world this means we have increased CO₂ emissions. This pollutes our air and can result in acid rain. This can affect ecosystems and water sources. For example, many cities are now affected by air pollution e.g. Beijing and Tokyo. [4]

- (d) (i) Describe the pattern of world tourism shown in **Fig. 7**.

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.

Award [2]

Candidates make a valid description of the trend and refer to one figure from the graph to support their answer, e.g. The number of international tourist arrivals has grown rapidly from the 1950s onwards and is estimated to reach 1300 million by 2020.

Award [3]

Candidates make a valid description of the trend outlined and include a minimum of 2 figures to support their answer, e.g. The number of international tourist arrivals has grown rapidly from the 1950s onwards. In 1970 there were 200 million tourists worldwide and by 2010 there were 1200 million. (This trend is expected to continue with a projected 1350 million tourists in 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.

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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 holidays throughout the year.
This increases the number of international tourists which travel across
our globe. [3]

- (iii) Explain how a sustainable tourism project you have studied benefits both the environment and the local community.

Any valid tourism project, e.g. Nam Ha, Laos.

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

Level 1 ([1]–[2])

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. [1]

Level 2 ([3]–[4])

An answer which deals with the local community/or environment. 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. Animals are protected from poachers as it is now a protected area; this is a benefit to the environment. [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. [3]

Level 3 ([5]–[6])

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. [6]

25

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 some 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 flawless accuracy so that meaning is clear. A wide range of specialist terms is used skillfully and with precision.

Total

**AVAILABLE
MARKS**

108