

Mark Scheme (Results)

Summer 2013

GCSE Geography (5GA3F) Paper 01  
Human Environment - Foundation

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## SECTION A – THE HUMAN WORLD

### Topic 1: Economic Change

Question Number	Answer	Mark
<b>1(a) (i)</b>	<b>C</b> 44	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (ii)</b>	<b>A</b> 1911 and 1931	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (iii)</b>	<p>One mark for correct fill.</p> <p>There has been a <b>27%</b> fall in the number of people between 1951 and 2011.</p> <p>Secondary industries have moved overseas where production costs are <b>lower</b>.</p> <p>Secondary industries are also moving to countries where there is <b>cheap</b> labour so more <b>profit</b> can be made.</p> <p>Fewer people are now employed in secondary industries in Country Z due to <b>mechanisation</b>.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p>

Question Number	Answer	Mark
<b>1(a) (iv)</b>	<b>D</b> High Income Country (HIC)	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (v)</b>	<p>plenty of open land (1) so there is room for expansion (1)</p> <p>flat land (1) which is easy to build on (1)</p> <p>located near motorway junctions/main roads (1) so the finished cars can be easily transported (1)</p> <p>located near to raw materials (1) to reduce transport costs (1)</p> <p>located near urban areas (1) for skilled workers (1) who have graduated from local universities (1)</p> <p>LICs where land costs are lower (1) so profit can be maximised (1)</p> <p>LICs where labour costs are lower (1) so goods can be sold for less (1)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1 +1</b></p>

Question Number	Answer	Reject	Mark
<b>1(b)</b>	<p>Maximum of 1 mark for data (%) to support a comparative statement. Limit to 3 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. Madagascar has same amount of tertiary industry as the Faroe Islands (1) with 55% (1) but more primary industry than the Faroe Islands (1); The Faroe Islands have twice as many people employed in the secondary sector compared to Madagascar (1)</p>	Explanation	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1 +1</b></p>

Question Number	Answer	Mark
<b>1(c)</b>	<b>A</b> a decrease in the secondary sector in an area.	<b>1</b>

Question Number	Answer	Mark
<b>1(d)</b>	<p>the growth in internet (1) has led to more people banking online (1) more people employed as software designers (1)</p> <p>more people are doing their shopping on the internet (1) example of same or development of idea (1)</p> <p>more people have laptops / smartphones (1) so there are more places that sell/repair them (1)</p> <p>changes in the way companies advertise/do business (1) has led to a growth in call centres (1)</p> <p>growth in advertising online (1) has led to more people employed as web designers (1)</p> <p>The growth in online banking (1) has led to an growth in people employed in call centres (1)</p> <p>Limit to 3 if no evidence from Figure 1c (e.g. links to call centres and/or websites)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>



Question Number	Answer	Mark
<b>1(e)</b>	<p>the country has many raw materials (1) example of same or development of idea (1)</p> <p>a large supply of workers (1) example of same or development of idea (1)</p> <p>cheap labour supply (1) so companies can maximise profits (1)</p> <p>changes in government policy (1) example of same or development of idea (1)</p> <p>many new roads have been built (1) example of same or development of idea (1)</p> <p>growing numbers of skilled workers (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example used (named LIC or MIC used in context)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

## Topic 2: Farming and the Countryside

Question Number	Answer	Mark
<b>2(a) (i)</b>	<b>D</b> 350 000	<b>1</b>

Question Number	Answer	Mark
<b>2(a) (ii)</b>	<b>D</b> 1975 and 2000	<b>1</b>

Question Number	Answer	Mark
<b>2(a) (iii)</b>	<b>A</b> the spiral of decline	<b>1</b>

Question Number	Answer	Mark
<b>2(a) (iv)</b>	<p>One mark for each correct fill.</p> <p>Between 1925 and 2000, the number of people living in Cornwall grew by <b>200 000</b>.</p> <p>Many people have retired to Cornwall because the area has a <b>slower</b> pace of life.</p> <p>Cornwall also has a <b>warmer</b> climate than some other parts of the UK.</p> <p>People also move to Cornwall to work in the <b>tourist</b> industry, mainly in <b>hotels</b> and visitor attractions.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p>

Question Number	Answer	Mark
<b>2(b)</b>	<p>increase in population (1) as more houses built (1)</p> <p>more shops/services (1) as the population grows (1)</p> <p>competition from supermarkets (1) results in a loss of business for village shops (1)</p> <p>traffic congestion will increase (1) as people commute to work (1)</p> <p>primary schools will stay open (1) as there will be more younger children (1)</p> <p>loss of countryside/farmland/farming (1)</p> <p>Loss of animal habitats (1)</p> <p>Increase in crime (1)</p> <p>Increase is (qualified) pollution (1) development – why? (1)</p> <p>communities may not be as 'tightly knit' (1) as many people will be at work during the day (1)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1 +1</b></p>

Question Number	Answer	Reject	Mark
<b>2(c)</b>	<p>Maximum of 1 mark for data (%) to support a comparative statement. Limit to 3 if no exact data or manipulation of data (e.g. '... twice as much as') used</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. 1950 has the highest percentage of primary industry (1) with 65% (1) a fifth (1) less tertiary industry than 1980 (1)</p>	Explanation	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1 +1</b></p>

Question Number	Answer	Mark
<b>2(d)</b>	<b>B</b> diversification	<b>1</b>

Question Number	Answer	Mark
<b>2(e)</b>	<p>local businesses will make more money from tourists (1) example of same or development of idea (1)</p> <p>there will be an increase in traffic congestion (1) example of same or development of idea (1)</p> <p>litter problems (1) example of same or development of idea (1)</p> <p>increase type(s) of pollution (1) can be developed through outlining <i>how</i> (1)</p> <p>conflict may occur between tourists and locals (1) example of same or development of idea (1)</p> <p>Limit to 3 if no evidence from Figure 2c (e.g. traffic congestion and/or litter)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Mark
<b>2(f)</b>	<p>This question is about the management rather than the problems; however, details about the problems could be credited as part of a development.</p> <p>free buses are arranged (1) example of same or development of idea (1)</p> <p>new car-parking spaces are created (1) example of same or development of idea (1)</p> <p>guided walks are organised (1) example of same or development of idea (1)</p> <p>information centres are situated around National Parks (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example used (named UK National Park or named place within a UK National Park used in context)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

### Topic 3: Settlement Change

Question Number	Answer	Mark
<b>3(a) (i)</b>	<b>B</b> 2 million	<b>1</b>

Question Number	Answer	Mark
<b>3(a) (ii)</b>	<b>C</b> 1991 and 2001	<b>1</b>

Question Number	Answer	Mark
<b>3(a) (iii)</b>	<p>One mark for each correct fill.</p> <p>Between 1981 and 2011, the population of the urban area has increased by <b>11</b> million.</p> <p>Many people have <b>migrated</b> from the countryside to the urban area in search of jobs.</p> <p>Another reason for this <b>rural</b> to urban movement is for a better standard of living.</p> <p>Rapid growth is also caused by the death rate being much <b>lower</b> than the birth rate. This means that there is a large natural <b>increase</b> in population.</p>	<b>5</b> <b>1+1+1+1+1</b>

Question Number	Answer	Mark
<b>3(a) (iv)</b>	<p>Overcrowding/too many people (1) due to a rapidly increasing population size (1)</p> <p>Housing shortages (1) as there is not enough available land / materials / money (1)</p> <p>traffic congestion will increase (1) as there are more car owners (1)</p> <p>increased air pollution (1) due to a more car owners (1)</p> <p>increased noise pollution (1) due to a growth in nightclubs (1)</p> <p>people live in cramped conditions (1) so there is a high risk of disease (1)</p> <p>Limit to 3 marks if no example used (LIC <b>urban area</b> used in context)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Reject	Mark
<b>3(b)</b>	<p>Maximum of 1 mark for data (%) to support a comparative statement. Limit to 3 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. 1970 has the highest percentage of 29 years or under (1) with 50% (1) but 20% (1) less 60 years or older than 1990 (1) proportions are becoming more equal (1)</p>	Explanation	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Mark
<b>3(c)</b>	<p><b>B</b> Local primary schools have more pupils are not forced to close.</p> <p><b>F</b> Derelict buildings are converted into houses.</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answer	Mark
<b>3(d)</b>	<p>derelict factories are being converted into residential housing (1) development of idea (1)</p> <p>open spaces / greenfield areas are being developed for housing (1) development of idea (1)</p> <p>large Victorian houses are being converted into flats (1) development of idea (1)</p> <p>blocks of high-rise flats are being built instead of terrace housing (1) development of idea (1)</p> <p>the football stadium has been changed into flats/housing (1) this is a brownfield site (1)</p> <p>Limit to 3 if no evidence from Figure 3c (e.g. disused football stadium converted into accommodation)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>



Question Number	Answer	Mark
<b>3(e)</b>	<p>There could be a fall in population (1)</p> <p>less people are using the local shops / services (1)</p> <p>fewer children living in remote rural areas (1)</p> <p>loss of community spirit (1)</p> <p>Primary schools may close (1)</p> <p>House prices fall (1)</p> <p>House prices become more affordable (1)</p> <p>Reduction in traffic congestion (1)</p> <p>Reduction in crime (1)</p> <p>Reduction in litter (1)</p> <p>Reduction in pollution – <b>if qualified</b> (1)</p> <p>Change in population structure – idea of an ageing population (1)</p> <p>Credit suitable development of any of the above</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

#### Topic 4: Population Change

Question Number	Answer	Mark
<b>4(a) (i)</b>	<b>B</b> 23 births per 1 000 people per year	<b>1</b>

Question Number	Answer	Mark
<b>4(a) (ii)</b>	<b>A</b> 1970 and 1975	<b>1</b>

Question Number	Answer	Mark
<b>4(a) (iii)</b>	<p>One mark for each correct fill.</p> <p>Between 1980 and 2010, the world birth rate fell by <b>9</b> births per 1 000 people per year.</p> <p>In some countries, women are educated and have <b>careers</b>.</p> <p>An <b>increase</b> in family planning has caused birth rates have also fallen.</p> <p>An increase in the number of <b>hospitals</b> lowers the infant mortality rate.</p> <p>More children are surviving so parents can have <b>smaller</b> families.</p>	<b>5</b> <b>1+1+1+1+1</b>

Question Number	Answer	Mark
<b>4(a) (iv)</b>	<b>C</b> Stage 3	<b>1</b>

Question Number	Answer	Mark
<b>4(b)</b>	<p>high / mountainous relief which makes it difficult to build on (1) e.g. Himalayas (1)</p> <p>lack of rivers means poor water supply (1)</p> <p>Lack of water leading to health problems/dehydration (1)</p> <p>Not enough rainfall and/or too dry to grow crops (1)</p> <p>extreme temperatures make it difficult to grow crops (1)</p> <p>infertile soil makes it difficult to grow crops (1)</p> <p>The use of an example (e.g. Himalayas) can be credited if supporting a valid point.</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p> <p><b>(1+1+1) +1</b></p>

Question Number	Answer	Reject	Mark
<b>4(c)</b>	<p>Maximum of 1 mark for data (%) to support a comparative statement. Limit to 3 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. Haringey has the highest percentage of 29 years or under (1) with 45% (1) but 15% (1) less 60 years or older than Eastbourne (1) proportions of age groups in Eastbourne are more even than Haringey (1) idea that Eastbourne has an ageing population whereas Haringey has a youthful population (1)</p>	Explanation	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Mark
<b>4(d)</b>	<b>A</b> the government has to spend more money on schools.	<b>1</b>

Question Number	Answer	Mark
<b>4(e)</b>	<p>more people to volunteer to work in charity shops (1) development of idea (1)</p> <p>unemployment figures fall due to less working population (1) development of idea (1)</p> <p>leisure services get more business (1) example of same (e.g. bowls/golf) or development of idea (1)</p> <p>free child care – looking after their grandchildren (1) development of idea (1)</p> <p>increased spending / 'the grey pound' (1) development of idea (1)</p> <p>government spending on education may be reduced (1) development of idea (1)</p> <p>Limit to 3 if no evidence from Figure 4c (e.g. working in charity shops or paying to join bowling clubs)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Mark
<b>4(f)</b>	<p>growth of industry in the east <i>or similar</i> (1) example of same or development of idea (1)</p> <p>variety / number of job opportunities on offer in Beijing <i>or similar</i> (1) example of same or development of idea (1)</p> <p>better communication links (e.g. transport and internet connection) in the east <i>or similar</i> (1) example of same or development of idea (1)</p> <p>influence of government policy to encourage industrial growth (1) example of same or development of idea (1)</p> <p>Few human factors in the west due to physical factors (1) example of same or development of idea (1)</p> <p>Idea of rural to urban migration (1) pull factor of the city or push factor of the countryside (1)</p> <p>Limit to 3 if no example used (named area of China used in context )</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

## Section B – People Issues

### Topic 5: A Moving World

Question Number	Answer	Mark
<b>5(a) (i)</b>	<b>A</b> Syria	<b>1</b>

Question Number	Answer	Mark
<b>5(a) (ii)</b>	<b>B</b> Iran	<b>1</b>

Question Number	Answer	Mark
<b>5(a) (iii)</b>	<b>C</b> forced and international.	<b>1</b>

Question Number	Answer	Mark
<b>5(a) (iv)</b>	<p>One mark for each correct fill.</p> <p>Many Iraqi refugees <b>west</b> to countries such as Egypt and Syria.</p> <p>This may lead to an <b>increase</b> in population and more competition for jobs in these <b>host</b> countries.</p> <p>These changes meant that <b>more</b> money was needed to be spent on services such as <b>schools</b> and hospitals.</p>	<b>5</b> <b>1+1+1+1+1</b>

Question Number	Answer	Mark
<b>5(b) (i)</b>	<b>B</b> Somalia	<b>1</b>

Question Number	Answer	Mark
<b>5(b) (ii)</b>	<b>C</b> Kenya	<b>1</b>

Question Number	Answer	Mark
<b>5(b) (iii)</b>	Accept any of the following: famine (1) (civil) war (1) Food (crisis/shortages) (1)	<b>1</b>

Question Number	Answer	Reject	Mark
<b>5(c)</b>	<p>Migration must be clearly for <b>sporting reasons</b>.</p> <p>for higher wages (1)</p> <p>to watch their team in a different country (1)</p> <p>to play in a more competitive league than their home country (1)</p> <p>because the climate is not suitable in their own country (1)</p> <p>because of a lack of coastline in their own country (1)</p> <p>more attractions/entertainment compared with home (1)</p> <p>to avoid congestion caused by a major event (1)</p> <p>+ development of each idea (1)</p> <p>Limit to 3 marks if no example used (named person, competition or event – not just a sport)</p> <p>Both push and pull factors are not required for full marks.</p>	'better quality of life/standard of living'	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) +1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Mark
<b>5(e)</b>	<p>Easier for companies (such as farms) to employ foreign workers (1) example or development (1)</p> <p>Don't need a visa (1) makes it easier to gain employment in other EU countries (1) e.g. 10 more countries joined the EU in 2004</p> <p>A 'common' passport from an EU country (1) makes it easier to arrange a holiday (1)</p> <p>Changes in border controls (1) makes the process of moving between/into countries is quicker/easier (1)</p> <p>migrants from member EU countries can move freely between them (1) example of same or development of idea (1)</p> <p>migrants are not restricted on their length of stay in the host EU country (1) example of same or development of idea (1)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p> <p><b>or</b></p> <p><b>(1+1+1)+1</b></p>



Question Number	Indicative content	
<b>*5 (e)</b> <b>QWC</b> <b>i-ii-iii</b>	<p>Population flow can include economic, sporting, medical and tourism</p> <p>Possible positive impacts on the host country include:</p> <ul style="list-style-type: none"> <li>• greater cultural diversity (e.g. different products in shops)</li> <li>• boost for economic development (e.g. to fill a gap in the job market; increased consumer spending)</li> <li>• younger workforce – easing the amount of taxes the government receives and alleviating the pension burden.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two simple ideas weakly linked to impacts. Explanation is either not attempted or unclear Location is unclear or generic. Very limited detail. Very basic use of geographical terminology.
Level 2	3–4	One or two descriptive points. Location is clear but may lack detail. For the top of level 2, there will be at least one partial explanation and several descriptive points made. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Two or more partial explanations. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 3, there will be either one explanation that offers good depth or a range of partial explanations. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidate spells, punctuates and uses 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.
SPaG Level 2	2	<i>Intermediate performance</i> Candidate spells, punctuates and uses 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.
SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses 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.

## Topic 6: A Tourist's World

Question Number	Answer	Mark
<b>6(a) (i)</b>	<b>B</b> Western Europe	<b>1</b>

Question Number	Answer	Mark
<b>6(a) (ii)</b>	<b>A</b> Canada	<b>1</b>

Question Number	Answer	Mark
<b>6(a) (iii)</b>	<b>C</b> China received twice as many tourists as Canada.	<b>1</b>

Question Number	Answer	Mark
<b>6(a) (iv)</b>	<p>One mark for each correct fill.</p> <p>There has been a growth in disposable <b>incomes</b> in some parts of the world.</p> <p>The working week is now <b>shorter</b> and many workers receive longer <b>paid</b> holidays.</p> <p>This means that people have more <b>leisure</b> time.</p> <p>The development of television and the <b>internet</b> has made people more aware of new tourist destinations.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p>

Question Number	Answer	Mark
<b>6(b) (i)</b>	1.38 million ('million' is needed)	<b>1</b>

Question Number	Answer	Mark
<b>6(b) (ii)</b>	<b>D</b> lovely beaches	<b>1</b>

Question Number	Answer	Mark
<b>6(b) (iii)</b>	<b>C</b> rejuvenation	<b>1</b>

Question Number	Answer	Mark
<b>6(b) (iv)</b>	<p>Tourist numbers are low and/or beginning to grow (1)</p> <p>Range of facilities is low (1)</p> <p>New facilities (such as hotels) are being developed (1) which increase tourist numbers (1) appropriate named example of a hotel (1)</p> <p>Locals start to get jobs in the tourism industry (1) example or development (1)</p> <p>wealthy/upper class are the main type of visitor to the resort (1)</p> <p>transport links are built (1) to attract more visitors (1)</p> <p>local community/environment starts to benefit from tourism (1)</p> <p>Special events are held for tourists (1) to attract more of them (1)</p> <p>Only one mark available for 'to attract more visitors'.</p> <p>Limit to 3 marks if no example used (named tourist destination, could be facts/figures, used in context)</p>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>or</b></p> <p><b>1+1+1+1</b></p>

Question Number	Answer	Mark
6(c)	<p>Look for <b>two separate points <u>or</u> a developed point</b> about package holidays and <b>two separate points <u>or</u> a developed point</b> about backpacking holidays for full marks.</p> <p>e.g. package holidays:</p> <ul style="list-style-type: none"> <li>• arranged by someone else/travel agent/tour operator (1)</li> <li>• idea that everything is include and/or listing what is included – such as the hotel, flight, transfers, food and drink, holiday rep. (1)</li> <li>• booked for extra convenience (1)</li> <li>• carrying everything in a suitcase (1)</li> <li>• idea that activities/excursions are already planned whilst at the destination (1)</li> <li>• example(s) of types of activities (1)</li> </ul> <p>e.g. backpacking holidays:</p> <ul style="list-style-type: none"> <li>• often arranged by the individual (1)</li> <li>• idea of greater independence (1)</li> <li>• are usually low-cost/cheaper (1)</li> <li>• involve walking to a destination (1)</li> <li>• accommodation – usually camping/youth hostels (1)</li> <li>• carrying everything in a rucksack (1)</li> <li>• example(s) of types of activities (1)</li> </ul>	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p>

Question Number	Indicative content	
<b>*6 (d)</b> <b>QWC</b> <b>i-ii-iii</b>	Possible negative impacts of tourism on the LIC include: <ul style="list-style-type: none"> <li>• traditional jobs are lost and many jobs are seasonal and low paid</li> <li>• increase in crime / drunkenness / antisocial behaviour</li> <li>• car parking problems and traffic jams; noise / air / visual pollution</li> <li>• wildlife disturbed</li> <li>• sewage disposal problems</li> <li>• local traditions are neglected and a lot of the money leaves the country.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two simple ideas weakly linked to impacts. Explanation is either not attempted or unclear Location is unclear or generic. Very limited detail. Very basic use of geographical terminology.
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