

Mark Scheme (Results)

January 2013

GCSE Geography A (5GA3H)
Paper 01 Human Environment (H)

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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)	One mark for each correctly shaded country	2
	Ecuador = criss-cross hatching (similar) Uruguay = dots	1+1

Question Number	Answer	Mark
1(a) (ii)	Limit to 3 if no exact data or manipulation of data (e.g. 'twice as much as') used One mark for each descriptive statement.	4 (1+1) + (1+1)
	e.g. most countries in South America have a large % of secondary industry (1) for example Brazil (1) which has between 20-29% (1). Few countries have less than 20% secondary industry (1) western side has a high % (1) eastern side has a low % (1) Peru is one of the countries with a highest % (1) distribution is uneven (1)	or (1+1) + 1+1 or 1+1+1+1

Question Number	Answer	Reject	Mark
1(a) (iii)	Suitable responses include: near raw materials (1) example of same or development of idea (1) on flat land (1) example of same or development of idea (1) near large urban areas (1) example of same or development of idea (1) historic factors which linked site to manufacturing (1) proximity to component suppliers (1); also government funding, e.g. 1980s EZ's	Nice place (with no context or development).	4 (1+1) + (1+1)
	Limit to 2 if no example used (named secondary activity used in context).		or (1+1) + 1+1 or (1+1+1)+1

Question Number	Answer	Reject	Mark
1(b) (i)	Suitable responses include: (fast-food) restaurant (1) (catalogue) shop / department store (1) Accept McDonalds(1) and Argos(1)	Food, eating, shopping, car-parking	1

Question Number	Answer	Reject	Mark
1(b) (ii)	Suitable responses include: flat land which is easy to build on (1), allows for a large car park (linked to idea of space / flat land) (1) attracts shoppers / people in cars (1) space for lots of retail units (1) main road for customer access (1) development of idea (1) close proximity to York (1) only 3 miles away so attracts people (1) cheap / low price land (1) compared to other locations in city (1) Limit to 2 if no evidence from Figure 1b.	Basic points e.g. 'there is a car park' – must have some development for the mark. Reasons why people chose to visit retail parks	4 (1+1) + (1+1) or (1+1) + 1+1 or (1+1+1)+1 or 1+1+1+1

Question Number	Answer	Reject	Mark
1(c)	<p>Suitable responses include:</p> <p>tourists are attracted to the area (1) example of same or development of idea (1)</p> <p>some quarries can be filled in and used for water sports (1) example of same or development of idea (1)</p> <p>there might be a reduction in air pollution caused by factories (1) example of same or development of idea (1)</p> <p>the landscape could look more attractive (1) example of same or development of idea (1)</p> <p>Limit to 2 if no examples are used (named rural location used in context)</p>	<p>Disadvantages</p> <p>Examples linked to urban areas</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	
1 (d) QWC i-ii-iii	<p>Country should be a MIC or LIC. Suitable responses include:</p> <p><u>Positive effects:</u></p> <ul style="list-style-type: none"> • higher wages • improved standard of living • improved working conditions • better housing in some areas • stronger economy <p><u>Negative effects:</u></p> <ul style="list-style-type: none"> • environmental damage • raw materials become exhausted • various types of pollution • rural to urban migration • widening poverty gap <p>Don't credit effects of growth of primary industry, unless well linked to secondary industry in a meaningful way.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two descriptive points about the growth of the secondary sector in MICs or LICs. Very limited detail. Location is unclear or not appropriate. Very basic use of geographical terminology, spelling, punctuation and grammar (<i>considerable errors in language</i>).
Level 2	3-4	Description of at least two effects of the growth of the secondary sector in MICs or LICs. Some detail about at least one effect (may include facts / figures). Location is appropriate (for top of band). Partial explanation; unlikely to be linked with either specific points or location. Generally clearly communicated, but with limited use of geographical terminology (<i>some errors in language</i>).
Level 3	5-6	An explanation of at least two effects of the growth of the secondary sector in MICs or LIC. May get into this band by either depth and / or range. The study is well supported with locational detail including facts and figures. Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>).

Topic 2: Farming and the Countryside

Question Number	Answer	Mark
2(a) (i)	One mark for each correctly shaded area Flintshire = dots Pembrokeshire = single lines	2 1+1

Question Number	Answer	Mark
2(a) (ii)	Limit to 3 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement. e.g. most of the area on Figure 2a has a retirement population of between 20 and 22% (1). Conwy has the highest percentage of retired people (1) with 23-25% (1); Wrexham is one the areas with the lowest percentage (1) distribution is uneven (1)	4 (1+1) + (1+1) or (1+1) + 1+1 or 1+1+1 +1

Question Number	Answer	Reject	Mark
2(b) (i)	Suitable responses include: road access (1) scenery (1) pretty village (1) peace and quiet fishing (linked to river) (1)	Its nice / pretty (without context). Reject things that are not on the figure.	1

Question Number	Answer	Mark
2(b) (ii)	Suitable responses include: tourists spend money in the village (1) example of same or development of idea (1) many jobs are created (1) example of same or development of idea (1) unemployment in winter (1) example of same or development of idea (1) increased traffic congestion (1) example of same or development of idea (1)	4 (1+1) + (1+1) or (1+1) + 1+1 or (1+1+1)+1

Question Number	Answer	Reject	Mark
2(c)	<p>Suitable responses include</p> <p>paint balling (1) example of same or development of idea (1)</p> <p>caravan / campsite (1) example of same or development of idea (1)</p> <p>caravan storage (1) example of same or development of idea (1)</p> <p>pony trekking (1) example of same or development of idea (1)</p> <p>wind turbines (1) example of same or development of idea (1)</p> <p>bed & breakfast (1) example of same or development of idea (1)</p> <p>retail outlet (1) example of same or development of idea (1)</p> <p>Limit to 2 marks if no example used (a named farm that has diversified used in context)</p>	Organic farming or growing biofuel crops as an example of diversification	<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>Suitable responses include:</p> <p>add to global warming (1) example of same or development of idea (1)</p> <p>lead to food shortages (1) example of same or development of idea (1)</p> <p>lead to a loss of biodiversity (1) example of same or development of idea (1)</p> <p>lead to an increase in food prices (1) example of same or development of idea (1)</p> <p>Limit to 2 if no examples are used (named biofuel crop or data 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>

Question Number	Indicative content	
2 (e) QWC i-ii-iii	<p>Case study must be a UK National Park.</p> <p>Possible ways that pressures and conflicts are being managed include:</p> <ul style="list-style-type: none"> • Traffic management • Educating the public • Footpath protection • Role of the park ranger / National Park Authority 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>One or two descriptive points about management. Very limited detail.</p> <p>Location is unclear or not appropriate.</p> <p>Very basic use of geographical terminology, spelling, punctuation and grammar (<i>considerable errors in language</i>).</p>
Level 2	3-4	<p>Description of at least two reasons about how pressures and/or conflicts are being managed.</p> <p>Some detail about at least one management strategy, may include facts / figures to support.</p> <p>Location is appropriate (for top of band).</p> <p>Partial explanation; unlikely to be linked with either specific points or location.</p> <p>Generally clearly communicated, but with limited use of geographical terminology (<i>some errors in language</i>).</p>
Level 3	5-6	<p>An explanation of at least two reasons about how pressures and/or conflicts are being managed. May get into this band by either depth and / or range.</p> <p>The study is well supported with locational detail including facts and figures.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>).</p>

Topic 3: Settlement Change

Question Number	Answer	Mark
3(a) (i)	One mark for each correctly shaded area Gravesham = dots Dover = single lines (must be at an angle)	2 1+1

Question Number	Answer	Mark
3(a) (ii)	Limit to 3 if no exact data or manipulation of data (e.g. '.. twice as much as') used One mark for each descriptive statement. e.g. Most of Kent has a percentage people divorced rate of 7-12% (1); the north has the highest percentage of divorced people (1); areas in west Kent have the lowest rate (1) distribution is uneven (1)	4 (1+1) + (1+1) or (1+1) + 1+1 or 1+1+1 +1

Question Number	Answer	Mark
3(a) (iii)	Suitable responses include: there is an ageing population (1) example of same or development of idea (1) people are getting married later (1) example of same or development of idea (1) increased immigration into a country (1) example of same or development of idea (1) rising divorce rates (1) example of same or development of idea (1)	4 (1+1) + (1+1) or (1+1) + 1+1 or (1+1+1)+1

Question Number	Answer	Mark
3(b)	<p>Suitable responses include:</p> <p>renewal / modernised (1) example of same or development of idea (1)</p> <p>redeveloped /demolished and start again (1) example of same or development of idea (1)</p> <p>For the development / example, credit valid land uses including buildings which are in current demand e.g. care homes and blocks of luxury apartments. Allow a one mark for a second possible land use (other than care homes)</p> <p>Limit to 2 if no evidence from Figure 3b (e.g. by referring to the appearance of the building)</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
3(c) (i)	Buildings grouped / clustered together / on a crossroads / close together - <i>or similar</i> (1)	1

Question Number	Answer	Reject	Mark
3(c) (ii)	<p>Suitable responses include:</p> <p>near rivers for water supply (1) example of this or a development of this idea (1)</p> <p>on flat land where it is easier to build (1) example of this or a development of this idea (1)</p> <p>near a wood for fuel wood (1) example of this or a development of this idea (1)</p> <p>near rocks for building materials (1) example of this or a development of this idea (1)</p> <p>south – facing for more sunshine (1) example of this or a development of this idea (1)</p>	<p>Basic points e.g. 'near rivers' – must have some development for the mark</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	Indicative content	
3 (d) QWC i-ii-iii	Suitable reasons for the rapid growth of an urban area in a LIC include: <ul style="list-style-type: none"> • High birth rates • Falling death rates • High rate of natural increase • Rural to urban migration (including reference to push and pull factors) 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two descriptive points about the reasons for rapid urban growth. Very limited detail. Location is unclear or not appropriate. Very basic use of geographical terminology, spelling, punctuation and grammar (<i>considerable errors in language</i>).
Level 2	3-4	Description of at least two reasons for rapid urban growth. Some detail about at least one of these reasons, may include facts / figures to support. Location is appropriate (for top of band). Partial explanation; unlikely to be linked with either specific points or location. Generally clearly communicated, but with limited use of geographical terminology (<i>some errors in language</i>).
Level 3	5-6	An explanation of at least two reasons for rapid urban growth, but unbalanced. May get into this band by either depth and / or range. The study is well supported with locational detail including facts and figures. Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>).

Topic 4: Population Change

Question Number	Answer	Mark
4(a) (i)	One mark for each correctly shaded area	2
	Jilin = diagonal lines (at an angle) Shandong = cross hatch	1+1

Question Number	Answer	Mark
4(a) (ii)	Limit to 2 if no exact data or manipulation of data (e.g. 'twice as much as') used One mark for each descriptive statement.	4
	e.g. Gansu has a density of under 100 km ² (1) the areas with the lowest population density are in the west (1) and in the north (1); the most densely populated areas are in the south-east (1) which has a population density of over 200 people per km ² (1) distribution is uneven (1)	(1+1) + (1+1)
		or
		(1+1) +1+1
		or
		1+1+1+1

Question Number	Answer	Reject	Mark
4(a) (iii)	Suitable responses include:		4
	many roads (1) development of idea (1)		(1+1) + (1+1)
	job opportunities (1) development of idea (1)		or
	area of growing industry (1) development of idea (1)		(1+1) + 1+1
	good universities (1) development of idea (1)		or
	historical reasons (1) development of idea (1)		(1+1+1)+1
	stable governments (1) development of idea (1)		
	entertainment / leisure (1) development of idea (1)		
	shops (1) development of idea (1)		

Question Number	Answer	Mark
4(b) (i)	Photograph Y	1

Question Number	Answer	Mark
4(b) (ii)	<p>Suitable responses include:</p> <p>More care homes need to be built (1) example of same or development of idea (1)</p> <p>certain leisure industries will make more money (1) example of same or development of idea (1)</p> <p>spending of the 'grey pound' (1) example of same or development of idea (1)</p> <p>increase in the dependent population (1) example of same or development of idea (1)</p> <p>unemployment levels may fall (1) development of idea (1)</p> <p>strain on the government (1) development of idea (1)</p> <p>percentage of elderly in the population increases (1) development of idea (1)</p> <p>Limit to 2 if no evidence from Figure 4b (reference to care homes, sheltered housing, golf courses are a particular photograph 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>

Question Number	Answer	Mark
4(c)	<p>Suitable responses include:</p> <p>better health care (1) development of idea (1)</p> <p>improved welfare services (1) development of idea (1)</p> <p>people have more disposable income (1) development of idea (1)</p> <p>improvements in education (1) development of idea (1)</p> <p>improvements in sanitation (1) development of idea (1)</p> <p>improvements in hygiene (1) development of idea (1)</p> <p>better quality of life <i>or</i> standard of living (1) development of idea (1)</p> <p>Limit to 2 for a list with no development of one of the ideas.</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	
4 (d) QWC i-ii-iii	Incentives might include: <ul style="list-style-type: none"> • cash bonuses • longer maternity leave • free education • free medical care • better child care • preferential housing arrangements Disincentives might include: <ul style="list-style-type: none"> • Sacked from their job • Fined • Publically 'named and shamed' 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One or two descriptive points about the incentives and/or the disincentives used to decrease the birth rate. Very limited detail. Location is unclear or not appropriate. Very basic use of geographical terminology, spelling, punctuation and grammar (<i>considerable errors in language</i>).
Level 2	3-4	Description of at least two incentives and/or disincentives. Some detail about at least one of these incentives or disincentives, may include facts / figures to support. Location is appropriate (for top of band). Partial explanation; unlikely to be linked with either specific points or location. Generally clearly communicated, but with limited use of geographical terminology (<i>some errors in language</i>).
Level 3	5-6	Explanation of at least two incentives and/or disincentives, but unbalanced. May get into this band by either depth and / or range. The study is well supported with locational detail including facts and figures. Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>).

SECTION B – PEOPLE ISSUES

Topic 5: A Moving World

Question Number	Answer	Mark
5(a) (i)	One mark for each correct plot.	2
	The accurate joining up of the plots is needed for full marks.	1+1
	Max 1 mark if plots are not joined up.	

Question Number	Answer	Mark
5(a) (ii)	43 000	1

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

Question Number	Answer	Mark
5(a) (iv)	Someone who has been forced out of their own country – <i>or similar</i> .	1

Question Number	Answer	Reject	Mark
5(b) (i)	Possible correct answers are:	climate	1
	beach (1) open spaces (1) road access (1) golf course (1) the sea (1) the coast (1) seaside (1) the pier (1) the scenery (1) housing (1)		

Question Number	Answer	Mark
5(b) (ii)	<p>Suitable responses include:</p> <p>decrease in the birth rate (1) example of same or development of idea (1)</p> <p>primary schools may have to close (1) example of same or development of idea (1)</p> <p>growth of an ageing population (1) example of same or development of idea (1)</p> <p>increased the pressure on medical services (1) example of same or development of idea (1)</p> <p>Limit to 2 marks if no example used (named example of a retirement destination 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>

Question Number	Answer	Mark
5(c) (i)	<p>Suitable responses include:</p> <p>A number of points are needed for a migrant to come to the UK (1) example of same or development of idea (1)</p> <p>Idea of different numbers of points depending on an individual's education (1) age (1) earnings (1) assets (1) example of same or development of idea (1)</p> <p>Sponsorship (1) example of same or development of idea (1)</p> <p>English language skills (1) example of same or development of idea (1)</p> <p>UK has a 5 tier immigration system (1) example of same or development of idea (1)</p>	<p>3</p> <p>(1+1)+1</p> <p>or</p> <p>1+1+1</p>

Question Number	Answer	Mark
5(c) (ii)	<p>Suitable responses include:</p> <p>Flights are becoming cheaper (1) example of same or development of idea (1)</p> <p>Improvements in rail networks (1) example of same or development of idea (1)</p> <p>Reduced check-in times at airports (1) example of same or development of idea (1)</p> <p>Larger passenger planes (1) example of same or development of idea (1)</p> <p>The opening of the Channel Tunnel (1) example of same or development of idea (1)</p>	<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	
*5 (d) QWC i-ii-iii	<p>Can be push <i>and/or</i> pull factors Accept different types of population flow (economic, medical, tourism or sport) Suitable push factors include:</p> <ul style="list-style-type: none"> • relatively low wages in the country of origin • relatively poor entertainment facilities • high levels of unemployment • limited choice of jobs <p>Suitable pull factors include:</p> <ul style="list-style-type: none"> • more job opportunities • gap in the labour market • higher wages • member of the EU • same language 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	<p>One or two descriptive points about the motives (reasons) for a short-term population flow. Very limited detail. Location is unclear or not appropriate. Very basic use of geographical terminology, spelling, punctuation and grammar. (<i>considerable errors in language</i>).</p>
Level 2	3–4	<p>Description of at least two motives (reasons) for a short-term population flow. Some detail about one of these motives, may include facts / figures to support. Location is appropriate (for top of band). Partial explanation; unlikely to be linked with either specific points or location. Generally clearly communicated, but with limited use of geographical terminology (<i>some errors in language</i>).</p>
Level 3	5–6	<p>Explanation of at least two motives (reasons) for a short-term population flow, but unbalanced. May get into this band by either depth and / or range. The study is well supported with locational detail including facts and figures. Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>).</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<p><i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>
SPaG Level 2	2	<p><i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>

SPaG Level 3	3	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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Topic 6: A Tourist's World

Question Number	Answer	Mark
6(a) (i)	One mark for each correct plot. The accurate joining up of the plots is needed for full marks. Max 1 mark if plots are not joined up.	2 1+1

Question Number	Answer	Mark
6(a) (ii)	620 000	1

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

Question Number	Answer	Mark
6(b)	Expected responses include: increase in leisure time due to greater holiday entitlement (1) example of same or development of idea (1) and a more flexible working week means people can go away for a long weekend (1) example of same or development of idea (1) increased internet access makes it easier to book holidays (1) example of same or development of idea (1) Acceptable responses may refer to higher incomes and the associated ability to go on holiday more frequently.	3 (1+1)+1 or 1+1+1 ePen:

Question Number	Answer	Reject	Mark
6(c) (i)	Possible correct answers are: beach (1) sea (1) scenery (1) woodland (1)	parks climate flat land trees	1

Question Number	Answer	Mark
6(c) (ii)	Suitable responses include: Reduction in the number of visitors (1) businesses linked to tourism close (1) environment deteriorates (1) reputation declines (1)	1

Question Number	Answer	Mark
6(c) (iii)	Suitable responses include: new capital is invested (1) example of same or development of idea (1) brownfield areas are redeveloped (1) example of same or development of idea (1) hotels are modernised (1) example of same or development of idea (1) new entertainment facilities are built (1) example of same or development of idea (1) different markets are targeted (1) example of same or development of idea (1) Limit to 2 marks if no example used (named example used in context)	4 (1+1) + (1+1) or (1+1) + 1+1 or (1+1+1) + 1

Question Number	Answer	Mark
6(d)	Suitable responses include: generates money for protection (1) example of same or development of idea (1) educates visitors about conservation (1) example of same or development of idea (1) fewer harmful / polluting substances (1) example of same or development of idea (1) fewer non-renewable resources are used (1) example of same or development of idea (1)	4 (1+1) + (1+1) or (1+1) + 1+1 or (1+1+1)+1

Question Number	Indicative content	
*6 (e) QWC i-ii-iii	<p>Look for how tourism has positive social, economic and environment impacts in a country.</p> <p>Suitable positive impacts include:</p> <ul style="list-style-type: none"> • jobs are created (such as a waitress in a hotel) • new entertainment facilities are opened (which can be used by locals) • boost to the local economy • certain areas are protected / conservation areas are created • improved transport links 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	<p>One or two descriptive points about the impacts of tourism. Very limited detail.</p> <p>Location is unclear or not appropriate.</p> <p>Very basic use of geographical terminology, spelling, punctuation and grammar. (<i>considerable errors in language</i>).</p>
Level 2	3–4	<p>Description of at least two reasons about the positive impacts. Some detail about one of these impacts, may include facts / figures to support.</p> <p>Location is appropriate (for top of band).</p> <p>Partial explanation; unlikely to be linked with either specific points or location.</p> <p>Generally clearly communicated, but with limited use of geographical terminology (<i>some errors in language</i>).</p>
Level 3	5–6	<p>Explanation of at least two positive, but unbalanced. May get into this band by either depth and / or range.</p> <p>The study is well supported with locational detail including facts and figures.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar (<i>written language errors are rare</i>).</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<p><i>Threshold performance</i></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	<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	3	<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>

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