

# Mark Scheme (Results)

January 2013

GCSE Geography A (5GA3F)  
Paper 01 Human Environment (F)

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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>	One mark for each correctly shaded country  Ecuador = criss-cross hatching Uruguay = dots	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>1(a) (ii)</b>	<b>D</b> Paraguay	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (iii)</b>	Limit to 2 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used One mark for each descriptive statement.  e.g. most countries in South America have a large % of secondary industry (1) for example Brazil (1) which has between 20-29% (1). Few countries have less than 20% secondary industry (1) highest percentage in the west (1) Peru is a country with one of the highest percentages (1) the distribution is uneven (1)  Max 2 for a list.	<b>3</b>  <b>1+1+1</b>  <b>or</b>  <b>(1+1)+1</b>

Question Number	Answer	Mark
<b>1(a) (iv)</b>	<b>C</b> Raw materials are made into something to sell	<b>1</b>

Question Number	Answer	Mark
<b>1(b) (i)</b>	<b>B</b> near to a main road <b>E</b> plenty of room for a car park	<b>2</b>

Question Number	Answer	Mark
<b>1(b) (ii)</b>	<p>One mark for each correct fill.</p> <p>The retail park is near to a large <b>city</b> where thousands of people live</p> <p>This means that <b>many</b> people can shop there.</p> <p>Also, there is <b>good</b> access for delivery vans.</p> <p>Figure 1b shows that there is a <b>restaurant</b> located at the retail park.</p> <p>This encourages shoppers to spend <b>more</b> time at the retail park.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p>

Question Number	Answer	Mark
<b>1(c) (i)</b>	<p>Closure of factories – <i>or similar</i> (1)</p> <p>example of this or a development of this idea – could be a cause or follow on effect (1)</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answer	Mark
<b>1(c) (ii)</b>	<b>C</b> Cheaper goods are being imported from overseas	<b>1</b>

Question Number	Answer	Mark
<b>1(c) (iii)</b>	<p>Suitable responses include:</p> <p>tourists are attracted to the area (1) example of same or development of idea (1)</p> <p>some quarries can be filled in and used for water sports (1) example of same or development of idea (1)</p> <p>reduction in pollution (1) example of same or development of idea (1)</p> <p>the landscape could look more attractive (1) example of same or development of idea (1)</p> <p>growth in farming (1) example of same or development of idea (1)</p> <p>development of housing (1) example of same or development of idea (1)</p> <p>Limit to 3 if no examples are used (named rural location 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
<b>1(d)</b>	<p>Suitable responses include:</p> <p><u>Positive effects e.g.</u></p> <p>Higher wages (1) example of same or development of idea (1)</p> <p>Improved standard of living (1) example of same or development of idea (1)</p> <p>Improved working conditions (1) example of same or development of idea (1)</p> <p>Better housing in some areas (1) example of same or development of idea (1)</p> <p>Stronger economy (1) example of same or development of idea (1)</p> <p>More shops / services (1) example of same or development of idea (1)</p> <p><u>Negative effects e.g.</u></p> <p>environmental damage (1) example of same or development of idea (1)</p> <p>raw materials become exhausted (1) example of same or development of idea (1)</p> <p>decline in the primary industry (1) example of same or development of idea (1)</p> <p>pollution (1) example of same or development of idea (1)</p> <p>rural to urban migration (1) example of same or development of idea (1)</p> <p>widening poverty gap (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>	One mark for each correctly shaded area  Flintshire = dots Pembrokeshire = single lines	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>2(a) (ii)</b>	<b>B</b> Conwy	<b>1</b>

Question Number	Answer	Mark
<b>2(a) (iii)</b>	Limit to 2 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement.  e.g. most of the area on Figure 2a has a retirement population of between 20 and 22% (1). Conwy has the largest proportion of retired people (1) with 23-25% (1); Wrexham is one the areas with the lowest percentage (1) distribution is uneven (1)	<b>3</b>  <b>1+1+1</b>  <b>or</b>  <b>(1+1)+1</b>

Question Number	Answer	Mark
<b>2(a) (iv)</b>	<b>A</b> collecting of raw materials from the land and the sea.	<b>1</b>

Question Number	Answer	Mark
<b>2(b) (i)</b>	<b>A</b> upland landscape for walking <b>D</b> picturesque village	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>2(b) (ii)</b>	<p>One mark for each correct fill:</p> <p>One <b>positive</b> consequence is that tourists spend money in the village.</p> <p>There is an <b>increase</b> in services creating many jobs in cafes, <b>hotels</b> and gift shops.</p> <p>Tourism can also have <b>negative</b> impacts on the village.</p> <p>People lose their jobs when there is a decrease in the number of <b>tourists</b>.</p>	<b>5</b>  <b>1+1+1+1+1</b>

Question Number	Answer	Reject	Mark
<b>2(c)</b>	<p>farmers try alternative methods to farming – <i>or similar/ implied</i> (1)  example of this or a development of this idea (1)</p> <p><u>examples include:</u></p> <p>Accommodation (Bed and Breakfast, holiday cottages, camping and caravan sites)</p> <p>Retail outlets and catering facilities (farm shop, tea rooms/café or restaurant)</p> <p>Rural tourism and recreation (trekking holidays, visitor attractions, music festivals, mountain biking/walking routes, clay pigeon shooting, archery, quad biking)</p> <p>Equestrian (riding centre, livery yard, cross country courses)</p> <p>Adding value to agricultural products or making non-agricultural products for sale (making ready-made meals, cakes, beer, honey)</p> <p>Development (including training) and promotion of rural crafts (thatching, dry-stone walling, hedge laying and hurdle making).</p>	<p>Organic farming or growing biofuel crops as an example of diversification</p> <p>'to make more money' without a contextualised example</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answer	Mark
<b>2(d) (i)</b>	<b>D</b> produce energy	<b>1</b>

Question Number	Answer	Mark
<b>2(d) (ii)</b>	<p>Suitable responses include:</p> <p>add to global warming (1) example of same or development of idea (1)</p> <p>lead to food shortages (1) example of same or development of idea (1)</p> <p>lead to a loss of biodiversity (1) example of same or development of idea (1)</p> <p>lead to an increase in food prices (1) example of same or development of idea (1)</p> <p>Limit to 3 if no examples are used (named biofuel crop or data 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
<b>2(e)</b>	<p>Suitable responses include:</p> <p>Traffic management scheme (1) example of same or development of idea (1).</p> <p>Educating the public (1) example of same or development of idea (1).</p> <p>Footpath protection (1) example of same or development of idea (1).</p> <p>Role of park ranger (1) example of same or development of idea (1).</p> <p>Limit to 3 if no example used (named UK national park with plausible supporting evidence)</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>	One mark for each correctly shaded area  Gravesham = dots Dover = single lines	<b>2</b>  <b>1+1</b>

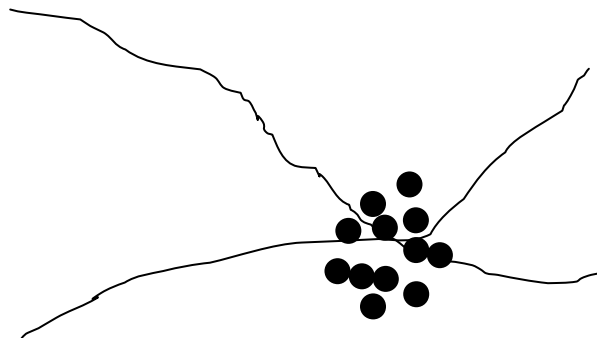
Question Number	Answer	Mark
<b>3(a) (ii)</b>	<b>A</b> Dartford	<b>1</b>

Question Number	Answer	Mark
<b>3(a) (iii)</b>	Limit to 2 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement.  e.g. Most of Kent has a percentage people divorced rate of 7-12% (1); Medway has the highest percentage of divorced people (1); areas in west Kent have the lowest rate (1) Shepway has between 7 and 12% (1) there is one area with 13-18% (1)  Max 2 for a list	<b>3</b>  <b>1+1+1</b>  <b>or</b>  <b>(1+1)+1</b>

Question Number	Answer	Mark
<b>3(a) (iv)</b>	<b>A</b> more people are divorced and getting married later in life.	<b>1</b>

Question Number	Answer	Mark
<b>3(b) (i)</b>	<b>A</b> brownfield site <b>E</b> derelict building	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>3(b) (ii)</b>	<p>One mark for each correct fill.</p> <p>Disused buildings are <b>dangerous</b> and unattractive.</p> <p>Some buildings may be <b>modernised</b> instead of being knocked down.</p> <p>This process is called <b>renewal</b>.</p> <p>Other buildings are being <b>demolished</b> and replaced by office blocks and <b>houses</b>.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p>

Question Number	Answer	Mark
<b>3(c) (i)</b>	<p>Buildings grouped / close together / clustered together - <i>or similar</i> (1) development of this idea or an appropriate diagram (1)</p> 	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answer	Mark
<b>3(c) (ii)</b>	<b>D</b> good road access to other settlements	<b>1</b>

Question Number	Answer	Mark
<b>3(c) (iii)</b>	<p>Suitable responses include:</p> <p>near rivers (1) development of idea (1)</p> <p>hills / relief / flat land (1) development of idea (1)</p> <p>near a wood (1) development of idea (1)</p> <p>near rocks (1) development of idea (1)</p> <p>south – facing aspect (1) development of idea (1)</p> <p>could be positive or negative factors</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(d)</b>	<p>Suitable responses include:</p> <p>High birth rates (1) example of same or development of idea (1)</p> <p>falling death rates (1) example of same or development of idea (1)</p> <p>rural to urban migration (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example used (named LIC urban area 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 4: Population Change

Question Number	Answer	Mark
<b>4(a) (i)</b>	One mark for each correctly shaded area Jilin = diagonal lines Shandong = cross hatch	<b>2</b> <b>1+1</b>

Question Number	Answer	Mark
<b>4(a) (ii)</b>	<b>C</b> Gansu	<b>1</b>

Question Number	Answer	Mark
<b>4(a) (iii)</b>	Maximum of 1 mark for data (km <sup>2</sup> ) to support a descriptive statement. Limit to 2 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement.  e.g. the areas with the lowest population density are in the west (1) and in the north (1); the most densely populated areas are in the south-east (1) Beijing has a population density of over 200 people per km <sup>2</sup> (1) high density near the sea (1) the distribution is uneven (1)	<b>3</b> <b>1+1+1</b> <b>or</b> <b>(1+1)+1</b>

Question Number	Answer	Mark
<b>4(a) (iv)</b>	<b>B</b> Industries which provide lots of jobs.	<b>1</b>

Question Number	Answer	Mark
<b>4(b) (i)</b>	<b>C</b> Photograph <b>Y</b>	<b>1</b>

Question Number	Answer	Mark
<b>4(b) (ii)</b>	<p>One mark for each correct fill.</p> <p>In a youthful population, the <b>birth</b> rate is very high.</p> <p>There are <b>more</b> people in the 0 to 20 year age group than in other age groups.</p> <p>This will cause an increase in the number of <b>schools</b>.</p> <p>In the future there will be a <b>larger</b> workforce and a greater demand for <b>jobs</b>.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p>

Question Number	Answer	Mark
<b>4(c) (i)</b>	<p>The number of deaths:</p> <p>per 1000 people <i>or similar</i> (1)</p> <p>per year <i>or similar</i> (1)</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answer	Mark
<b>4(c) (ii)</b>	<p>Suitable responses include:</p> <p>better health care (1) development of idea (1)</p> <p>improved welfare services (1) development of idea (1)</p> <p>people have more disposable income (1) development of idea (1)</p> <p>improvements in education (1) development of idea (1)</p> <p>improvements in sanitation (1) development of idea (1)</p> <p>improvements in hygiene (1) development of idea (1)</p> <p>better quality of life / standard of living <i>or similar</i> (1) development of idea (1)</p> <p>Limit to 2 for a list with no development of one of the ideas.</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(c) (iii)</b>	<p><b>B</b> birth rates begin to fall</p> <p><b>F</b> death rates continue to fall</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answer	Mark
<b>4(d)</b>	<p>Suitable responses include:</p> <p><u>incentives:</u>            advantage of following the one child policy <i>or similar</i> (1) example of same or development of idea (1)</p> <p>cash bonuses (1) example of same or development of idea (1)</p> <p>longer maternity leave (1) example of same or development of idea (1)</p> <p>free education (1) example of same or development of idea (1)</p> <p>free medical care (1) example of same or development of idea (1)</p> <p>better child care (1) example of same or development of idea (1)</p> <p>preferential housing arrangements (1) example of same or development of idea (1)</p> <p><u>disincentives:</u>            disadvantage of following the one child policy <i>or similar</i> (1) example of same or development of idea (1)</p> <p>could be sacked (1) example of same or development of idea (1)</p> <p>fines (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example used (named country trying to reduce its birth rate 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>	One mark for each correct plot.	<b>2</b>
	The accurate joining up of the plots is needed for full marks.	<b>1+1</b>

Question Number	Answer	Mark
<b>5(a) (ii)</b>	<b>D</b> 43 000	<b>1</b>

Question Number	Answer	Mark
<b>5(a) (iii)</b>	<b>B</b> 2003	<b>1</b>

Question Number	Answer	Mark
<b>5(a) (iv)</b>	Maximum of 1 mark for data ('000s of immigrants) to support a descriptive statement. Limit to 2 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement.	<b>3</b>
	e.g. there was an overall increase between 2002 and 2006 (1); there was a large fall in 2007 (1) before going up in 2008 (1) when the number of emigrants reached 31 000 (1).	<b>1+1+1</b>  <b>or</b> <b>(1+1)+1</b>

Question Number	Answer	Mark
<b>5(a) (v)</b>	<b>A</b> because they have been forced out of their country of origin.	<b>1</b>

Question Number	Answer	Mark
<b>5(b) (i)</b>	<b>B</b> long, sandy beaches <b>F</b> good road access for friends and family	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>5(b) (ii)</b>	<p>One mark for each correct fill.</p> <p>The growth in retirement migration leads to an <b>ageing</b> population in an area.</p> <p>This will <b>increase</b> the pressure on <b>hospitals</b> for operations such as hip replacements.</p> <p>A growth in retirement migration may cause a decrease in the <b>birth</b> rate.</p> <p>This means that some <b>schools</b> may have to close.</p>	<b>5</b>  <b>1+1+1+1+1</b>

Question Number	Answer	Reject	Mark
<b>5(c)</b>	<p>Suitable responses include:</p> <p>Flights are becoming cheaper (1) example of same or development of idea (1)</p> <p>Journey times are reduced (1) example of same or development of idea (1)</p> <p>Air transport has become safer (1) example of same or development of idea (1)</p> <p>Flights can be booked online (1) example of same or development of idea (1)</p> <p>Improvements in rail networks (1) example of same or development of idea (1)</p> <p>Reduced check-in times at airports (1) example of same or development of idea (1)</p> <p>Larger passenger planes (1) example of same or development of idea (1)</p> <p>The opening of the Channel Tunnel (1) example of same or development of idea (1)</p>	'easier'	<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	Indicative content	
<b>*5 (d)</b> <b>QWC</b> <b>i-ii-iii</b>	<p>Can be push <i>and/or</i> pull factors  Accept different types of population flow (economic, medical, tourism or sport)  Suitable push factors include:</p> <ul style="list-style-type: none"> <li>• relatively low wages in the country of origin</li> <li>• relatively poor entertainment facilities</li> <li>• high levels of unemployment</li> <li>• limited choice of jobs</li> </ul> <p>Suitable pull factors include:</p> <ul style="list-style-type: none"> <li>• more job opportunities</li> <li>• gap in the labour market</li> <li>• higher wages</li> <li>• member of the EU</li> <li>• same language</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two simple statements about the motives for population flow. Very limited detail. Location is unclear or not appropriate. Explanation is either not attempted or unclear. Very basic use of geographical terminology, spelling, punctuation and grammar. ( <i>considerable errors in language</i> )
Level 2	3–4	One or two descriptive points about the motives for population flow. Limited detail, possibly with some facts and/or figures. For the top of level 2, location will be appropriate or there will partial explanation about one of the motives. Generally clearly communicated but with limited use of geographical terminology, spelling, punctuation and grammar. ( <i>some errors in language</i> )
Level 3	5–6	Two or more motives are clearly described. Some locational detail with facts and/or figures used to support the answer. At least two partial explanations of the motives. May get to the top of this band with either depth or range. Well communicated with good use of geographical terminology, spelling, punctuation and grammar ( <i>written language errors are rare</i> )
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.
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### Topic 6: A Tourist's World

Question Number	Answer	Mark
<b>6(a) (i)</b>	One mark for each correct plot.  The accurate joining up of the plots is needed for full marks.	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>6(a) (ii)</b>	<b>B</b> 620 000	<b>1</b>

Question Number	Answer	Mark
<b>6(a) (iii)</b>	<b>B</b> 2006	<b>1</b>

Question Number	Answer	Mark
<b>6(a) (iv)</b>	Maximum of 1 mark for data ('000s of tourists) to support a descriptive statement. Limit to 2 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement.  e.g. there was an increase in the number of tourists between 2003 and 2004 (1) before a fall in numbers until 2006 (1) when the numbers increased again (1) to 640 000 in 2007 (1). Since 2007, tourists numbers have been fairly similar (1)	<b>3</b>  <b>1+1+1</b>  <b>or</b>  <b>(1+1)+1</b>

Question Number	Answer	Mark
<b>6(b)</b>	<b>A</b> the internet has made it easier to book holidays <b>D</b> people have more leisure time	<b>2</b>  <b>1+1</b>

Question Number	Answer	Mark
<b>6(c) (i)</b>	<b>A</b> A long sandy beach.	<b>1</b>

Question Number	Answer	Mark
<b>6(c) (ii)</b>	<p>One mark for each correct fill.</p> <p>Very few visitors came to Skegness until the <b>railway</b> opened in 1873.</p> <p>This meant that tourist numbers <b>increased</b> as people could travel from London.</p> <p>Billy Butlin opened his first <b>holiday</b> camp in 1936, attracting many visitors.</p> <p>Tourist numbers have <b>decreased</b> in recent years due to competition from abroad.</p> <p>This is known as the <b>decline</b> stage of the Butler model of resort development.</p>	<p><b>5</b></p> <p><b>1+1+1+1+1</b></p> <p><b>ePen:</b></p>

Question Number	Answer	Mark
<b>6(d)</b>	<p>Suitable responses include:</p> <p>generates money for protection (1) example of same or development of idea (1)</p> <p>educates visitors about conservation (1) example of same or development of idea (1)</p> <p>fewer harmful / polluting substances (1) example of same or development of idea (1)</p> <p>fewer non-renewable resources are used (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>

Question Number	Indicative content	
<b>*6 (e)</b> <b>QWC</b> <b>i-ii-iii</b>	<p>Look for how tourism has positive social, economic and environment impacts in a country.</p> <p>Suitable positive impacts include:</p> <ul style="list-style-type: none"> <li>• jobs are created (such as a waitress in a hotel)</li> <li>• new entertainment facilities are opened (which can be used by locals)</li> <li>• boost to the local economy</li> <li>• certain areas are protected / conservation areas are created</li> <li>• improved transport links</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	<p>One or two simple statements about the impacts of tourism. Very limited detail. Location is unclear or not appropriate. Explanation is either not attempted or unclear. Very basic use of geographical terminology, spelling, punctuation and grammar. (<i>considerable errors in language</i>)</p>
Level 2	3–4	<p>One or two descriptive points about the impacts of tourism. Limited detail, possibly with some facts and/or figures. For the top of level 2, location will be appropriate or there will partial explanation about one of the impacts. Generally clearly communicated but with limited use of geographical terminology, spelling, punctuation and grammar. (<i>some errors in language</i>)</p>
Level 3	5–6	<p>Two or more impacts are clearly described. Some locational detail with facts and/or figures used to support the answer. At least two partial explanations of the impacts. May get to the top of this band with either depth or range. Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>)</p>
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	<p><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.</p>
SPaG Level 2	2	<p><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.</p>

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.
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