

Mark Scheme (Results)

Summer 2016

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.

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?

- 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.

Topic 1 – Economic Change

Question Number	Acceptable Answers	Reject	Mark
1(a)(i)	<p>One mark for each change and one mark for the use of data to support either change.</p> <ul style="list-style-type: none"> • Overall decrease in employment (1) • Falls at a slower rate between 1969 and 1980 (1) • Falls rapidly during the 1980s/between 1980 and 1993 (1) • Little change/stays low from 1993 onwards/between 1993 and 2011 (1) • Highest in 1969 (1) with 310 000 employed (1) – <i>or reverse</i> 	<p>Answers which explain</p> <p>Changes pre-1969</p>	<p>(3)</p> <p>(1+1)+1 (1+1+1)</p>

Question Number	Acceptable Answers	Reject	Mark
1(a)(ii)	<p>Suggest one so expect one basic point (1) and some extension through further detail or explanation (1).</p> <p>For example:</p> <ul style="list-style-type: none"> • Depletion of coal/natural resources/raw materials (1) further detail or explanation(1) • Increased mechanisation (1) further detail or explanation(1) • Cheaper to import coal/raw materials (1) because coal is now less accessible/increasingly difficult to mine in the UK (1) • Ideas linked to social change, e.g. perception that coal mining is dangerous/dirt/low-paid (1) further detail or explanation(1) • Growth of different economic sectors (1) further detail or explanation(1) • Government attitudes/policies towards coal mining/primary industry (1) further detail or explanation(1) 	<p>Reasons that don't directly relate to a decline in the primary sector</p>	<p>(2)</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Reject	Mark
1(b)	<p>Outline one so expect one benefit (1) and some extension through further description or explanation (1). For example:</p> <ul style="list-style-type: none"> • Less pollution/more environmentally friendly (1) as there are less/no factories (1) • Increase in wildlife/habitats (1) because the areas is safer/cleaner (1) • Area might become more attractive (1) as there are no ugly derelict factories (1) • Opportunities for jobs in the tertiary sector (1), e.g. tourism (1) • Return to farming (or another traditional land use) (1) • Opportunity for new housing (1) 	Exemplification of urban de-industrialisation	(2) (1+1)

Question Number	Acceptable Answers	Reject	Mark
1(c)	<p>Award one mark for a basic piece of evidence (1) and a second mark for extension through explanation (1).</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • Flat land (1) which is easy to build on(1) • Near to housing (estates)/Milton Keynes (1) for workers/customers (1) • Near (main) road (1) for access/providing good transport links (1) • Large area (of open space (1) for car park/further expansion (1) <p>Credit responses that demonstrate local knowledge about this area – although this is not a requirement as the command word is 'suggest'.</p>	Answers which do not use evidence from the resource – either explicit or implied	(2) (1+1)

Question Number	Indicative content	
1*(d)	Depends on the LIC/MIC case study, but expect: <ul style="list-style-type: none"> • Availability of raw materials • Large supply of workers • Changes in government policy, e.g. in terms of foreign investment/attracting TNCs • Infrastructure, e.g. many new roads have been built which link different factories making trading easier • Growing numbers of skilled workers • Improvements in the education system • Development of energy sources for industry, e.g. HEP and nuclear • Idea of globalisation 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	A very basic description of the reasons for the growth of the secondary sector. Case study material about a chosen country may be included, but may be quite generic. Very basic use of geographical terminology – communication not always clear.
Level 2	3-4	An attempted or partial explanation of one reason for the growth of the secondary sector. For top of level, expect at least two partial explanations, one partial explanation, or one clear explanation offering depth about a chosen LIC or MIC. Some use of geographical terminology and communication is mostly clear.
Level 3	5-6	At least two clear explanations for the growth of the secondary sector (likely to be unbalanced). For top of band, expect good depth or detail, likely through locational detail about a chosen country. Candidates can use range to access the top of this band with less depth. Clear use of geographical terminology and well communicated.

Topic 2 – Settlement Change

Question Number	Acceptable Answers	Reject	Mark
2(a)(i)	<p>'Highest' includes areas that are purple and yellow.</p> <p>One mark for each point:</p> <ul style="list-style-type: none"> • Mainly in Africa (1) • East Africa (1) • North-west Africa (1) • India (1) • Not evenly distributed around the world (1) • Some in south/east/south-east Asia (1) • Mainly in low income countries (1) • Found between the tropics/around the equator (1) 	<p>Answers which explain</p> <p>Answers which describe where there is not a high growth rate</p>	<p>(3)</p> <p>1+1+1</p>

Question Number	Acceptable Answers	Reject	Mark
2(a)(ii)	<p>Suggest one so expect one basic point (1) and some extension through further detail or explanation (1).</p> <p>For example:</p> <ul style="list-style-type: none"> • High natural increase (1) further detail or explanation, e.g. because birth rates are a lot higher than death rates (1) • Birth rates are high/rising (1) further detail or explanation, e.g. lack of contraception (1) • Death rates are low/falling (1) further detail or explanation, e.g. due to improvements in medical care (1) • Rural (or urban) to urban migration (1) further detail or explanation, e.g. details of push/pull factor (1) • Identification of a push or pull factor (1) with development (1) 	<p>Reasons that don't directly relate to the rapid growth of urban areas</p>	<p>(2)</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Reject	Mark
2(b)	<p>Outline one so expect a basic point (1) with an extension either through explanation or description (1).</p> <p>Change can be good or bad for the community. For example:</p> <ul style="list-style-type: none"> Local shops/services may close down (1) as newcomers do their shopping elsewhere (1) Local shops/services prosper (1) because of the increase in population of the rural area (1) House prices rise (1) making it difficult for local first time buyers to get on the property ladder (1) House prices rise (1) as the reputation of the rural area changes – i.e. to a popular commuter/retirement area (1) House prices fall (1) as the area becomes increasingly crowded/less attractive (1) 	Other types of change e.g. social, demographic or environmental change	(2) (1+1)

Question Number	Acceptable Answers	Reject	Mark
2(c)	<p>Suggest one so expect a disadvantage (1) with an extension either through explanation or description (1).</p> <p>For example:</p> <ul style="list-style-type: none"> Development may lead to increased noise/air pollution (1) as the population of the area will increase (1) Development may lead to increased traffic congestion (1) as the population of the area will increase (1) Cost of development may be expensive (1) as site may have to be cleaned up/infrastructure replaced (1) House prices may fall (1) as there is now more housing available for potential buyers (1) 	<p>Reasons why people would want to develop this site</p> <p>Disadvantages of developing greenfield sites e.g. loss of farmland, habitats and increasing urban sprawl.</p>	(2) (1+1)

Question Number	Indicative content	
*2 (d)	<p>This question is about function change of the settlement as a whole rather than the change in the land use within a settlement.</p> <p>Depends on the named UK settlement, but possible examples of function change(s) may include:</p> <ul style="list-style-type: none"> • Fishing village to a seaside resort • Coal mining village to commuter village • Farming village to a tourist honeypot site • Shift from secondary to tertiary industry 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	A very basic description of how the function has changed. Locational detail is absent or not always relevant to the answer. Very basic use of geographical terminology – communication not always clear.
Level 2	3-4	An attempted or partial explanation of one change in settlement functions for a specific place in the UK. For top of level, expect at least two partial explanations or one clear explanation offering depth, with some clear locational information about the chosen settlement. Some use of geographical terminology and communication is mostly clear.
Level 3	5-6	At least two clear explanations about the function change of a specific settlement (likely to be unbalanced). For top of band, expect good depth or detail, likely through locational detail about the chosen settlement. Candidates can use range to access the top of this band with less depth. Clear use of geographical terminology and well communicated.

Topic 3 – Population Change

Question Number	Acceptable Answers	Mark
3(a)(i)	<ul style="list-style-type: none"> • 8 (1) • 8 000 000 (1) • eight (1) • 8 M (1) 	(1)

Question Number	Acceptable Answers	Reject	Mark
3(a)(ii)	<p>Suggest so expect one basic point (1) and some extension through further detail or explanation (1). For example:</p> <ul style="list-style-type: none"> • High birth rate (1) Legitimate reasons for high birth rates, e.g. high infant mortality rates (1) • (Relatively) high death rate/short life expectancy (1) Legitimate reasons for high death rates (1) • High infant mortality rate (1) Legitimate reasons for high infant mortality rates (1) • Poor health care (1) • Desire to have large family (1) due to high infant mortality/to work on the farm (1) 	<p>Descriptions of the shape of the pyramid</p> <p>Reasons that relate to HICs / ageing populations</p> <p>Poor living conditions/quality of life</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	Acceptable Answers	Reject	Mark
3(b)	<p>Outline one so expect one basic reason (1) and some extension through further detail (facts or figures) (1).</p> <p>Can be incentives to have more children or disincentives of not having many children. For example:</p> <ul style="list-style-type: none"> • Cash incentives (1) with example (1) • Government saving schemes (1) with example (1) • Extended maternity/paternity leave (1) to give family more time to bond (1) • Free/subsidised child care (1) so parents can go back to work (1) • Priority housing schemes (1) so families with children have access to better houses (1) • Free/subsidised support in the home, e.g. cleaner/maid (1) to make it easier to run the household (1) <p>Limit to one mark if there is no named country used in context.</p>	Answers that outline ways of reducing the birth rate	(2) (1+1)

Question Number	Correct Answer	Reject	Mark
3(c)	<p>Suggest one so expect a basic reason (1) with an extension either through explanation or description (1).</p> <p>For example:</p> <ul style="list-style-type: none"> • High relief/limited flat land (1) making it difficult to build houses on/making building communication networks difficult (1) • Thin soils (1) making it hard to grow crops (1) • Harsh climate (1) making it difficult to grow crops (1) • Next to the coastline (1) which could be at risk from flooding (1) 	<p>Reasons why people would want to live here</p> <p>Human reasons e.g. lack of jobs, long way from cities, no internet</p>	(2) (1+1)

Question Number	Indicative content	
*3 (d)	Advantages might include: <ul style="list-style-type: none"> • More people to volunteer to work in charity shops as there are more retired people • Unemployment figures fall due to a smaller working population • Leisure services, such as bowling clubs, get more business as there are more retired people with free time • Free child care – looking after their grandchildren • Business that supply goods or provide services specifically for the elderly/retired will prosper • Economy may benefit as there might be more consumer spending (e.g. the 'greying pound/yen') 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	A very basic description of the advantages of an ageing population. Locational detail is absent or not always relevant to the answer. Very basic use of geographical terminology – communication not always clear.
Level 2	3-4	An attempted or partial explanation of one advantage for a specific country. For top of level, expect at least two partial explanations or one clear explanation offering depth, with some clear locational information about the chosen country. Some use of geographical terminology and communication is mostly clear.
Level 3	5-6	Explanation of at least two advantages of an ageing population. For top of band, expect good depth or detail, likely through locational detail for the chosen country. Candidates can use range to access the top of this band with less depth. Clear use of geographical terminology and well communicated.

Topic 4 – A Moving World

Question Number	Correct Answer	Reject	Mark
4(a)	Someone who moves/travels (each day/on a regular basis) from a place to another for employment - <i>or similar</i> (1)	Examples of a commute	(1)

Question Number	Acceptable Answers	Reject	Mark
4(b)	<p>One mark for each comparison between the number of immigrants and the number of emigrants (1).</p> <p>Allow up to one mark for the use of data if making a separate point or supporting a comparative statement (1)</p> <p>For example:</p> <ul style="list-style-type: none"> • Both trends fluctuate (1) • Overall increase in both (1) • Immigration has generally been higher than emigration (1) <i>or reverse</i> (1) • Specific year detail, e.g. the largest gap between immigration and emigration was in 2010 (1) • Early 1970s, emigration overtook immigration for a brief period (1) • Anomaly in 1970s (1) 	<p>'Standalone' statements that do not compare.</p> <p>Answers which explain.</p> <p>Pre-1960 or post-2010 comparisons</p>	<p>(4)</p> <p>1+1+1+1</p>

Question Number	Correct Answers	Reject	Mark
4(c)(i)	<p>Accept any one of the following:</p> <ul style="list-style-type: none"> • Retirement (1) • Long-term (1) • National • Internal (1) • Voluntary (1) 	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
4(c)(ii)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1)</p> <p>Allow up to three marks for a 'double-development'</p> <p>For example:</p> <ul style="list-style-type: none"> • Greater freedom/choice of where to live (1), no longer tied by having to live near their place of work (1) reducing the death rate (1) • Lack of services/amenities where they used to live (1) due to a relatively youthful population structure (1) • Lack of public transport (1) which meant that it took a long time to get to the shops (1) • Long way from friends/family (1) so few people to help/care (1) • High crime rate (1) due to high levels of unemployment (1) • Traffic congestion/pollution/noisy where they used to live (1) which is not very relaxing (1) • Harsh climate/weather where they used to live (1) • Cost of living is too high (1) <p>Max two for a list.</p>	<p>Pull factors e.g. job opportunities, near to family, better climate etc.)</p>	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Question Number	Acceptable Answers	Reject	Mark
4(d)	<p>Basic point about a policy (1) with an extension through detailed description (1) and a third mark for further description or exemplification (1)</p> <p>Examples of basic points include:</p> <ul style="list-style-type: none"> • Imposing visa requirements (1) • Restricting available benefits (1) • Setting quotas (1) • Imposing 'entry requirements' (1) for example the IELTS Life Skills tests that are being introduced for those wishing to migrate to the UK (1) which is where people need to prove their speaking and listening skills (1) <p>Max 2 for a list</p>	<p>Government policies that have increased the rate of population movement</p>	<p>(4)</p> <p>(1+1)+(1+1)</p> <p>(1+1+1)+1</p>

Question Number	Indicative content	
*4 (e)	<p>This is movement from the rest of the world into Europe. Expectation is for examples such as Afro-Caribbean, Eritrea, War zones and North Africans into France. Focus is on positive and negative impacts on host country.</p> <p>Depends on example(s) used, but expect: Positive impacts:</p> <ul style="list-style-type: none"> • Greater cultural diversity • Gaps in the labour market are filled/greater economic productivity • New job opportunities, e.g. translators • Increased workforce – more taxpayers <p>Negative impacts:</p> <ul style="list-style-type: none"> • Conflict/resentment by some people towards migrants • Strain on the government, e.g. benefit payments • Housing shortages • Competition for jobs/rising unemployment 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	<p>A very basic description of the positive and/or negative impacts on the host country of the population flow. Exemplification using a named European host country may be included, but is not always relevant to the answer. Very basic use of geographical terminology – communication not always clear.</p>
Level 2	3–4	<p>An attempted or partial explanation of at least one positive or negative impact. For top of level, at least two impacts will be addressed. For top of level, expect at least two partial explanations or one clear explanation offering depth. May use specific information about a country to support description or explanation. Some use of geographical terminology and communication is mostly clear.</p>
Level 3	5–6	<p>To access Level 3, there will be at least two clear explanations that offer depth, with good supporting detail. For top of band, expect good depth or detail, likely to be supported through locational detail about a named European host country. For top of band, there will be some attempted examination e.g. an evaluative comment stating that positives outweigh the negatives Clear use of geographical terminology and well communicated.</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></p> <p>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- 3	<p><i>Intermediate performance</i></p> <p>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	4	<p><i>High performance</i></p> <p>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.</p>

Topic 5 – A Tourist’s World

Question Number	Correct Answer	Mark
5(a)(i)	employment that exists at certain times during the year or <i>similar</i> (1)	(1)

Question Number	Acceptable Answers	Reject	Mark
5(b)	<p>One mark for each difference between the number of inbound and outbound tourists.</p> <p>Allow up to one mark for the use of data if making a separate point or supporting a comparative statement (1)</p> <p>For example:</p> <ul style="list-style-type: none"> • Overview, e.g. outbound has risen faster than inbound tourism (1) <i>or reverse</i> (1) • Specific year detail, e.g. the largest gap between inbound and outbound was in 2010 (1) • Inbound was higher than outbound until 2006 (1) • Since 2008, outbound has been higher than inbound (1) • Both have fluctuated (1) 	<p>'standalone' statements that do not compare.</p> <p>Answers which explain.</p>	<p>(4)</p> <p>1+1+1+1</p>

Question Number	Correct Answers	Reject	Mark
5(c)(i)	<p>Accept any one of the following:</p> <ul style="list-style-type: none"> • Leisure (1) • International (1) • Heritage/historical (1) • Cultural (1) • Family (1) • Educational (1) 	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
5(c)(ii)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1)</p> <p>Allow up to three marks for a 'double-development'</p> <p>Accept suggestions of how tourism may have positive social, economic and environmental impacts on the area. For example:</p> <ul style="list-style-type: none"> • Jobs are created (1), e.g. such as a waitress in a hotel (1) • New/improved infrastructure and/or entertainment facilities are opened (1) which can be used by locals, e.g. cafes, bus services and toilets (1) • Boosts the local economy/local businesses (1) for example by tourists spending money on souvenirs (1) • The area could re-invest money from tourism (1), e.g. to protect the ancient monument (1) • Other nearby attractions may also receive visitors (1) as tourists may be spending the whole week touring the area (1) • People can learn about the area/educated (1) <p>Max 2 for a list.</p>	Negative impacts	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>1 + (1+1+1)</p>

Question Number	Acceptable Answers	Reject	Mark
5(d)	<p>Identification of a development (1) with explanation about how this development has contributed towards the rejuvenation of the resort (1), for example:</p> <ul style="list-style-type: none"> • Rebranding (1) • Modernising/regenerating existing infrastructure (1) to attract more families to the resort (1) e.g. Dreamland theme park in Margate (1) • New projects - develop new entertainment facilities for tourists (1) to increase the number of tourists that can stay in a hotel (1) <p>Use of exemplification may be credited if used to support an explanation.</p> <p>Max 2 for a generic answer about rejuvenation.</p>	<p>Details about any other stage of the Butler model</p>	<p>(4)</p> <p>(1+1)+(1+1)</p> <p>(1+1+1)+1</p> <p>(1+1+1+1)</p>

Question Number	Indicative content	
*5 (e)	<p>Social factors include:</p> <ul style="list-style-type: none"> • Greater number of paid days away from work/annual leave • Shorter working week increases the amount of leisure time available • 'flexi-time' provides greater opportunities for extended weekend breaks • Early retirement ('grey pound' and pensions) – plus the idea of an ageing population • Developments in ICT (e.g. the internet) makes it easier to book holidays and research potential destinations • Changing demands (e.g. Type of holiday) has triggered a growth for a wide range of destination that previously did not experience tourism • Growing number of family members living abroad <p>Political factors include:</p> <ul style="list-style-type: none"> • Relaxing of national borders, e.g. within the EU • Growth of countries within the EU – wider choice of destinations is available • Governments may prioritise spending on new tourist developments – as they are aware that increased tourism would boost the economy 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A very basic description of the social and/or political factors that have caused a growth in tourism. Locational detail is likely to be absent or not always relevant to the answer. Very basic use of geographical terminology – communication not always clear.
Level 2	3–4	A detailed description or an attempted or partial explanation of one factor. For top of level, social and political factors will be addressed. Expect at least two partial explanations, one partial explanation or one clear explanation offering depth. May include some locational detail to support description/explanation. Some use of geographical terminology and communication is mostly clear.
Level 3	5–6	To access Level 3, there will be at least two clear explanations that offer depth, with good supporting detail. For top of band, expect good depth or detail, likely to be supported through locational detail about a named resort/exemplification. For top of band, there will be some attempted examination e.g. an evaluative comment stating which factor has been the most significant cause of a growth in tourism Clear use of geographical terminology and well communicated.
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.