

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Geography  
A (5GA3H/01)

Unit 3: The Human Environment

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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>	<p>One mark for each comparative statement. Allow up to one mark for the use of supporting data.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• Bolivia has the highest number (1) with 30% (1) whereas Brazil has the lowest proportion employed in the primary sector (1).</li><li>• Ecuador has 10% (1) more employed in the primary sector compared with Brazil (1).</li></ul>	<b>3</b>  1+1+1

Question Number	Answer	Mark
<b>1(a) (ii)</b>	<p>Basic reason (1) with further development through explanation/further description/exemplification (1).</p> <p>For example, Argentina and/or Brazil have a small primary sector possibly because:</p> <ul style="list-style-type: none"><li>• The countries are at different levels of development (1)</li><li>• the climate may not be suitable for farming (1)</li><li>• there might be a lack of raw materials (1)</li><li>• it is a wealthier country (1) and can afford to import more food/raw materials (1)</li><li>• mechanisation (1) has led to a reduction in the need for many (manual) labourers (1)</li><li>• cheaper to import raw materials from abroad (1) eg. coal from Poland (1)</li><li>• closure of secondary/manufacturing industries (1) has reduced the demand for raw materials (1)</li><li>• it is a wealthier/more developed country (1) with more jobs available in the service sector(1)</li></ul> <p>The opposite is valid for higher primary sector (e.g in Bolivia or Ecuador).</p>	<b>2</b>  (1+1)

Question Number	Answer	Mark
<b>1(b)</b>	<p>Effect identified (1) with further development through use of supporting case study material (1).</p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• workers forced to work long hours (1)</li> <li>• overcrowding (1)</li> <li>• hazardous working conditions (1)</li> <li>• low paid jobs (1)</li> <li>• environmental damage (1)</li> <li>• air (or other qualified) pollution (1)</li> <li>• widespread rural-urban migration (1)</li> <li>• leaving a large dependent population in the countryside (1)</li> <li>• non-renewable resources being used up (1)</li> <li>• increasing gap between the rich and the poor (1)</li> <li>• increased employment opportunities (1)</li> <li>• boosts the economy of the country (1)</li> </ul> <p>Development of the answer will depend on the case study Accept positive or negative effects.</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Expected Answers	Acceptable Answers	Mark
<b>1(c)</b>	<ul style="list-style-type: none"> <li>• flat land (1) which is easy to build on (1)</li> <li>• motorway/main road nearby (1) for transporting (finished product around the country) (1)</li> <li>• lots of open space (1) for expansion (1)</li> </ul>	<ul style="list-style-type: none"> <li>• renewable energy supply (wind) (1) to power machinery (1)</li> <li>• near to houses/urban area (1) which provides a workforce (1)</li> <li>• attractive scenery (1) to attract skilled workers (1)</li> <li>• away from houses (1) preventing visual pollution (1)</li> </ul>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Indicative content	
<b>*1 (d)</b>	<p>The candidate has the opportunity to consider costs and benefits on a range of scales (local to national), although this is not a requirement.</p> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• less air pollution <i>or similar</i></li> <li>• new industries are attracted to an area providing jobs</li> <li>• derelict buildings/factories are made to look more attractive</li> <li>• the area becomes safer</li> <li>• chance to return land to farming ('reagriculturalisation')</li> <li>• promote biodiversity / wildlife habitats</li> <li>• opportunity to use these areas to build much needed housing</li> </ul> <p>Costs:</p> <ul style="list-style-type: none"> <li>• unemployment</li> <li>• out-migration</li> <li>• loss of rural community spirit</li> <li>• too expensive to demolish old buildings, so they are an eyesore and deter potential investors</li> <li>• old buildings can be hazardous and expensive to redevelop</li> <li>• area receives a smaller financial budget from local government</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	<p>One or two descriptive points about the benefits and/or costs of deindustrialisation.</p> <p>Very limited detail to support descriptions.</p> <p>An example(s) may be described, but is not always relevant to the answer (may not be located).</p> <p>Tends to be very basic use of geographic terminology.</p>
<b>Level 2</b>	3-4	<p>One partial explanation about how de-industrialisation in rural areas has costs or benefits supported by several descriptive points.</p> <p>Some locational detail (facts/figures) could be used to support explanation.</p> <p>For top of level, at least two partial explanations.</p> <p>Generally clearly communicated, but with limited use of geographical terminology.</p>
<b>Level 3</b>	5-6	<p>Costs and benefits are needed for this level.</p> <p>At least one clear explanation and one partial explanation, with supporting detail.</p> <p>Likely to have at least one located example to illustrate one or more of the explanations.</p> <p>For top of level, expect development of the answer by either range or depth.</p> <p>Well communicated with good use of geographical terminology.</p>



## Topic 2 – Settlement Change

Question Number	Answer	Mark
<b>2(a) (i)</b>	<b>P</b> or <b>R</b> (1)	<b>1</b>

Question Number	Answer	Mark
<b>2(a) (ii)</b>	<p>Site <b>Q</b>: Accept one from:</p> <ul style="list-style-type: none"> <li>• industry needing the coal has closed down (1)</li> <li>• raw materials have run out (1)</li> <li>• cheaper to import coal from overseas (1)</li> </ul> <p>Site <b>S</b>: Accept one from</p> <ul style="list-style-type: none"> <li>• cheaper land than in the urban area (1)</li> <li>• no old buildings to remove (1)</li> <li>• good road access (1)</li> <li>• near to the urban area for jobs (1)</li> <li>• idea of housing shortages growing demand for housing (1)</li> <li>• idea of reducing urban population (density) (1)</li> <li>• legitimate reason for a decline in farming (1)</li> </ul>	<p><b>2</b></p> <p>1+1</p>

Question Number	Answer	Mark
<b>2(b)</b>	<p>Basic reason (1) with further development through explanation/further description / exemplification (1).</p> <ul style="list-style-type: none"> <li>• rural-urban migration (1) example of one push or one pull factor (1)</li> <li>• Named push factor (1) development of same (1)</li> <li>• Named pull factor (1) development of same (1)</li> <li>• High/rising birth rates (leading to a high natural increase) (1) a reason for this (1)</li> <li>• low/falling death rates (leading to a high natural increase) (1) a reason for this (1)</li> </ul> <p>e.g.</p>	<p><b>4</b></p> <p>(1+1)+ (1+1)</p>

	<ul style="list-style-type: none"> <li>• many people are moving from rural areas to the city (1) in search of a better job (1)</li> <li>• high birth rates in the city (1) due to a lack of family planning (1).</li> </ul>	
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Question Number	Answer	Mark
<b>2(c)</b>	<p>Possible changes (positive or negative) include:</p> <ul style="list-style-type: none"> <li>• closure of local services (e.g. schools) (1) as there are not enough young children left in the area (1)</li> <li>• rising costs of public utilities (1) due to falling local government revenue from the population in the area (1)</li> <li>• less government spending (1) as it may not be financially viable to keep services (e.g. buses) running (1)</li> <li>• increase in biodiversity (1) as the amount of new development has fallen (1)</li> <li>• local economy suffers (1) as there are fewer people spending money in the area (1)</li> <li>• buildings may be deserted (1)</li> </ul> <p>Basic point about a change (1) plus development through further description <b>or</b> data/exemplification of a named rural area) (1).</p> <p>No marks for just naming a rural area.</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Indicative content	
<b>*2 (d)</b>	<p>Depends on the case study, but expect:</p> <p>Negative effects:</p> <ul style="list-style-type: none"> <li>• Overcrowding/too many people due to a rapidly increasing population size.</li> <li>• Housing shortages as there is not enough available land / materials / money</li> <li>• Traffic congestion will increase as there are more car owners</li> <li>• Increased air pollution due to more car owners</li> <li>• Increased noise pollution due to a growth in nightclubs</li> <li>• People live in cramped conditions so there is a high risk of disease.</li> </ul> <p>Positive effects:</p> <ul style="list-style-type: none"> <li>• Large supply of workers – willing to do a full range of jobs</li> <li>• Increase in consumer spending – can help boost the city’s economy and various industries.</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	<p>One or two descriptive points about the positive and/or negative effects of rapid urban growth in a LIC.  Very limited detail to support descriptions.  A case study may be described, but is not always relevant to the answer (may not be located).  Tends to be very basic use of geographic terminology.</p>
<b>Level 2</b>	3-4	<p>One partial explanation about the positive and/or negative effects, supported by several descriptive points.  Some locational detail (facts/figures) could be used to support explanation.  For top of level, at least two partial explanations.  Generally clearly communicated, but with limited use of geographical terminology.</p>
<b>Level 3</b>	5-6	<p>Positives and negatives are needed for this level.  At least one clear explanation and one partial explanation, with supporting detail.  Case study material is used to illustrate one or more of the explanations.  For top of level, expect development of the answer by either range or depth.  Well communicated with good use of geographical terminology.</p>

### Topic 3 – Population Change

Question Number	Answer	Reject	Mark
<b>3(a) (i)</b>	<p>One mark for each point. Allow up to one mark for the use of data or a named country to support a valid statement.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Most areas have a low density (1) under 40 people per km<sup>2</sup> (1)</li> <li>• the population density of Africa is uneven (1)</li> <li>• few areas with a density over 150 people per km<sup>2</sup> (1).</li> <li>• Many areas in the north of Africa are sparsely populated/low density (1) such as Libya (1).</li> <li>• The most densely populated areas are in western Africa (1) e.g. Nigeria (1).</li> </ul>	<p>Answers that describe population totals (i.e. "highly populated" rather than population density).</p>	<p><b>3</b></p> <p>1+1+1</p> <p>(1+1)+1</p>

Question Number	Answer	Mark
<b>3(a) (ii)</b>	<p>Suggested reason (1) and development (1)</p> <p>For sparsely populated areas (such as Sub-Saharan / northern Africa):</p> <ul style="list-style-type: none"> <li>• Some parts of Africa are desert (1) which have extreme climates (1)</li> <li>• It might be too hot / dry (1) which makes farming / survival difficult (1)</li> <li>• The relief might be too steep (1) which makes construction/communications difficult (1)</li> <li>• Few jobs available (1) due to a lack of industry (1)</li> <li>• Weak infrastructure (1) which deters potential investors / industrial development (1)</li> <li>• Areas with very low rainfall (1) which means that water supply for survival / industry is scarce (1)</li> </ul> <p>The opposite is valid for densely populated areas (e.g western Africa / coastal areas in the west above the equator).</p> <p>Basic reason (1) with further development through explanation/detail (1).</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Answer	Mark
<b>3(b)</b>	<p>Shift from natural increase to natural decrease because:</p> <ul style="list-style-type: none"> <li>• good medical care (1) so infant mortality remains low (1)</li> <li>• good medical care (1) so people are still living longer (1)</li> <li>• food is available/good diet (1) so few die from malnutrition (1)</li> <li>• clean water supply (1) so diarrhoea is not a problem (1)</li> <li>• good sanitation (1) reduces the chance of disease (1)</li> <li>• good transport networks (1) which facilitate the distribution of food/medical supplies (1)</li> </ul> <p>Birth rates are falling because of:</p> <ul style="list-style-type: none"> <li>• the population is ageing (1) so there are fewer people of child-bearing age (1)</li> <li>• later marriages (1) so couples are starting families later (1)</li> <li>• less people are having children (1) as women are pursuing a career first (1)</li> </ul> <p>Basic reason (1) with further development through explanation (1).</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Answer	Mark
<b>3(c)</b>	<p>Incentive identified (1) with further development through use of supporting case study material, data, or detailed description (1).</p> <p>Possible incentives include:</p> <ul style="list-style-type: none"> <li>• cash bonuses (1)</li> <li>• extended maternity leave (1)</li> <li>• free/low-cost education (1)</li> <li>• free/low-cost medical care (1)</li> <li>• free/low-cost child care (1)</li> <li>• opportunities for better/larger housing (1)</li> </ul> <p>No marks for just naming a country that is trying to increase the birth rate.</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Indicative content	
<b>*3 (d)</b>	<p>Positive consequences include:</p> <ul style="list-style-type: none"> <li>• potential larger workforce, which could facilitate economic development</li> <li>• less public money may be spent on welfare provision as young people may be available to look after the elderly.</li> </ul> <p>Negative consequences include:</p> <ul style="list-style-type: none"> <li>• strain on the economy of a country, which could prevent it from developing</li> <li>• strain on service provision such as hospitals or schools</li> <li>• rising unemployment due to increased competition for jobs</li> <li>• many may not receive an education, which means that they will not obtain the necessary qualifications for a well-paid job, which means that they may be unable to get out of the poverty trap.</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	One or two descriptive points about the positive and/or negative effects of a youthful population. Very limited detail to support descriptions. Examples may be described, but are not always relevant to the answer (may not be located). Tends to be very basic use of geographic terminology.
<b>Level 2</b>	3-4	One partial explanation about the positive and/or negative effects, supported by several descriptive points. Some examples could be used to support explanation. For top of level, at least two partial explanations. Generally clearly communicated, but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Positives and negatives are needed for this level. At least one clear explanation and one partial explanation, with supporting detail. Examples are likely to be used to illustrate one or more of the explanations. For top of level, expect development of the answer by either range or depth. Well communicated with good use of geographical terminology.

## SECTION B – PEOPLE ISSUES

### Topic 4 – A Moving World

Question Number	Answer	Mark
<b>4(a) (i)</b>	<p>One mark for each point. Allow up to one mark for the use of data to exemplify a statement.</p> <p>No reward for stating that the population has increased as this is in the question.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• The population of males and females has both increased (1) but at different rates (1) e.g. males have increased most rapidly between 2005 and 2010 (1)</li><li>• The male population has increased more rapidly than the female population (1) with females only increasing by 400 000 (1)</li><li>• There is now a difference of 1 million / 100 thousand between the number of males and females (1)</li></ul>	<b>3</b>  1+1+1

Question Number	Answer	Mark
<b>4(a) (ii)</b>	<p>Any of the following:</p> <ul style="list-style-type: none"><li>• 22% come from India (1)</li><li>• Mainly from Asia (1)</li><li>• Mainly male (1)</li><li>• All from LICs (1)</li></ul> <p>Or any other legitimate characteristic taken from the resource.</p>	<b>1</b>



Question Number	Answer	Mark
<b>4(b)</b>	<p>Possible impacts (positive or negative) include:</p> <ul style="list-style-type: none"> <li>• greater proportion of males compared to females (1) possible use of supporting data from Figure 4a (1)</li> <li>• greater cultural diversity (1) as there will be people from different countries working/living together (1)</li> <li>• boosts the economy (1) through potential increased consumer spending (1)</li> <li>• idea of multiplier effect / further jobs created (1) example or development of same (1)</li> <li>• (racial) tensions between locals and migrants (1) example or development of same (1)</li> <li>• growing population size (1) which could lead to environmental/housing/food supply problems (1)</li> </ul> <p>Basic point about an impact (1) plus further development through detail or data/exemplification (1).</p>	<p><b>4</b></p> <p>(1+1) + (1+1)</p>

Question Number	Answer	Mark
<b>4(c)</b>	<p>Possible pull factors include:</p> <ul style="list-style-type: none"> <li>• leisure activities / entertainment facilities (such as bowling) (1) as retirees have lots of free time / idea of 'greying pound' (1)</li> <li>• good communication links / public transport (1) for easy access around the area (1)</li> <li>• near to the countryside/coast (1) which is handy for relaxing walks (1)</li> <li>• Sunny/warm/dry climate (1)</li> <li>• Better quality of life (1)</li> </ul> <p>Basic point about a pull factor (1) plus development through explanation (1).</p> <p>1 mark for a list</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Answer	Mark
<b>4(d)</b>	<p>Question is about the negative consequences of retirement migration on the destination – not just the ‘disadvantages of an ageing population’.</p> <p>Possible consequences include:</p> <ul style="list-style-type: none"> <li>• rising house prices (1) due to an increase in demand from retirees (1)</li> <li>• ageing population (1) may lead to a reduction in facilities for younger people living in the area (1)</li> <li>• greater pressure on the local council to provide healthcare/welfare (1) example or development of same (1)</li> <li>• less employment opportunities in some professions (1) due to fewer younger people (1) such as primary schools (1)</li> <li>• fall in consumer spending (1) as many retirees might be living off the basic pension (1)</li> </ul> <p>Basic point about an impact (1) plus development through explanation (1); possible double-development through use of data or exemplification (1).</p> <p>Maximum of 2 marks if no named retirement destination is used within the context of the answer.</p>	<p><b>4</b></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	
<b>*4 (e)</b>	Transport developments include: <ul style="list-style-type: none"> <li>• the growth of budget airlines</li> <li>• improved infrastructure for transport (e.g the Channel Tunnel and motorway networks)</li> <li>• high-speed rail links (including Eurostar)</li> <li>• increasing range of destinations served by airports</li> <li>• increased car ownership</li> <li>• advancements in aeroplane technology – possible to carry more people</li> <li>• developments in ferries/other forms of sea transport (e.g cruise ships for tourists).</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Example(s) are not appropriate, unclear or absent. Limited details about how transport developments have led to an increase in the rate of population movement. Explanation likely to be a simple statement – ‘cheaper/faster transport means that more people can move’. Limited structure and basic use of geographical terminology.
Level 2	3–4	Response has at least one partial explanation, supported by a range of descriptive points. Some exemplification (facts/figures) could be used to support explanation. A weak attempt made to examine different developments in transport. For the top of Level 2, there are at least two explanations. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	5–6	Response has at least two explanations. Example(s) are likely to be used with good detailed description. Some examination of developments in one or more types transport, for example, by evaluation or comparison and drawing together conclusions. T For the top of Level 3, expect development of the answer by either range or depth. Clear structure and 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	2-3	<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	4	<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 5 – A Tourist’s World**

Question Number	Answer	Mark
<b>5(a) (i)</b>	<p>One mark for each point. Allow up to one mark for the use of data to exemplify a statement.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The number has increased between 1980 and 1996 (1) to 1.6 million visitors (1).</li> <li>• Between 1996 and 2000, visitor numbers fell (1) by 0.7 million / to 0.9 million (1) before rising rapidly until 2007 (1).</li> <li>• Between 2008 and 2010, visitor numbers remained static (1) before gradually rising again (1) to 1.9 million in 2009 (1).</li> </ul>	<p><b>3</b></p> <p>1+1+1</p>

Question Number	Answer	Mark
<b>5(a) (ii)</b>	<p>Any of the following:</p> <ul style="list-style-type: none"> <li>• increased wealth / disposable income (1)</li> <li>• increased population living within travelling distance (1)</li> <li>• improved road access (1)</li> <li>• greater advertising (1)</li> <li>• developments at the destinations / idea of better attractions/rides (1)</li> <li>• improvements in public transport (1)</li> <li>• increased competition from new/improved attractions (1)</li> <li>• ageing rides are now less popular (1)</li> </ul> <p>Accept other valid reasons for growth and/or decline in visitor numbers.</p>	<p><b>1</b></p>

Question Number	Answer	Mark
<b>5(b)</b>	<p>Possible negative impacts include:</p> <ul style="list-style-type: none"> <li>• increased air pollution (1) caused by the number of cars / traffic congestion (1)</li> <li>• wildlife loss / habitat destruction (1) as land is cleared to build tourist attractions (1)</li> <li>• scenery looks less attractive (1) development of same (1)</li> <li>• litter (1) tourists not caring about the environment as they don't live (1)</li> <li>• Footpath erosion (1) by large groups of walkers in the countryside (1)</li> <li>• Noise pollution (1) caused by groups of tourists socialising / coach tours (1)</li> <li>• Increased waste (1) as destinations do not have the infrastructure to deal with the waste (1)</li> </ul> <p>Basic point about what the impact on the environment is (1) plus further development through detail or data/exemplification (1).</p> <p>Responses may refer to the previous resource about a theme park, but this is not a requirement.</p>	<p><b>4</b></p> <p>(1+1) + (1+1)</p>

Question Number	Answer	Mark
<b>5(c) (i)</b>	<p>Possible physical attractions include:</p> <ul style="list-style-type: none"> <li>• cliffs (1) for walking on and enjoying the amazing view (1)</li> <li>• sea (1) for swimming / water sports (1)</li> <li>• (sandy) beach (1) for sunbathing on (1)</li> <li>• beautiful scenery (1) which helps people to relax (1)</li> <li>• good weather (1) so people can spend more time outdoors (1)</li> <li>• finding out about different types of wildlife (1) by going out to see dolphin-watching (1)</li> </ul> <p>Basic point about an attraction (1) plus development through further detail about why or how this attracts tourists (1).</p>	<p><b>2</b></p> <p>(1+1)</p>

Question Number	Answer	Mark
<b>5(c) (ii)</b>	<p>Possible positive impacts include:</p> <ul style="list-style-type: none"> <li>• local people are provided with employment (1) which means that they can earn money (1) for example driving boats for dolphin watchers (1)</li> <li>• boosts the local economy (1) as more jobs are being filled (1) <i>or</i> revenue from tourism stays within the local area (1)</li> <li>• local people have a higher income (1) than when they worked in traditional industries (1) <i>or</i> by selling locally sourced products to the lodge (1)</li> <li>• local staff are provided with training out of season (1) so that they receive a wage all year round (1)</li> <li>• local people gain a skill (1)</li> <li>• income from tourism is reinvested (1) e.g. to fund education projects for the local people (1)</li> </ul> <p>Basic point about an impact (1) plus development through explanation (1); possible double-development through use of data or exemplification (1).</p> <p>Maximum of 2 marks if no named eco-tourist destination is used within the context of the answer.</p>	<p><b>4</b></p> <p>(1+1) +1+1</p> <p><i>or</i></p> <p>(1+1)+ (1+1)</p> <p><i>or</i></p> <p>(1+1+1) +1</p>

Question Number	Indicative content	
<b>*5 (d)</b>	<p>Possible political factors and government policies that have caused a growth in world tourism include:</p> <ul style="list-style-type: none"> <li>• detail regarding political change within a country that has facilitated tourism (e.g. within China and the former East Germany)</li> <li>• changing political parties/government priorities (e.g. moving away from communism)</li> <li>• visa requirements / relaxation of border controls (e.g. the EU, Cuba and China)</li> <li>• Awareness of global variations in government policies (e.g. North Korea still do not promote international tourism)</li> <li>• exchange rates – favourable exchange rates in some parts of the world may encourage/increase tourism</li> <li>• laws / policies regarding <ul style="list-style-type: none"> <li>i. retirement ages – early retirement provides more potential time for tourism</li> <li>ii. length of the working week – flexible working/flex-time has made it more convenient to take an overseas weekend break</li> <li>iii. minimum wage – providing more people with the means to go on holiday</li> <li>iv. holiday entitlement – details may be provided about how this has changed in some countries in recent years.</li> <li>v. development of infrastructure for tourism (e.g. regenerating/rebranding an area, transport links and advertising/marketing).</li> </ul> </li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	<p>Response has a list or small range of ideas, with one or two briefly described.  May only be partially linked to the question.  Example(s) are not appropriate, unclear or absent.  Limited details about how political factors and/or government policies have led to a growth in tourism.  Explanation likely to be a simple statement.  Limited structure and basic use of geographical terminology.</p>
Level 2	3–4	<p>Response has at least one partial explanation, supported by a range of descriptive points.  Some exemplification (facts/figures) could be used to support explanation.  A weak attempt made to examine how political factors and/or government policies have led to a growth in tourism.  For the top of Level 2, there are at least two explanations.  Clear structure and well communicated with mostly sound use of geographical terminology.</p>



Level 3	5-6	Response has at least two explanations. Example(s) are likely to be used with good detailed description. Some examination of political factors and/or government policies, for example, by evaluation or comparison and drawing together conclusions. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and 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	2-3	<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	4	<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.

