



Rewarding Learning

**General Certificate of Secondary Education
2019**

Geography

Unit 2: Living in Our World

[GGY21]

WEDNESDAY 5 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.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

AO1 Demonstrate geographical knowledge and understanding of:

- Places, environments, processes and concepts; and
- The inter-relationships between places, environments and processes;

AO2 Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and

AO3 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

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 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 the 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 of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 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.

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.

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.

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 basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

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

Level 1

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

Level 2

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

Level 3

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. 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. A wide range of specialist terms is used skilfully and with precision.

Theme A: Population and Migration

**AVAILABLE
MARKS**

- 1 (a) (i) Complete **Table 1** using information from **Fig.1** by ticking the appropriate box to show whether the following statements are true or false. One has been completed for you.

Statements	True	False
Births per woman are decreasing	✓ (GIVEN)	
The projected global population aged 60 years or over will be 3.1 million in 2100.		✓
The projected number of births per woman in 2050 is 2.2.	✓	
Between 1990 and 2100 it is estimated there will be an additional 2.6 billion people living aged of 60 years or over.	✓	

(3 × [1])

[3]

- (ii) Explain why births rate are decreasing globally.

Do not credit any answers which simply repeat the question, e.g. birth rates are decreasing.

Award [1] for a simple statement or a list of possible reasons, e.g. Increased availability of contraception.
e.g. Increased availability of contraception, growing expense of raising children and changing traditions for large families.

Award [2] for a statement with an appropriate elaboration, e.g. Increased availability of contraception therefore people can plan their family size.

Award [3] for a valid statement and elaboration which emphasises how this change is particularly related to LEDCs/MEDCs/continent named impact of family planning etc is fully elaborated, e.g. The increased availability of contraception in LEDCs has enabled more people across the globe to plan their family size. Therefore globally fertility levels (birth rates) have decreased. [3]

- (iii) Explain one social implication of an ageing population.

Credit any answers which relate to economic implications to max Level 1.

Award [1] for a simple statement, e.g. Increase pressure on healthcare services.
e.g. Increase stress on families.

Award [2] for a valid statement and consequence, e.g. A larger aged dependant population will place additional pressures on healthcare services therefore increasing waiting times.
e.g. A larger aged dependant population will place an increased stress on families as they care for their older relatives.

Award [3] for a valid statement, consequence and elaboration,
 e.g. A larger aged dependant population will place additional pressures
 on healthcare services therefore increasing waiting times. This will
 decrease the quality of this service provision.
 e.g. A larger aged dependant population will place an increased stress
 on families as they care for their older relatives. This is particularly
 evident for families who care for elders with degenerative diseases such
 as Dementia. [3]

- (b) (i) State the range in the number of refugees who sought asylum in
 Portugal in 2015.

0–999 [1]

- (ii) Using the data presented in **Table 2**, complete **Fig. 3** to show the
 number of refugees who sought asylum in Germany.

Award [1] for correctly drawing the bar graph to 220 000

Award [1] for correctly shading in the bar graph, must be solid shading.
 (2 × [1]) [2]

- (iii) Describe the difference between an economic migrant and a refugee.

Level 1 ([1])

A simple definition of either an economic migrant or a refugee,
 e.g. An economic migrant leaves their country in search of work [1]
 e.g. A refugee leaves their country due to fear [1]
 e.g. A refugee flees their country [1]

Level 2 ([2]–[3])

Restrict responses to lower Level 2 if they only provide simple
 definitions for both economic migrant and refugee. To access top
 Level 2 candidates must provide a full definition of at least one term
 (economic migrant or refugee) and a simple definition of the latter,
 e.g. A refugee leaves their country due to fear whereas an economic
 migrant leaves their country in search of work [2]
 e.g. An economic migrant willingly leaves their country to improve their
 chances of getting employment and earning money whereas a refugee
 leaves their country due to fear [3]
 e.g. A refugee is a person who has been forced to leave their home
 country and move to another country, often in response to persecution
 or natural disaster, whereas an economic migrant leaves their country in
 search of work [3]

Level 3 ([4])

A valid definition for both an economic migrant and a refugee,
 demonstrating a good understanding in the difference between
 choosing to leave and being forced to leave,
 e.g. A refugee is a person who has been forced to leave their home
 country and move to another country, often in response to persecution
 or a natural disaster, and has applied for refugee status in the
 destination country. Whereas an economic migrant (willingly) leaves
 their country to improve their chances of getting employment. [4]

- (iv) Describe how **one** physical feature may act as a barrier to migration.

Do not credit answers which describe human barriers to migration.

Award [1] for a simple statement or list of valid physical reasons,

e.g. The sea can be a physical barrier [1]

e.g. Wide rivers, mountain ranges and the sea [1]

Award [2] for a valid statement and consequence. An example may be used to help answer this question although this detail is not required to access Level 2,

e.g. The sea can be a physical barrier for many migrants. This can be a dangerous journey as many may drown as they attempt to migrate [2]

Award [3] for a valid statement, consequence and elaboration. An example may be used to help them answer this question although this detail is not required to access Level 3,

e.g. The sea can be a physical barrier for many migrants. This can be a dangerous journey as many migrants attempt to cross this barrier via inadequate transport means without life jacket support. This can result in migrants drowning [3] [3]

- (v) With reference to an area you have studied discuss the challenges faced by refugees and the destination country to which they travelled.

Name of country and refugee group. No mark but credited in the facts/figs/place names required for a good answer. If source not stated or refugee group not noted, L1 max.

Award [0] for an answer not worthy of credit

Level 1 ([1]–[2])

An answer which refers briefly to the general problems of refugees or answers which do not name the refugee group and country,

e.g. Refugees cannot find work easily and may not be able to afford good accommodation; they may find it hard to be accepted by local people.

Level 2 ([3]–[4])

An answer which discusses the problems of the refugees to a named country. There may be no or limited emphasis on the problems of the destination country. At least one fact/figure/place name is required for top Level 2,

e.g. Refugees from Sudan to Northern Ireland have problems finding a home and must pass an examination in English to obtain benefits. They live in houses of multiple occupancy in inner city Belfast areas such as the Lisburn Road. Refugees may find it hard to be accepted by local people who may be unemployed themselves. They may face verbal or physical abuse.

Level 3 ([5]–[6])

An answer which discusses the problems of the refugees specifically in the named destination and also looks at the situation from the point of view of the destination; the answer includes facts/figures/place names for Level 3,

e.g. About 40 refugees came from Sudan to Northern Ireland in 3 months of 2015 and they have problems finding accommodation, not being allowed to work and being separated from their family at home;

they must pass an examination in English to obtain asylum; they cannot get work because they have not yet been granted asylum. They live in houses of multiple occupancy in inner city Belfast such as the Lisburn Road. Refugees may find it hard to be accepted by the local people who may be unemployed themselves because the refugees receive support from Bryson Intercultural government agency to help them obtain homes and jobs. Local people may resent the fact that refugees are supported with private rental accommodation and may be paid £36.95 per week if they have no family or savings to support themselves. [6]

**AVAILABLE
MARKS**

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Theme B: Changing Urban Areas

**AVAILABLE
MARKS**

- 2 (a) (i) Name the land-use zones labelled in **Fig. 4**. Choose your answers from the list below. One has been completed for you.

Letter	Land-use Zone
A	CBD
B	Inner City
C	Suburbs (Given)
D	Rural Urban Fringe

(3 × [1])

[3]

- (ii) List **three** characteristics of the CBD

Award [1] mark for each correct answer;

- Main shops and offices are located here
- Tall buildings
- All transport links lead here – very accessible
- Demand for space is high
- Very congested
- Streets pedestrianised
- High rent
- Fewer residential properties etc

Award any other appropriate answer.

(3 × [1])

[3]

- (b) Describe and explain the change in the percentage of people living in shanty town areas in Mumbai. Give **two** reasons in your answer.

Level 1 ([1]–[2])

Candidates who describe or give a simple explanation are restricted to this level. Candidates who do not include any figures can only achieve lower Level 1. Candidates who do quote figures from the resource can achieve upper Level 1,

e.g. The percentage of shanty town households in Mumbai has increased. [1]

e.g. The percentage of shanty town households in Mumbai has increased from 28% in 1981 to 60% in 2011. [2]

e.g. The percentage of shanty town households in Mumbai has increased by 32% between 1981 and 2011. [2]

Level 2 ([3]–[4])

Candidates who provide two good explanations but do not refer to any figures provided in **Fig. 5** are restricted to upper Level 2. Candidates may refer to push/pull factors and natural increase. However do not credit push/pull factors which are similar as two separate answers.

e.g. The percentage of shanty town households in Mumbai has increased by 32% between 1981 and 2011. [2] This is because of pull factors such as employment opportunities. [3]

e.g. The percentage of shanty town households in Mumbai has increased by 32% between 1981 and 2011. This is because of the relocation of TNCs creating employment opportunities and a pull towards the city. Rural migrants may be forced to leave their homes due to no employment opportunities and therefore seek a better quality of life elsewhere. [4]

e.g. This is because of the relocation of TNCs creating employment opportunities and a pull towards the city. Rural migrants may be attracted

to move as they seek a better quality of life. Service provision is also higher in cities than rural areas. Rural migrants may be attracted to live closer to hospitals and schools as this also can improve their quality of life. [4]

Level 3 ([5]–[6])

Candidates must address both aspects of the question to reach Level 3. Two reasons are provided which are not interlinked. To access top level three both reasons provided must be fully developed,
e.g. The percentage of shanty town households in Mumbai has increased by 32% between 1981 and 2011. [2] This is because of the relocation of TNCs creating employment opportunities [3] and a pull towards the city. Rural migrants may be attracted to move as they seek a better quality of life. [4] Service provision is also higher in cities than rural areas. [5] Rural migrants may be attracted to live closer to hospitals and schools as this also can improve their quality of life. [6]

- (c) Inner cities in MEDCs face many issues. Describe the issues associated with cultural mix and housing in inner city areas. Refer to places to illustrate your answer.

Cultural mix: Candidates may focus on ethnic tension, religious tensions or language barriers.

Level 1 ([1])

For a simple statement or list of valid answers,
e.g. Religious tensions can be experienced in inner city areas. [1]
e.g. Religious and ethnic tensions and language barriers are problems which inner city areas can face. [1]

Level 2 ([2]–[3])

Candidates who provide a valid statement and consequence may access lower Level 2. However, if an elaboration is also provided, with place reference, they may access upper Level 2. If candidates do include a place reference but do not fully elaborate on the problem, they are also restricted to upper Level 2,
e.g. Inner city areas often have a diverse population. This can result in religious tensions such as hate crimes against Muslims. [2]
e.g. Inner city areas often have a diverse population. This can result in religious tensions such as hate crimes against Muslims. This can create fear and anger between people who live in inner city areas. [2]
e.g. Inner city areas often have a diverse population. This can result in religious tensions such as hate crimes against Muslims. For example, London. [3]

Level 3 ([4])

To access Level 3 candidate must provide a valid statement, consequence and elaboration with a relevant place reference,
e.g. Inner city areas often have a diverse population. This can result in religious tensions such as hate crimes against Muslims. This can create fear and anger between people who live in inner city areas. For example, London. [4]

Housing: Candidates may focus on poor quality housing or gentrification.

Level 1([1])

For a simple statement or list of valid answers,
e.g. Poor quality housing may be located in inner city areas. [1]
e.g. Poor quality housing and gentrification occur in inner city areas. [1]

Level 2 ([2]–[3])

Candidates who provide a valid statement and consequence may access lower Level 2. However, if an elaboration is also provided they may access upper Level 2. If candidates do include a place reference but do not fully elaborate on the problem, they are also restricted to upper Level 2, e.g. Many inner city areas in MEDCs are composed of terraced housing built over 100 years ago. Therefore, they are cramped and small inside. [2]
 e.g. Many inner city areas in MEDCs are composed of terraced housing built over 100 years ago. Therefore, they are cramped, with little green space nearby. This provides limited safe spaces for families with young children. [3]
 e.g. Many inner city areas in MEDCs are composed of terraced housing built over 100 years ago. Therefore, they are cramped and small inside. For example, Belfast.

Level 3 ([4])

To access Level 3 candidate must provide a valid statement, consequence and elaboration with a relevant place reference, e.g. Many inner city areas in MEDCs are composed of terraced housing built over 100 years ago. Therefore, they are cramped, with little green space nearby. This provides limited safe spaces for families with young children. For example, Belfast. [4]

- (d) With reference to **one** MEDC urban planning scheme you have studied describe the improvements this scheme has made to transport and the environment.

Level 1 ([1])

Provide simple statements relating to either improvement on the environment or transport, e.g. The Titanic Quarter in Belfast has been decontaminated. [1]
 e.g. The Titanic Quarter in Belfast has developed public transport links. [1]

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

Level 2 ([2]–[3])

Candidates provide valid descriptions of improvements made within one named urban planning scheme. If the candidate only focuses on one aspect they are restricted to lower Level 2. Candidates who do not state their chosen area of study are restricted to lower Level 2, e.g. The Titanic Quarter in Belfast has developed transport links and decontaminated the area. [2]
 e.g. The urban regeneration of the Titanic Quarter improved the environment as it created landscaped areas and habitats, e.g. (1.5 km) lough-side walkway. It also carefully constructed buildings to reduce carbon emissions by using energy efficient light fittings and solar heating. [3]

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

Level 3 ([4]–[5])

Candidates provides a valid description of improvements made for both transport and the environment in one named urban planning scheme.

Fact/figures are required to access this level,

e.g. The urban regeneration of the Titanic Quarter improved the environment as it created landscaped areas and habitats e.g. 1.5 km lough-side walkway and carefully constructed buildings to reduce carbon emissions by using energy efficient light fittings and solar heating. Public Transport links were also developed with dedicated bus services and cycle routes. [4]

e.g. The urban regeneration of the Titanic Quarter improved the environment as it created landscaped areas and habitats, e.g. 1.5 km lough-side walkway and carefully constructed buildings to reduce carbon emissions by using energy efficient light fittings and solar heating. Public Transport links were also developed with dedicated bus services operating every 12 minutes from Wellington Place at peak times. Cycle and walking routes were also developed to form part of the Comber Greenway improving recreational opportunities in the area. [5]

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. 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. A wide range of specialist terms is used skilfully and with precision. [5]

**AVAILABLE
MARKS**

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Theme C: Contrasts in World Development

AVAILABLE
MARKS

3 (a) Study Fig.6 which shows the percentage of people who can afford to access the internet. Answer the questions which follow.

(i) Underline the correct phrase in each of the following sentences about the distribution of people across the world who can afford to access the internet.

- The percentage of people who can access the internet in Australia/ Brazil is over 75%
- The percentage of people who can access the internet in Mexico is 25 – 49%/over 75%
- The percentage of people in Africa who can access the internet is mainly over/under 25%
- a greater percentage of people can access the internet in MEDCs/LEDCs

(4 × [1])

[4]

(ii) Access to the internet is an economic indicator of development. Explain why this may not be the most effective measure of development.

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

Award [1] for a basic statement,
e.g. Access to the internet is only one economic indicator/lots of factors influence development

Award [2] for a more developed statement,
e.g. Access to the internet is only one economic indicator and does not take into account social measures
e.g. Only an economic indicator

Award [3] for a well-developed explanation which refers to the need for a composite measure (such as HDI),
e.g. Access to the internet is only one economic indicator which does not take into account social measures of development; HDI is a composite measure which uses both social and economic data to rank a country in terms of its level of development. A country may have good access to the internet but many people will live in poverty. [3]

- (b) There are many factors which hinder the development of LEDCs. Sort the statements below into environmental or historical factors, by drawing an arrow for each. One has been completed for you.

Historical	Factors hindering development	Environmental
	Land destroyed by mining for materials	→ (given)
	Eruption of volcanoes	→
←	Resources removed for processing in Europe	
←	People forced to work on plantations	
	Diseases spread by mosquitoes	→

(4 × [1])

[4]

- (c) Sustainable Development Goals aim to reduce the development gap. Name two of these goals.

Award one mark each for any two named goals, the name given must match the U.N. wording
e.g. No Poverty, Zero Hunger, Quality Education, Climate Action, Peaceful inclusive and just societies for all.

Any other of the 17 Sustainable Development Goals are acceptable

(2 × [1])

[2]

- (d) (i) State the meaning of the term **appropriate technology**.

Award [0] for an answer not worthy of credit

Award [1] for a simple statement,
e.g. Appropriate technology is technology which suits the level of development of local people

Award [2] for a more detailed definition with reference to idea of sustainability,
e.g. Appropriate technology is technology which suits the level of development of local people and it has a low impact on the environment or uses local resources etc. [2]

- (ii) Name **one** appropriate technology product you have studied.

Award [1] for an appropriate product such as solar cookers/hippo water rollers/fibreglass fishing boats/Life Straw/mobile phone/etc. [1]

- (e) Outline how globalisation has changed a named BRICS country you have studied and discuss how globalisation has helped and hindered development in your named industry.

No mark for the Name of BRICS country but name must be stated to access Level 3.

One from Brazil, Russia, India, China or South Africa

No named country, max bottom Level 2 [4]

Award [0] for answer not worthy of credit

Level 1 ([1]–[3])

Simple statements focussing either on the change due to globalisation and/or on how globalisation can help and/or hinder development, e.g. it has made people richer [1] or e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow. [2] e.g. globalisation has meant increased trade for India with other countries so the economy of India has grown and the money has been invested in education and better schools. [3]

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

Level 2 ([4]–[6])

Statements which discuss how globalisation can both help and hinder development in India. Answers which are unbalanced may be in this level: One fact/fig/place name required for top Level 2, e.g. In India foreign investment by MNCs has helped the economy of India grow as the money can be used to improve health care etc.; however many Indians still live below the poverty line as the benefits of globalisation have not reached them. [4], e.g. In India foreign investors such as MNCs have been encouraged to invest money. This has helped the economy of India to grow to be one of the largest in the world and the money can be used to improve health care or develop infrastructure/build shopping centres etc.; however 300 million Indians live below the poverty line as the benefits of globalisation have not reached them. This causes tension between the rich and the poor in India. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 ([7]–[9])

Statements which clearly outline the nature of globalisation/change and discuss how globalisation both helps and hinders development. A good level of factual detail is included and relates to the named country, e.g. In India foreign investors such as MNCs have been encouraged to invest money. This has helped the economy of India grow to be the 3rd largest in the world and the money has been used to improve health care which has increased life expectancy from 59 to 68 years and also to develop infrastructure etc. More shopping centres have been built to cater for the middle class Indians in cities such as Bangalore. However despite increased foreign investment due to globalisation, more and more Indians still live on less than \$1.25 per day. This uneven wealth that globalisation has created in India means that some rebel groups are now attacking wealthy areas which

is creating a security issue in the country. Also globalisation has changed the traditional values and brought Western ideas and greater levels of consumerism which create tension between rich and poor in this society.

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. 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. A wide range of specialist terms is used skilfully and with precision.

[9]

**AVAILABLE
MARKS**

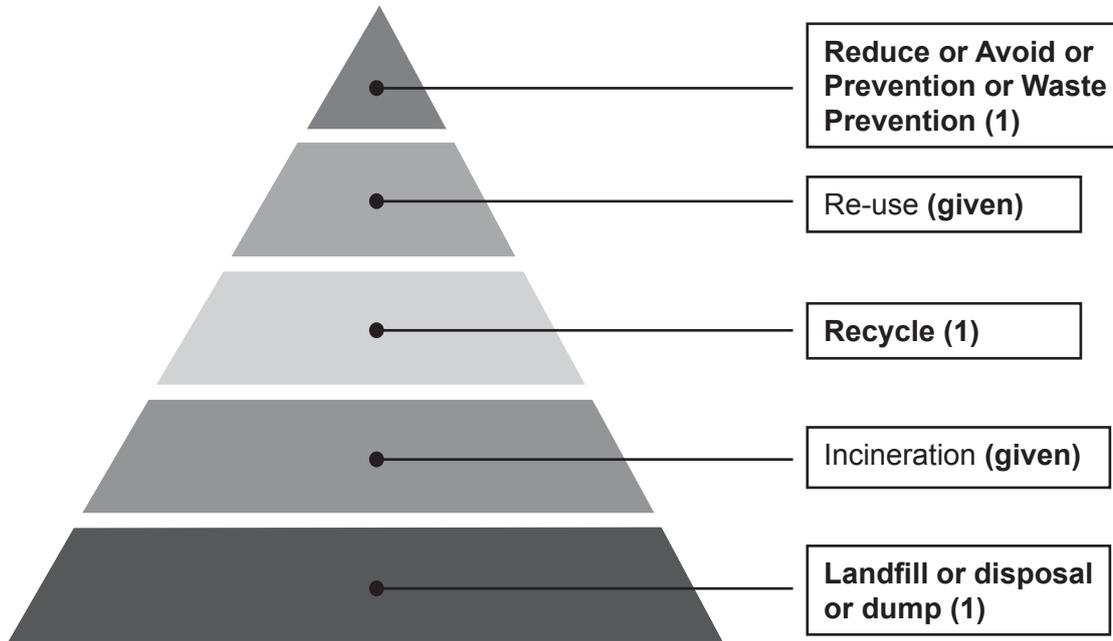
25

Theme D: Managing Our Environment

AVAILABLE
MARKS

4 (a) Study Fig.7 which shows the waste hierarchy diagram. Answer the questions which follow.

(i) Complete Fig.7 by writing the missing waste management methods in the correct order in the hierarchy. Two have been completed for you.



Source: CCEA

(3 × [1]) [3]

(ii) Underline the correct word to complete the following statements about waste. One has been completed for you.

- The waste hierarchy diagram shows **how much waste is produced/the methods used to deal with waste**
- Re-use is a sustainable/unsustainable form of waste management.
- Incineration means **dumping/burning** waste.

(2 × [1]) [2]

(b) Study Fig.8 which shows the location of offshore wind farm zones around the UK. Answer the questions which follow.

(i) Name the smallest offshore wind farm zone in Fig. 8.

Hastings [1]

(ii) Describe the distribution and number of offshore wind farm zones around the UK as shown in Fig.8.

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

Level 1 ([1])

A simple correct statement about the number or distribution of wind farms, e.g. There are 9 wind farm zones or they are located around the British Isles [1]

Level 2 ([2]–[3])

An answer which mentions both number and distribution for top Level 2. To access top Level 2 there needs to be reference to a sea or a country. Candidates may score [2] if they give a good distribution but no numbers used,

e.g. There are nine wind farm zones located all around the British Isles. [2]

e.g. There are nine wind farm zones located all around the British Isles. Five of these are located in the North Sea. These are located off the coast of Scotland and England [3]

Level 3 ([4])

A detailed statement regarding the number of wind farms and a full detailed description of the distribution,

e.g. There are nine wind farm zones located all around the British Isles. Five of these are located in the North Sea. These are located off the East coast of Scotland and England. There are two wind farms along the south coast of England in the English Channel. There is one wind farm in the Irish Sea and in the Bristol Channel. [4]

(iii) Explain **one** disadvantage of a chosen renewable energy source.

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

Candidates may choose wind, solar or biofuels as these are on the specification. If no source is specified, then no credit can be gained.

Award [1] for a basic statement,

e.g. Wind turbines look ugly/unsightly. [1]

Award [2] for a statement and consequence,

e.g. Wind turbines look ugly/unsightly. Some people think they destroy the natural beauty of the landscape. [2]

Award [3] for a statement and consequence with elaboration,

e.g. As wind turbines can reach up to 120 m, they can be unsightly and damage the look of the natural environment. If these wind turbines are in areas of natural beauty it may put visitors off coming to the area. This would lead to a loss of income for business owners. [3]

(c) (i) Describe the trend shown in **Fig. 9**.

Answers with no figures quoted are restricted to [1].

Answers which give a list of figures and do not quote the trend will also be restricted to [1].

Award [1] for a basic statement,

e.g. the amount of money goes up between 2014 and 2017.

e.g. the amount of money has risen to £910 million over the time period.

e.g. In 2014 the money earned was £720 million. In 2015 it was £760 million whereas in 2017 it was £910 million. [1]

Award [2] for an answer which quotes trend and 2 precise figures or works out the difference in money earned can achieve [2],

e.g. The amount of money has increased from £720 million to £910 million. [2]

e.g. The amount of money earned between 2014 and 2017 has increased by £190 million [2]

Award [3] for an answer which quotes at least 3 figures and notes the trend,

e.g. The amount of money has increased over time. In 2014 £720 million was earned from tourism, this increased to £760 million in 2015. There was a big increase of £90 million to £850 million in 2016. [3]

- (ii) Describe **one** way a person could act as a responsible tourist.

A wide range of actions will be acceptable (social, economic and environmental)

Award [1] for a simple action,
e.g. Take your holiday locally

Award [2] for a detailed action,
e.g. Take your holiday locally as this will reduce your carbon footprint [2]

- (iii) Evaluate the cultural and environmental impacts of mass tourism. You should refer to places in your answer.

Award [0] for a response not worthy of credit, e.g. economic impacts.

Level 1 ([1]–[2])

Candidates who discuss cultural or environmental impacts only. There is no reference to place in the answer. The candidate may only do a basic evaluation and focus on ecotourism or mass tourism,
e.g. In some countries tourists leave litter [1] and disrespect the local culture [1]

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

Level 2 ([3]–[5])

Both cultural and environmental impacts are discussed. One may be more detailed than the other. Both positives and negatives addressed for each for top Level 2. At least 1 place is noted, if all points are focused on positive or negative then max [4]

e.g. Many resorts pump waste material into the sea killing fish and animals. In some countries the culture is disrespected with the local people treated like tourist objects but tourism can also give tourists the chance to integrate and mix. [3]

e.g. Many resorts pump waste material into the sea killing marine wildlife. Tourists use up the water supplies that a region has at the expense of the locals. In some countries the culture is disrespected with the local people treated like tourist objects but tourism can also give tourists the chance to integrate and mix. [4]

e.g. Many resorts pump waste material into the sea killing marine wildlife. Tourists use up the water supplies that a region has at the expense of the locals. In some countries the culture is disrespected with the local people treated like tourist objects such as the Hula girls in Hawaii when tourists just take photos of them. However, tourism can have positive cultural impacts such as important landmarks (e.g. the Colosseum) being preserved, thus teaching tourists about the culture of an area. [5]

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

Level 3 ([6]–[7])

The candidate gives a very detailed evaluation of the cultural and environmental impacts (advantages and disadvantages). Two places need to be referred to as well as an overall judgement/conclusion for [7], e.g. Many resorts pump waste material into the sea killing marine wildlife. Tourists use up the water supplies at the expense of the locals. In Zanzibar tourists use 931 litres of water per day, locals use less than 50 litres per day. However, popular areas may get extra protection from the government such as National Parks, Blue Flag beaches or game reserves in Africa. In some countries the culture is disrespected with the local people treated like tourist objects such as the Hula girls in Hawaii when tourists just take photos of them. However, tourism can have positive cultural impacts such as important landmarks (e.g. the Colosseum in Rome) being preserved thus teaching tourists about the culture of an area. [6] Overall tourism brings more negative cultural and environmental impacts (or vice versa)

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. 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. A wide range of specialist terms is used skillfully and with precision. [7]

Total

**AVAILABLE
MARKS**

25

100