



**General Certificate of Secondary Education
June 2012**

Geography B

40353F

Foundation Tier

Unit 3 Investigating the Shrinking World

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Certificate of Secondary Education

AQA GEOGRAPHY B

FOUNDATION TIER MARKING SCHEME

UNIT 3 (40353F)

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information

Simple understanding

Little organisation; few links; little or no detail; uses a limited range of specialist terms

Reasonable accuracy in the use of spelling, punctuation and grammar

Text is legible.

Level 2: Clear

Knowledge of accurate information

Clear understanding

Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate

Considerable accuracy in spelling, punctuation and grammar

Text is legible.

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must not be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

1(a)(i)	(2x1) <i>Consumption</i> clearly and solely circled (1). <i>Computer</i> clearly and solely circled (1).	(2 marks)
1(a)(ii)	Globalisation is the way in which different parts of the world are becoming more closely interconnected, e.g. by trade, transport, technology and communications, tourism, politics. Also cities and culture. Level 1 Basic (1-2 marks) Simple points. Likely to be closely tied to Figure 1, e.g. <i>using more things made abroad like computers made in China.</i> Level 2 Clear (3-4 marks) Shows clear awareness of a process of <u>increasing</u> worldwide relationships – the shrinking world. Uses own knowledge as well as Figure 1. E.g. <i>Different countries around the world are becoming more linked. In the UK we now eat vegetables like green beans that are grown in Africa.</i>	(4 marks)
1(b)	(3x2) Three reasons from: changing markets; different labour costs; advances in technology; changes in transport. Point mark. 2 marks per reason. 1 st mark: simple statement of why industry has become globalised or is helped grow. Little more than the reason given in the question reworded. 2 nd mark: some clear link to why industry has become more globalised. Links to globalisation.	(6 marks)
1(c)(i)	(2x1) Answers (in order): True, False. 1 mark each.	(2 marks)
1(c)(ii)	(3x1) Possible benefits: wage spend (multiplier effect) encouraging other businesses, increased tax revenue (e.g. for social spending), labour skills developed, export potential, less importing, encouraging green energy generation if specific to wind turbines, employment, economic growth (more money) 1 mark per clearly stated benefit.	(3 marks)
1(d)(i)	(2x2) Possible reasons for buying all turbine parts in the UK include: creating work for his/her factory, desire that government should support development to help her firm financially, reducing unemployment, strengthening economy. Reduced costs (of green energy). Possible reasons for quick building include: wanting business soon, fear of lost business/ work going abroad otherwise, fear of slowness of response when developing the factory is a major task. Point mark 1 mark per suggestion. Up to 2 marks for developing one suggestion.	(4 marks)
1(d)(ii)	(2x1 or 1x2) Would want work to go to less developed countries (1 mark) and feel that	(2 marks)

	UK government help was unfair competition (2nd mark). Credit any other valid points.	
1(d)(iii)	(3x1) Problems include: closure of local competitors, unequal wages leading to social issues, power of TNCs can over-ride local decision-makers, size can cause loss of green space/extra traffic/congestion/pollution, insecurity of employment if TNC pulls out, MEDC unemployment, loss of non-western culture. Pollution must be qualified. Point mark, 1 mark per problem.	(3 marks)
1(e)(i)	(2x1) Secondary: decline rapidly in secondary employment from 1950. Point mark. Credit quantification.	(2 marks)
1(e)(ii)	(2x1) Tertiary: slow growth until c1960 then rapid till 1990 but stepped growth later (still stand in 70s and after c. 1990). Point mark. Credit quantification.	(2 marks)
1(f)	Possible effects include: unemployment and consequent fall in prosperity, built environment dereliction, net outward migration, especially of young/skilled people. Redevelopment leading to tertiary growth. Level 1 Basic (1-4 marks) Simple statements of change/s is/are made. May be generic/no area may be named. <i>E.g. more unemployment.</i> Level 2 Clear (5-6 marks) Clear explanation of how industrial decline has affected the named area. <i>E.g. factory closures led to more unemployment so lower wages and less retail spending, closing shops now boarded-up.</i>	(6 marks)
1(g)	Possibilities include: giving grants to companies, developing transport links/infrastructure, supporting (higher) education, easing planning restrictions, promotion. Credit valid others. Level 1 Basic (1-4 marks) Simple statement(s) of what can be done to attract industry, <i>e.g. government could give grants.</i> Level 2 Clear (5-6 marks) Some clear explanation of what can be done to attract industrial development to an area. Links actions to industry needs/wants, <i>e.g. the government can give grants to TNCs so as to reduce set-up costs.</i>	(6 marks)
1(h)(i)	(4x1) Correct answers: skills machinery pollution recycled	(4 marks)

<p>1(h)(ii)</p>	<p>Making the bag is an example of appropriate technology because it uses recycled materials, uses bicycle transport rather than carbon-based energy, provides work for homeless people, uses hand skills rather than machines that are resource-consuming. So, it is suitable for/sustainable in the place where it is used.</p> <p>Level 1 Basic (1-2 marks) Simple points that are true of appropriate technology. Likely to be closely tied to Figure 6, <i>e.g. using recycled materials like old newspapers.</i></p> <p>Level 2 Clear (3-4 marks) Clearly explain how making the bag is appropriate technology. Uses own knowledge as well as Figure 6. <i>E.g. because making the bag uses recycled materials like old newspapers which are already available in Delhi.</i></p>	<p>(4 marks)</p>																		
<p>2(a)(i)</p>	<p>(3x1) 1 mark per correct linkage. More than 3 arrows equals 0.</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 30%;">Term</th> <th style="width: 30%;"></th> <th style="width: 30%;">Meaning</th> </tr> </thead> <tbody> <tr> <td>Long-haul</td> <td></td> <td>Directly benefitting local people</td> </tr> <tr> <td>Ecotourism</td> <td></td> <td>A flight of more than 3hours</td> </tr> <tr> <td>Mass tourism</td> <td></td> <td>Protecting the visited environment</td> </tr> <tr> <td>Fair trade tourism</td> <td></td> <td>Many people visiting one destination</td> </tr> <tr> <td></td> <td></td> <td>Travelling in your own country</td> </tr> </tbody> </table>	Term		Meaning	Long-haul		Directly benefitting local people	Ecotourism		A flight of more than 3hours	Mass tourism		Protecting the visited environment	Fair trade tourism		Many people visiting one destination			Travelling in your own country	<p>(3 marks)</p>
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<p>2(a)(ii)</p>	<p>(2x1) Crowded beach, high density/rise hotels, extent of built foreshore, lots of tourists, lots of hotels,</p> <p>1 mark per valid piece of evidence from Figure 7.</p>	<p>(2 marks)</p>																		
<p>2(a)(iii)</p>	<p>(3x1) Package holidays can include: flight, hotel accommodation, transfer, meals (not drink) optional excursions. Two elements to score first mark. Additional element to score second mark. Reserve 3rd mark for bundling, one price idea.</p>	<p>(3 marks)</p>																		
<p>2(a)(iv)</p>	<p>(2x2) Point mark. 2 marks per factor: 1st mark for a simple, relevant statement, 2nd mark for a clearly linked explanation to a change on Figure 8. <i>E.g. as people became better off (1 mark), they could afford to travel abroad (1 mark) in the 1960s and, as disposable income rose, more people could afford to go long-haul by the 1980s (1 mark).</i></p>	<p>(6 marks)</p>																		

<p>2(a)(v)</p>	<p>Effects include: air pollution, increased greenhouse gases, global warming, water pollution from cruise ships. Allow credit for localised tourism impacts if clearly linked to increased international travel. Pollution must be qualified.</p> <p>Level 1 Basic (1-4 marks) Simple points about environmental effects of travel. <i>e.g. more air flights mean more CO₂.</i></p> <p>Level 2 Clear (5-6 marks) Clearly explains how increased international travel affects the environment. <i>E.g. most increased travel is by air and so there are more emissions of greenhouse gases like CO₂ into the atmosphere, which in turn means more global warming. Water pollution occurs at resorts like in the photo because of mass tourism made possible by increased international travel.</i></p>	<p>(6 marks)</p>
<p>2(b)(i)</p>	<p>(2x1) Answers (in order): True, True. 1 mark each.</p>	<p>(2 marks)</p>
<p>2(b)(ii)</p>	<p>(2x1) A transnational travel business. Point mark. First mark for worldwide/international, second mark for travel/holidays/ to destinations. Credit one example only. Possible examples include: Expedia, Holiday Inn. Accept any valid other.</p>	<p>(2 marks)</p>
<p>2(c)(i)</p>	<p>Management includes limiting visitor sites, only allowing small groups with guides, restricting visitors to marked paths, recycling projects, educational visitor sites.</p> <p>Level 1 Basic (1-2 marks) Simple points about management/approaches that could help reduce negative impacts of tourism. May be closely tied to Figure 10, <i>e.g. making people stick to the paths provided.</i></p> <p>Level 2 Clear (3-4 marks) Clearly explains how management is helping reduce negative impacts of tourism in the Galapagos. <i>E.g. making people stick to the paths provided helps reduce erosion of the surface, trampling vegetation and disturbing the animals too much.</i></p>	<p>(4 marks)</p>
<p>2(c)(ii)</p>	<p>(1x2) Possibilities include: quotas, banning tourists altogether, zoning visited areas charging for access. 1 mark for simple suggestion, 2nd mark for development of use. Credit other valid suggestions not on Figure 10.</p>	<p>(2 marks)</p>
<p>2(d)</p>	<p>Benefits that are economic, social, cultural and/or environmental may be included. Accept any benefit(s).</p> <p>Level 1 Basic (1-4 marks) Simple statements of tourism's benefits including what tourists/ tourism can do. <i>E.g. tourism creates jobs.</i></p>	<p>(6 marks)</p>

	<p>Level 2 Clear (5-6 marks) Clear explanation of how tourism can benefit a destination/its people. The answer may include some or all of the benefit types identified above. Credit example(s). <i>E.g. tourism creates jobs in hotels and attractions and these workers spend their wages in other businesses like shops so they prosper.</i></p>	
2(e)(i)	<p>(2x1) Popular Gates are left open</p>	(2 marks)
2(e)(ii)	<p>(4x1) Answers in order: public congestion signs litter</p>	(4 marks)
2(f)(i)	<p>(1x1) Bar correctly drawn to 13 million. Much not touch 12.8 or 13.2 line.</p>	(1 mark)
2(f)(ii)	<p>(1x1) 10</p>	(1 mark)
2(f)(iii)	<p>(1x2) Either Down from 1992 to 2006. Up from 2008 – 10. Just down and up equals one mark. Turning point needed for second mark. Or Overall 5 million drop between 1992 and 2010.</p>	(2 marks)
2(f)(iv)	<p>Loss of jobs, business turnover, social problems, housing decay, dereliction/building abandonment, diminished care for the environment, e.g. landscaping, closure of more businesses leading to cycle of decline.</p> <p>Level 1 Basic (1-2 marks) Simple statement(s) of effect(s). <i>E.g. people lose jobs in hotels.</i></p> <p>Level 2 Clear (3-4 marks) Clear description of effects of tourism decline in a studied area. Credit exemplification. <i>E.g. lots of small hotels closed and decayed so sea front looked dilapidated.</i></p>	(4 marks)