

Mark Scheme (Results)

Summer 2013

GCSE Geography (5GA3H) Paper 01
Human Environment - Higher

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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
1(a) (i)	44% (% sign not needed)	1

Question Number	Answer	Mark
1(a) (ii)	Between 1911 and 1931	1

Question Number	Answer	Mark
1(a) (iii)	<p>companies have moved overseas (1) example of same or development of idea (1)</p> <p>companies have closed due competition from abroad (1) example of same or development of idea (1)</p> <p>globalisation has given companies greater freedom on where to locate their business (1) example of same or development of idea (1)</p> <p>raw materials are becoming less accessible for the factory (1) example of same or development of idea (1)</p> <p>Nearby markets have dried up (1) example of same or development of idea (1)</p> <p>Government incentives have ended (1) example of same or development of idea (1)</p> <p>Growth in mechanisation (1) development of idea (1)</p> <p>Idea of growth in the tertiary sector (1) with example (1)</p>	<p>3</p> <p>1+1+1</p> <p>or</p> <p>(1+1)+1</p>

Question Number	Answer	Mark
1 (a) (iv)	<p>located on a large area of flat land so there is room for expansion (1)</p> <p>good transport links to move parts into the factory (1)</p> <p>car factories are located near motorway junctions so the finished cars can be easily transported (1) and to make it easier to receive deliveries of components (1)</p> <p>located near to raw materials to reduce transport costs (1) example of correct raw material (1)</p> <p>located near urban areas for labour supply (1) who have graduated from local universities (1)</p> <p>government incentives in certain areas (1)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1 +1</p>

Question Number	Answer	Reject	Mark
1 (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>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1 +1</p>

Question Number	Answer	Mark
1 (c)	<p>Closure of factories/industry – <i>or similar</i> (1)</p> <p>example of this or a development of this idea (1)</p>	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
1(d)	<p>the growth in internet has led to more people banking online (1) example of same or development of idea (1)</p> <p>the growth of the internet has led to more people employed as software designers (1) example of same or development of idea (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 so there are more places that sell/repair them (1) example of same or development of idea (1)</p> <p>Limit to 2 if no evidence from Figure 1c (e.g. links to call centres and/or websites)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Indicative content	
*1e QWC i-ii-iii	Country must be a MIC or LIC. Possible reasons for growth include: <ul style="list-style-type: none"> • the country has a good supply of raw materials • there is a large supply of workers • changes in government policy • good communication systems (transport, internet etc) have been built which link different factories making trading easier • growing numbers of skilled workers • proximity to markets 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	A short list of ideas with one or two briefly described. May only be partially linked to the growth of the secondary sector in a MIC or LIC. Location is not appropriate, unclear or absent. Tends to be very basic use of geographical terminology.
Level 2	3-4	An answer which has some details of location OR partial explanation. For the top of Level 2, there will be at least two partial explanations or one explanation which offers some depth. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Explanations of at least two reasons for the growth of the secondary sector in MICs or LICs. Reasons will be well supported by factual information and/or location. For the top of Level 3, expect development of the answer by either range or depth. Well communicated with good use of geographical terminology.

Topic 2: Farming and the Countryside

Question Number	Answer	Mark
2(a) (i)	350 000	1

Question Number	Answer	Mark
2(a) (ii)	1975 and 2000	1

Question Number	Answer	Mark
2(a) (iii)	quieter environment (1) slower pace of life (1) warmer climate (1) a lot of retired people there to socialise with (1) growth of jobs in the tourism industry (1) smaller/affordable homes (1) attractive scenery (1) relative living/housing costs (1) Allow development of any of the above (1)	3 1+1+1 or (1+1)+1

Question Number	Answer	Mark
2(b)	there will be an increase in population as more houses will be built (1) more shops/services as the population grows (1) traffic congestion will increase as people commute to work (1) primary schools will stay open as there will be more younger children (1) which will also safeguard the jobs of teachers (1) communities may not be as 'tightly knit' as many people will be at work during the day (1) and these jobs are usually based in an urban area (1) Credit specific data (1) to support any one point.	4 (1+1) + (1+1) or (1+1) + 1+1 or 1+1+1+1

Question Number	Answer	Reject	Mark
2(c)	<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 One mark for each comparative statement - implied or explicit 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>	<p>Explanation</p> <p>Description of a pie chart without and comparisons</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1 +1</p>

Question Number	Answer	Mark
2 (d)	<p>farmer does something other than farming to make money – <i>or similar</i> (1) example of this or a development of this idea (1)</p> <p>examples include: campsite, advertising, car parks, caravan storage, petting farms, music festivals, B&Bs etc</p>	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
2(e)	<p>local businesses will make more money from tourists (1) development of idea (1)</p> <p>there will be an increase in traffic congestion due to a higher volume of visitors (1) development of idea (1)</p> <p>more traffic could lead to an increase in pollution (1) development of idea (1)</p> <p>litter problems may increase as litter bins are not emptied as frequently as they should be (1) development of idea (1)</p> <p>conflict may occur when tourists park outside the homes of local residents (1) development of idea (1)</p> <p>Limit to 2 if no evidence from Figure 2c (e.g. traffic congestion and/or litter)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p> <p>(1+1+1)+1</p>

Question Number	Indicative content	
* 2f QWC i-ii-iii	Country must be a UK National Park Possible ways that pressures are being managed include: <ul style="list-style-type: none"> • free buses are arranged which help reduce traffic congestion • new car-parking spaces are created to stop people parking on the kerbside • guided walks are organised to make sure that tourists do not damage farmland • information centres are situated around National Parks which educate tourists about the needs of all of the stakeholders involved. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	A short list of ideas with one or two descriptive points. May only be partially linked to how pressures are being managed Location is not appropriate, unclear or absent. Tends to be very basic use of geographical terminology.
Level 2	3-4	An answer which has some details of location OR partial explanation. For the top of Level 2, there will be at least two partial explanations or one explanation which offers some depth. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Explanation of at least two reasons about how pressures are being managed. Reasons will be well supported by factual information and/or location. For the top of Level 3, expect development of the answer by either range or depth. Well communicated with good use of geographical terminology.

Topic 3: Settlement Change

Question Number	Answer	Mark
3(a) (i)	2 million	1

Question Number	Answer	Mark
3(a) (ii)	1991 and 2001	1

Question Number	Answer	Mark
3(a) (iii)	<p>Rural to urban migration / idea of in-migration (1) example of same or development of idea e.g. pull factors of the city, push factors of rural areas etc.(1)</p> <p>Large natural increase / rising birth rates / falling death rates / increasing life expectancy (1) example of same or development of idea (1)</p> <p>Referance to migration and natural increase is required for full marks</p>	<p>3</p> <p>1+1+1</p> <p>or</p> <p>(1+1)+1</p>

Question Number	Answer	Mark
3(a) (iv)	<p>Overcrowding causes people to live in cramped conditions (1)</p> <p>Housing shortages as there is not enough available land / materials / money (1)</p> <p>traffic congestion will increase as there are more car owners (1) which will lead to worsening air pollution problems (1)</p> <p>growth in nightclubs leads to increased noise pollution (1)</p> <p>Limit to 2 marks if no example used (LIC urban area used in context)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p> <p>or</p> <p>(1+1+1)+1</p>

Question Number	Answer	Reject	Mark
3(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 One mark for each comparative statement - implied or explicit 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)</p>	Explanation	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Answer	Mark
3 (c)	<p>population movement from urban to rural areas – <i>or similar</i> (1) example of this or a development of this idea (1)</p>	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
3(d)	<p>derelict factories are being converted into residential housing (1) example of same or development of idea (1)</p> <p>open spaces / greenfield areas are being developed for housing (1) example of same or development of idea (1)</p> <p>large Victorian houses are being converted into flats (1) example of same or development of idea (1)</p> <p>blocks of high-rise flats are being built instead of terrace housing (1) example of same or development of idea (1)</p> <p>Limit to 2 if no evidence from Figure 3c (e.g. disused football stadium knocked down/converted into accommodation)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Indicative content	
* 3e QWC i-ii-iii	Possible changes to rural areas as a result of depopulation include: <ul style="list-style-type: none"> • a fall in population • less people are using the local shops / services (possibly leading to closure) • fewer children living in remote rural areas which means that the local primary school may have to close • loss of community spirit 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	A short list of ideas with one or two descriptive points. May only be partially linked to changes to rural areas as a result of depopulation. Location is not appropriate, unclear or absent. Tends to be very basic use of geographical terminology.
Level 2	3-4	An answer which has some details of location OR partial explanation. For the top of Level 2, there will be at least two partial explanations or one explanation which offers some depth. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Explanation of at least two reasons about changes to rural areas as a result of depopulation. Reasons will be well supported by factual information and/or location. For the top of Level 3, expect development of the answer by either range or depth. Well communicated with good use of geographical terminology.

Topic 4: Population Change

Question Number	Answer	Mark
4(a) (i)	23	1

Question Number	Answer	Mark
4(a) (ii)	1970 and 1975	1

Question Number	Answer	Mark
4(a) (iii)	<p>better medical / health care (1)</p> <p>falling infant mortality rate (1)</p> <p>better welfare for pregnant mothers (1)</p> <p>education about birth control (1)</p> <p>(increase) use of contraception (1)</p> <p>parents are poorer/idea of recession (1)</p> <p>couples are choosing to spend money on luxury items (1)</p> <p>government policy to reduce birth rate (1)</p> <p>women are choosing to work for longer before starting a family (1)</p> <p>later marriages so less time to have a large family (1)</p> <p>changing population/idea of ageing population (1)</p> <p>Allow one mark (1) for the development of any of the above.</p>	<p>3</p> <p>1+1+1</p> <p>or</p> <p>(1+1)+1</p>

Question Number	Answer	Mark
4(b)	<p>high / mountainous relief which makes it difficult to build on (1) for example the Himalayas (1)</p> <p>lack of rivers for a water supply (1)</p> <p>extreme temperatures make it difficult to grow crops (1)</p> <p>infertile soil make it difficult to grow crops (1)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) +1+1</p> <p>or</p> <p>1+1+1+1</p> <p>or</p> <p>(1+1+1) +1</p>

Question Number	Answer	Reject	Mark
4(c)	<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 One mark for each comparative statement - implied or explicit 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)</p>	Explanation	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Answer	Mark
4 (d)	a large proportion of young people compared with other age groups – <i>or similar</i> (1) example of this or a development of this idea (1)	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
4(e)	<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 (e.g. bowls / golf) (1) example of same or development of idea (1)</p> <p>free child care – looking after their grandchildren (1) development of idea (1)</p> <p>increased spending / 'grey pound' (1) development of idea (1)</p> <p>Limit to 2 if no evidence from Figure 4c (e.g. working in charity shops or paying to join bowling clubs)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) +1+1</p> <p>or</p> <p>1+1+1+1</p> <p>(1+1+1)+1</p>

Question Number	Indicative content	
*4f QWC i-ii-iii	Possible human factors affecting the population distribution of China include: <ul style="list-style-type: none"> • growth of industry in particular areas • variety / number of job opportunities on offer • quality of communication links (e.g. transport and internet connection) • influence of government policy 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	A short list of ideas with one or two descriptive points. May only be partially linked to China. Location is not appropriate, unclear, absent or generic. Tends to be very basic use of geographical terminology.
Level 2	3-4	An answer which has at least one partial explanation. Location is obvious (more than just naming 'China') but lacking in local detail. For the top of Level 2, there will be at least two partial explanations or one explanation which offers some depth. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Explanation of at least two human factors. Reasons will be well supported by factual information and/or location. For the top of Level 3, expect development of the answer by either range or depth. Well communicated with good use of geographical terminology.

SECTION B – PEOPLE ISSUES

Topic 5: A Moving World

Question Number	Answer	Mark
5(a) (i)	Iran or Saudi Arabia	1

Question Number	Answer	Mark
5(a) (ii)	Syria or Jordan	1

Question Number	Answer	Mark
5 (a) (iii)	someone who is forced to move away from where they live <i>or similar</i> (1) example of this or a development of this idea (1)	2 1+1

Question Number	Answer	Mark
5(b) (i)	Somalia	1

Question Number	Answer	Mark
5(b) (ii)	Kenya, Ethiopia or Djibouti	1

Question Number	Answer	Mark
5(b) (iii)	Famine/food shortages (1) example of same or development of idea (1) civil war (1) example of same or development of idea (1)	3 (1+1)+1

Question Number	Answer	Reject	Mark
5(c)	<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>+ development of each idea (1)</p> <p>Limit to 2 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>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) +1+1</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Answer	Mark
5 (d)	<p>more people can afford to travel because air transport is becoming cheaper (1)</p> <p>improved planes can travel further before having to re-fuel (1)</p> <p>online bookings make it more convenient to book a flight (1)</p> <p>aeroplanes can travel faster than they used to (1)</p> <p>aeroplanes can carry more passengers than they used to (1)</p> <p>faster check-ins means that waiting times at airports are reduced (1)</p> <p>advertising online makes people more aware of any deals / possible destinations (1)</p>	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
5(e)	<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)</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 countries is quicker (1)</p> <p>Expansion of the EU idea (1) e.g. 10 more countries joined the EU in 2004 (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>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p>

Question Number	Indicative content	
*5 (f) QWC i-ii-iii	<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"> • greater cultural diversity (e.g. different products in shops) • boost for economic development (e.g fill a gap in the job market; increased consumer spending) • younger workforce – easing the amount of taxes the government receives and alleviating the pension burden. <p>Possible positive impacts on the country of origin include:</p> <ul style="list-style-type: none"> • Increased salaries for workers who stay which leads to a higher standard of living • economic growth – remittances • fall in unemployment figures. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two descriptive points about the positive impacts. Limited detail. Location is unclear or generic. Very basic use of geographical terminology.
Level 2	3–4	An answer which has at least one partial explanation. There is some obvious locational detail (facts and/or figures) Tends to focus on either host country or country of origin. For the top of Level 2, there will be at least two partial explanations or one explanation which offers some depth. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5–6	At least two clear explanations of the positive impacts. Both the host country and the country of origin or considered, but unbalanced. Impacts will be well supported by factual information. For the top of Level 3, expect development of the answer by either range or depth. Likely to have a balance between host country and the country of origin. 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
6(a) (i)	Western Europe	1

Question Number	Answer	Mark
6(a) (ii)	Canada	1

Question Number	Answer	Reject	Mark
6(a) (iii)	increase in leisure time (1) greater holiday entitlement (1) and a more flexible working week (1) smaller families (1) idea of higher wages/ greater wealth/disposable income (1) air travel is now cheaper (1) growth in package holidays (1) increase in advertising (1) growth in niche/different types of holiday (1) + credit the development of any idea(s) (1)	Political factors	4 (1+1) + (1+1) or (1+1) + 1+1 1+1+1+1

Question Number	Answer	Mark
6(b) (i)	Lovely beaches or lovely weather	1

Question Number	Answer	Mark
6(b) (ii)	Rejuvenation	1

Question Number	Answer	Mark
6(b) (iii)	<p>General idea of re-development (1) to increase visitor numbers or example (1)</p> <p>tourist numbers are now increasing again (1) example of same or development of idea (1)</p> <p>new attractions are being opened (1) example of same or development of idea (1)</p> <p>recently/in 2010, crowned the nation's favourite seaside town (1)</p> <p>Limit to 2 if no evidence from Figure 6b.</p>	<p>3</p> <p>(1+1)+1</p>

Question Number	Answer	Mark
6(b) (iv)	<p>Tourist numbers are low and/or beginning to grow (1)</p> <p>Range of facilities is low and/or starting to be developed (1)</p> <p>Locals start to get jobs in the tourism industry (1) example or development (1)</p> <p>New facilities like hotels are built (1) for wealthy/upper class visitors (1)</p> <p>visitor number start to increase as hotels are built (1) example of same or development of idea (1)</p> <p>transport links are built to attract more visitors (1) example of same or development of idea (1)</p> <p>Special events are held for tourists to attract more of them (1) example of same or development of idea (1)</p> <p>Limit to 2 marks if no example used (named tourist destination)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1) + 1+1</p> <p>or</p> <p>1+1+1+1</p>

Question Number	Answer	Mark
6(c)	<p>Look for a two separate points <u>or</u> a developed point about package holidays and two separate points <u>or</u> a developed point about backpacking holidays for full marks.</p> <p>e.g. package holidays:</p> <ul style="list-style-type: none"> • everything is included (1) • booked for extra convenience (1) • carrying is suitcase (1) • example(s) of types of activities (1) <p>e.g. backpacking holidays:</p> <ul style="list-style-type: none"> • are usually low-cost/cheaper (1) • involve walking to a destination (1) • camping/youth hostels (1) • carrying everything in a rucksack (1) • example(s) of types of activities (1) 	<p>4</p> <p>(1+1) + (1+1)</p>

Question Number	Indicative content	
*6 (d) QWC i-ii-iii	<p>Possible positive impacts of tourism on the LIC include:</p> <ul style="list-style-type: none"> • tourism helps boost the economy and jobs linked to tourism are created • locals can also benefit from new services built for tourists • money from tourism can be spent on improving the lives of local people • parts of the environment may receive special funding for protection. <p>Possible negative impacts of tourism on the LIC include:</p> <ul style="list-style-type: none"> • traditional jobs are lost and many jobs are seasonal and low paid • increase in crime / drunkenness / antisocial behaviour • car parking problems and traffic jams; noise / air / visual pollution • wildlife disturbed • sewage disposal problems • local traditions are neglected and a lot of the money leaves the country. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two descriptive points about the impacts. Limited detail. Location is unclear or generic. Very basic use of geographical terminology.
Level 2	3–4	An answer which has at least one partial explanation. There is some obvious locational detail about a LIC(s) Tends to focus on either positive or negative impacts. For the top of Level 2, there will be at least two partial explanations or one explanation which offers some depth. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5–6	At least two clear explanations of impacts. Both positive and negative impacts are addressed, but unbalanced. Impacts will be well supported by factual information. For the top of Level 3, expect development of the answer by either range or depth. Likely to have a balance between positive and negative impacts. 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.

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