



General Certificate of Secondary Education
2023

Geography

Unit 2: Living in Our World

[GGY21]

FRIDAY 9 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

AO1 Demonstrate geographical knowledge and understanding of:

- Places, environments, processes and concepts; and
- The inter-relationships between places, environments and processes;

AO2 Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and

AO3 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If the answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

Level 1

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision.

Theme A: Population and Migration**AVAILABLE
MARKS**

- 1 (a)** Study **Fig.1** which shows the demographic transition model. Answer the questions which follow

- (i) Using Fig. 1 to help you, complete the following paragraph by inserting the correct words within the sentences. ([1] for each)

TIME

HIGH/FLUCTUATING

BIRTH

MEDCs or RICH or DEVELOPED COUNTRIES (accept any)

DECREASE.

(5 × [1])

[5]

- (ii) State the meaning of the term **death rate**.

Award [1] for a basic definition

The number of people who die.

Award [2] for a detailed definition

The number of people who die [1] measured per 1000 (per year/of the population). [1]

[2]

- (iii) Using **Fig.1** describe and explain how death rates change throughout the demographic transition model.

Do not credit answers which focus on birth rate changes.

Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

A basic statement describing or explaining one or two reasons why death rates fall. Candidates may/may not make very limited reference to **Fig.1**.

e.g. The death rate fell due to better medicine [1] and people lead healthier lifestyles. [1]

e.g. The death rate was high but then it fell (no reference to stages). [1]

e.g. The death rate was high in Stage 1 [1] but fell through the other stages. [1]

e.g. The death rate was high at the start but by Stage 4 the death rates are low. [2]

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[4])

A limited response describing and explaining the changes in death rates between two stages of the DTM. Award top Level 2 to candidates who give more than one reason as to why death rates change. Some reference to **Fig.1** may be evident through named stages,

e.g. The death rate is high in Stage 1 due to high levels of disease. The death rate falls over time due to an improvement in medical care. [3]

e.g. The death rate is high in Stage 1 due to high levels of disease. The

death rate falls until stage 4 as medical improvements are made. There are more doctors and nurses to treat disease. People begin to eat healthier meals and exercise more. [4]

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 ([5]–[6])

A detailed description and explanation of changes in death rate. Candidates use figures and name stages from **Fig.1**. Candidates need to focus on three stages or more covering the full range in the model. Some stages may be more detailed than others.

e.g. The death rate is high in Stage 1 at around (40 per thousand) due to high levels of disease e.g. (smallpox) and possible problems with food supply. The death rate rapidly falls during stage 2 and levels out in Stage 3 and stage 4 (10 per thousand). The death rate is now low due to medical improvements being made. There are more doctors and nurses to treat and eradicate diseases through vaccinations as well as more investment into hospitals. People begin to eat healthier meals and exercise more as well as becoming wealthier. In stage 5 the death rate will rise. (usually higher than the birth rate). [5]

e.g. The death rate is high in Stage 1 at around (40 per thousand) due to high levels of disease. The death rate rapidly falls until stage 4 as medical improvements are made. The death rate is now low (10 per thousand). There are more doctors and nurses to treat disease as well as vaccination programs to help eradicate diseases. People begin to eat healthier meals and exercise more. In stage 5 the death rate will gradually rise [5] (and will be higher than birth rate). At this point the country will have a large ageing population and the death rates will rise due to more people dying of various illnesses in this age category. [6]

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision. [6]

- (b) Study **Table 1** which lists the reasons why some people move. Answer the question which follows.

Complete **Table 1**, by inserting the term ECONOMIC MIGRANT or REFUGEE.

Person	Reason for moving	ECONOMIC MIGRANT or REFUGEE
Victor – aged 25	To further his career as a lawyer	ECONOMIC MIGRANT
Samuel – aged 16	Fleeing the war	REFUGEE
Mary – aged 48	Escaping a volcanic eruption	REFUGEE

(3 × [1])

[3]

- (c) Study **Fig. 2** which shows the 2019 population pyramid for Gabon in Africa. Answer the questions which follows.

AVAILABLE
MARKS

- (i) Using **Fig. 2**, state the percentage of males aged 0–4.

7.4% [1]

- (ii) Using **Fig. 2**, state the age group which makes up 1 percent of the population.

70–74 [1]

- (iii) Underline the percentage of youth dependent population in Gabon.

28.4% 32.9% 37.3% [1]

- (iv) Explain **one** economic implication of a large youth dependent population.

Do not accept answers which focus on social implications.
Answers may be positive or negative economic implications

Award [1] for a basic statement,
e.g. Increased pressure on healthcare services or education.
e.g. A large work force in the future.

Award [2] for a limited explanation,
e.g. A larger youth dependent population will place additional pressures on healthcare services as more children will need vaccinations and paediatric care. [2]
e.g. A larger young dependent population will need more teachers and an investment in schools and resources. [2]

Award [3] for a detailed explanation,
e.g. A larger youth dependent population will place additional pressures on healthcare services as more children will need vaccinations and paediatric care. This will cost more money thus meaning the working population will have to pay higher taxes. [3] [3]

- (d) With reference to an area and named migrant group you have studied, describe the challenges faced by refugees.

Name of refugee group needed. No mark but credited in the facts/figs/place names required for a good answer. If refugee group not noted, L1 max.

Do not credit challenges relating to the destination country.

Award [0] for an answer not worthy of credit.

Award [1] for a basic statement relating to a challenge faced by refugees,
e.g. Refugees suffer racism. [1]
e.g. Refugees are forced to live in overcrowded camps. [1]

Award [2] for a limited description of the challenges faced by refugees. The refugee group must be identified with case study detail,
e.g. The Syrian refugees such as the Moria camp are forced to live in overcrowded refugee camps which leads to outbreaks in disease due to the unhygienic conditions.

Award [3] for describing at least two challenges faced by refugees. Case study detail must be evident, but could be more detailed on one of the challenges,
e.g. The Syrian refugees have suffered racism from the Neo Nazi Golden Dawn party in Greece. They do not welcome immigrants or refugees into the country. The refugees are forced to live in overcrowded refugee camps such as the Moria camp which leads to outbreaks in disease due to the unhygienic conditions.

[3]

**AVAILABLE
MARKS**

25

Theme B: Changing Urban Areas

- 2 (a) Complete **Table 2** to identify the location of each land-use zone across the city. One has been completed for you.

Letter	Land-use Zone
A	CBD/Central Business District
B	Inner City
C	Suburbs
D	Rural-urban Fringe (given)

(3 × [1])

[3]

- (b) List **three** characteristics of the Rural-urban Fringe

Award [1] for each correct answer:

- Located at edge of the city/outskirts of the city
- Farmland/fields/forestry
- There is less pollution in this area/air quality is better
- Less congestion/traffic than inner city
- Hard to see where city stops and rural areas begin
- Out of town shopping centres
- Sometimes businesses will locate here to nice 'greenfield' sites

Award any other appropriate answer.

(3 × [1])

[3]

- (c) (i) Complete **Fig. 4** by labelling the description of the cultural mix for each picture. Choose your answers from the list below. One has been completed for you.

Cultural Mix description
Ethnic tensions (given)
Religious tensions
Language Barriers

(2 × [1])

[2]

- (ii) Describe how traffic congestion causes one issue in many MEDC inner cities.

Answer should focus on how traffic congestion has become a major issue for MEDC cities. Traffic jams are causing delays and increasing pollution.

Other valid responses are acceptable.

Award [0] for an answer not worthy of credit.

Level 1 ([1])

A basic statement relating to a valid issue resulting from traffic congestion in MEDC inner city areas or a list of valid responses with no development/discussion;

e.g. traffic jams are causing pollution. [1]

e.g. traffic jams are causing delays in the inner city. [1]

Level 2 ([2]–[3])

A limited description of an issue caused by traffic congestion in MEDC inner cities;

e.g. traffic jams in inner city areas are causing cars to move slowly in long queues/lines with their engines running which causes pollution to increase. [2]

e.g. traffic jams in inner city areas are causing cars to move very slowly in long queues/lines with their engines running. This burns fuel causing carbon monoxide which causes pollution to increase. [3]

Level 3 ([4])

A detailed description of an issue caused by traffic congestion in MEDC inner cities, answer should refer to a MEDC or a city in a MEDC;

e.g. traffic jams in inner city areas in London are causing cars to move slowly in long queues/lines with their engines running which causes pollution to increase. [2]

e.g. traffic jams in inner city areas in London are causing cars to move very slowly in long queues/lines with their engines running. This burns fuel causing carbon monoxide which causes pollution to increase [3]
leading to respiratory problems. [4]

(d) State the meaning of the term *gentrification*.

Award [0] for an answer not worthy of credit

Award [1] for a basic definition,
e.g. Gentrification is when richer people move in to an area.

Award [2] for a detailed definition,
e.g. Gentrification is the process when an area is redeveloped, attracting richer people and often displacing local people. [2]

(e) For a named MEDC urban planning scheme you have studied, explain how this scheme has improved both housing and transport.

Award [0] for a response not worthy of credit
Award Level 1 for responses that do not name an urban planning scheme.

Level 1 ([1])

A basic statement relating to either improvement to housing or transport,

e.g. There are new apartment blocks. [1]

e.g. There are good public transport links. [1]

Level 2 ([2]–[3])

Candidates provide limited explanation of improvements made within one named urban planning scheme. If the candidate only focuses on one aspect they are restricted to lower Level 2.

e.g. The Titanic Quarter in Belfast has developed transport links and built up new apartment blocks. [2]

e.g. The urban regeneration of the Titanic Quarter has led to new apartment blocks and much improved transport links. New glider buses now service the area. There is much improved car parking at the Odyssey complex. [3]

Level 3 ([4]–[5])

Candidates provides a detailed explanation of improvements made for both transport and housing in one named urban planning scheme,

e.g. The urban regeneration of the Titanic Quarter improved the housing in the area. Energy-efficient, purpose built apartment blocks called 'The Arc'

have been built and have fast become the most sought after sites in the city. They feature modern waste disposal and green technology. Public Transport links were also developed with dedicated Glider bus services operating every 12 minutes from Wellington Place at peak times. Cycle and walking routes were also developed to form part of the Comber Greenway improving recreational opportunities in the area. The new Titanic Quarter railway station has also improved commuter access. [5]

- (f) Describe and explain the location of shanty town areas in an LEDC city that you have studied.

Award [0] for a response not worthy of credit

If there is no named LEDC city award maximum Level 1.

Level 1 ([1]–[2])

A basic answer that describes or explains the location of shanty towns in general terms; alternatively, a response which does not include a named city, e.g. Shanty towns are built in swampy areas [1]
e.g. In Rio de Janeiro shanty towns are built in steep areas. [2]

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[4])

An answer that describes the location of the shanty towns in a named LEDC city with limited explanation, e.g. Rio de Janeiro in Brazil has many shanty towns, called favelas. These are often built on steep slopes which is not suitable any other uses. [3]
Most of these favelas are close to the CBD so that the people who live here can get work. [4]

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 ([5]–[6])

An answer that describes and explains in detail the location of the shanty town areas in the named LEDC city. There is specific detail related to the named city in the answer, e.g. In Rio de Janeiro in Brazil the majority of the shanty towns, called favelas, are located within the old inner suburbs of the city, to the west of Guanabara Bay. They are on the same side of the bay as the CBD and the main areas of luxury apartments – where work is most likely available. The favelas are often built on steep slopes called morros. The land is considered too steep for legal housing [5] and this land is not wanted by developers as the houses are often washed away in landslides following storms.

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision. [6]

Theme C: Contrasts in World Development

AVAILABLE
MARKS

- 3 (a) Name and define **one** economic indicator that can be used to measure development.

Award [1] for the correctly naming an economic indicator

Answer must be solely an economic indicator. These might include but are not limited to: Gross National Product/Gross National Income or Percentage of people employed in Primary activities. [1]

Definition:

Award [0] for an answer not worthy of credit.

Award [1] for a basic statement

e.g. The GNI is a measure of all the money in a country.

Award [2] for a more developed statement

e.g. The GNI shows the total economic value of all of the goods and services that are provided in a country, divided by the number of people who live in the country. [2]

- (b) Explain **one** way in which using the Human Development Index (HDI) might be better than using one social or one economic indicator.

Award [0] for an answer not worthy of credit.

Award [1] for a basic statement,

e.g. The HDI has three measures within it – which is better than just one.

Award [2] for a limited explanation of what makes the HDI a better indicator, e.g. The HDI combines life expectancy, number of years of schooling and GNI. This means that 3 measures are used instead of just one.

Award [3] for a detailed explanation of what makes the HDI a better indicator, e.g. The HDI is a composite measure – which combines measures of life expectancy, educational attainment (number of years of schooling) and GNI (income). This uses two social and one economic measure to create a rank order. Three measures will give a broader idea of development within a country rather than just using one measure. [3]

- (c) Globalisation has changed how the world does business. Sort the statements to indicate whether they hinder or help development in a country by drawing an arrow for each. One has been completed for you.

Hinders development	Statement	Helps development
	Globalisation creates jobs	→ (given)
←	Poor working conditions in factories	
	People learn new skills	→
←	Lack of job security	
←	Money leaves the country	

(4 × [1])

[4]

- (d) Name **two** BRICS countries.

Two from Brazil, Russia, India, China or South Africa.

(2 × [1])

[2]

- (e) Describe **two** advantages that fair trade can bring to LEDCs. You should refer to places in your answer. [6]

Award [0] for a response not worthy of credit.

Candidates have been asked to describe two advantages that fair trade can bring to LEDCs.

Accept valid alternative responses.

Do not credit responses that describe disadvantages. Do not credit responses based on aid. No reference to place max 2 marks

Award [1] for a basic statement relating to fair trade;
 e.g. fair trade guarantees a minimum wage for farmers.
 e.g. fair trade ensures that farmers can access cheap loans.

Award [2] for a limited statement relating to fair trade;
 e.g. fair trade guarantees a minimum wage for farmers which means that farmers can provide for their families.
 e.g. fair trade ensures that farmers can access cheap loans which means that farmers can invest in their farm/business by purchasing new machinery.
 e.g. fair trade allows farmers to use profits to help provide healthcare/a school/transport in their local community which means that the local community has better services than previously.

Award [3] for a detailed description relating to an advantage that fair trade can bring to a named LEDC.
 e.g. fair trade guarantees a minimum wage for farmers which means that farmers can provide for their families. This means they will have a better standard of living and will be able to buy better food, such as coffee growers in Tanzania.
 e.g. fair trade ensures that farmers can access cheap loans which means that farmers can invest in their farm/business by purchasing new machinery.

AVAILABLE
MARKS

This will make the farm more profitable so they will make more money, like banana farmers in Equador.
e.g. fair trade allows farmers to use profits to help provide transport in their local community.
Coffee producers in Mexico run a bus service to the nearest town which takes their children to secondary school, improving literacy rates.
(2 × [3]) [6]

(f) Study the information in Fig. 5 about the Barefoot College. Answer the questions that follow.

(i) Identify two ways that the Barefoot College might be considered appropriate technology.

Award [0] for a response not worthy of credit.

There are a number of points that can be used to answer this question.

- Women setup up solar power systems that are sustainable/don't damage the environment
- It is local women solving a local lighting issue
- It uses renewable energy
- It benefits the local community by making the streets safer at night
- There is little need for extra money/maintenance
- It is paid for by the local people

(2 × [1]) [2]

(ii) Evaluate the success of a named appropriate technology product you have studied. [5]

Award [0] for a response not worthy of credit

Level 1 ([1])

A basic statement relating to a named appropriate technology. Answers that do not clearly identify a relevant appropriate technology product will be limited to this level. There is little attempt to evaluate, e.g. The Hippo roller helps people to collect water.

Level 2 ([2]–[3])

A limited evaluation relating to a named appropriate technology product. Alternatively, an answer that might address both positive and negative aspects. If only positives or negatives mentioned max Lower level 2 [2] marks,

e.g. The Hippo roller was developed to help take away the effort of carrying water long distances. This can save people time and effort in collecting water – allowing them time to work or go to school, [2]

e.g. The Hippo roller was developed to help take away the effort of carrying water long distances. It helps people carry more water in one visit but it quite expensive. [3]

Level 3 ([4]–[5])

A detailed response that clearly addresses the question by elaborating on both the positive and negative aspects of the appropriate technology product. An evaluative statement on whether the product is successful is needed for [5],

e.g. The Hippo Roller was developed in South Africa to help take away the effort of carrying water long distances. Each roller holds 90kg of water which is equal to about 5 buckets of water. This will save people time and effort in collecting water – allowing them time to work or go to school. However, the roller costs \$125 which is still too expensive for poor people to buy. [4]
Overall, the roller is a great idea but the cost of the roller means that not as many have been sold as they would have liked. [5] [5]

Theme D: Managing Our Environment

- 4 (a)** Study the Ordnance Survey extract for Ashington, England and answer the questions which follow.

- (i)** State the height of the land shown by the spot height near East Moor Farm, GR 2790.

18 m [1]

- (ii)** State the straight line distance between the mast located in the industrial estate at GR 291862 and the windmill at Woodhorn GR 298893.

3.1 to 3.3 km [2]
3.0 to 3.09 or 3.31 to 3.4 km [1] [2]

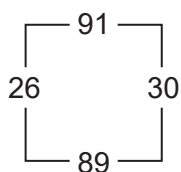
- (iii)** State the direction of the hospital at GR 2987 from the power station at GR 3090.

South West [1]

- (iv)** Estimate the approximate area of the coniferous forest found mainly in GR 2688 and GR 2689. Underline your answer in the list below.

1.5 km² [1]

- (v)** How many wind turbines are there at Lynemouth Wind farm located in the area bounded by the eastings 26–30 and northings 89–91.



14 wind turbines [1]

- (vi)** Using map evidence suggest one reason which supports the statement that the A197 road was built to keep traffic out of Ashington, but still allow easy access to the town.

Award [0] for a general response about accessibility or an explanation as to why traffic should be reduced in town centres or an answer not evidenced from the O.S. map.

Award [1] for a single undeveloped valid piece of map evidence or a list of reasons evidenced from the map. The answer may relate only to reducing traffic or facilitating access but not both.

- It is on the edge of town
- It is on the edge of the town avoiding the housing.
- The A197 has lots of roundabouts.
- Only one main road, the A196 runs from the A197 through the town.

Award [2] for a valid piece of map evidence with some elaboration how this reduces traffic in Ashington while still facilitating access.

- It runs along the north edge of the town, not through it but has a large number of roundabouts so vehicles can easily enter the town at a number of points.
- There is just one other main road, the A196 which links to the A197 and runs through the town. This gives access without having lots of roads converging in the town.
- The A197 is on the north edge of the town and this links to the dual carriageway (A189) meaning traffic is diverted from the town but there is still access from many roundabouts.

[2]

(vii) State **two** pieces of map evidence that Newbiggin-By-The-Sea is attractive to tourists. Tourist attractions within 2 km are acceptable answers.

Award [0] for responses which are not related to Newbiggin-By-The-Sea or not evidenced from the O.S. map e.g. riverside walk (in Ashington). Do not credit responses which in themselves would not attract tourists to the area, e.g. Inshore Rescue Boat (IRB Sta).

Award [1] for each valid piece of map evidence identified within 2km of the Newbiggin-By-The-Sea area.

- Heritage Centre
- Caravan site
- Golf course or links
- Newbiggin Bay/Sandy beach
- National Trail
- (Queen Elizabeth II) Country Park
- Nature Reserve
- Museum.

(2 × [1])

[2]

(viii) Complete **Table 3** by naming the land use found at the grid references given.

Table 3

Grid Reference	Land Use
263897	Landfill site/slag or spoil heap/Industry
258864	Riverside Park/Picnic site/Leisure/mixed woodland/Park

(2 × [1])

[2]

(b) Describe and evaluate the International Climate Change Agreement of 2015 as a strategy to manage resources.

Award [0] for a response not worthy of credit e.g. answers focusing on climate change or the need for resource management.

Level 1 ([1]–[2])

A basic response that describes or only briefly evaluates the agreement, e.g. This agreement was signed in Paris and all participating countries committed to tackling the problem of climate change. [1]
e.g. This agreement was signed in Paris and all participating countries committed to tackling the problem of climate change. Each country was to come up with their own action plan on how they will reduce greenhouse

gases. [2]

Level 2 ([3]–[4])

A limited response that describes and begins to evaluate the agreement. If only positives or negatives are addressed max lower Level 2. Positive and negative arguments and a supporting fact or elaboration is needed for top Level 2,

e.g. Countries signed this Agreement in Paris to pledge their commitment to tackle climate change. Each country agreed to produce an action plan on how they would reduce greenhouse gases. One advantage of the agreement was that the whole process is transparent so countries will be able to monitor each other's progress. [3]

e.g. Countries signed this Agreement in Paris to pledge their commitment to tackle climate change. Each country agreed to produce an action plan on how they would reduce greenhouse gases. One advantage of the agreement was that the whole process is transparent so countries will be able to monitor each other's progress. This agreement will help eliminate about 2.5 billion tonnes of carbon emissions. However, many countries still don't think climate change exists and believe reducing carbon emissions will have a negative impact on their economy/no outside agency exists to monitor compliance. [4]

Level 3 ([5]–[6])

A detailed response that describes and evaluates the Agreement including positive and negative points. Their answer will be supported with specific facts and for top Level 3 marks a concluding statement will be included, e.g. This Agreement was signed in Paris by 195 countries committed to tackling climate change. Each country was to produce an action plan on how they would reduce greenhouse gases and they agreed to meet every 5 years to set more ambitious targets. One advantage is that the whole process is transparent so countries will be able to monitor each other's progress. The Agreement will help eliminate about 2.5 billion tonnes of carbon emissions which will help in the fight against global warming. MEDCs have also pledged \$100 million to LEDCs to help them implement the agreement. However, many countries such as the USA and China did not recognise that climate change exists and believed reducing carbon emissions would have a negative impact on their economy. [5] Nevertheless, this Agreement should protect against the threat of global warming even though some countries are worried that reducing carbon emissions will harm their economy. [6]

- (c) Tourism has grown very rapidly in recent years. Evaluate the economic and environmental impact of mass tourism. You should refer to places in your answer.

Award [0] for a response not worthy of credit e.g. cultural impacts.
No reference to place max Lower level 2 [3] marks

Level 1 ([1]–[2])

A basic response that relates to economic or environmental impacts only. The candidate may include a basic evaluation and focus on ecotourism or mass tourism,

e.g. Tourism has provided many jobs giving income to local people [1]

e.g. In some countries tourists leave litter [1]

e.g. Often local infrastructure changes needed to support tourism have to be paid by local people through increased rates or tax bills. [2]

e.g. Cruise ships with up to 4000 passengers cause marine pollution by dumping waste, sewage and other ship produced pollutants overboard. [2]

Level 2 ([3]–[5])

A limited response that relates to economic and environmental impacts. One

may be more detailed than the other. Both positives and negatives should be addressed and one place stated for [4]. If all points are positive or negative maximum [4] marks.

e.g. Enormous amounts of money can be earned through tourism but much of this money does not stay in the place where it was spent. Waste material is pumped into the sea in many resorts killing fish and animals. [3]

e.g. Enormous amounts of money can be earned through tourism but much of this money does not stay in the place where it was spent. Waste material is pumped into the sea in many resorts killing marine wildlife. Tourists also use up the water supplies that a region has at the expense of the locals in Zanzibar. [4]

e.g. Enormous amounts of money can be earned through tourism e.g. Spain, but much of this money does not stay in the place where it was spent especially if the tourism is controlled by large companies not based locally. Waste material is pumped into the sea in many resorts killing marine wildlife. Tourists also use up water supplies at the expense of the locals e.g. in Zanzibar tourists use on average 685 litres of water causing shortages for the local people. However, tourism can have positive environmental impacts as money earned can be invested in improving treatment plants for water supplies and for sewage. [5]

Level 3 ([6]–[7])

The candidate gives a very detailed evaluation of the economic and environmental impacts including reference to both advantages and disadvantages Two places need to be referred to as well as an overall judgement/conclusion for [7] marks,

e.g. Enormous amounts of money can be earned through tourism but much of this money does not stay in the place where it was spent especially if the tourism is controlled by large companies not locally based. For example, a visitor to Belfast might travel with a tour company that is owned by a Spanish company/chain, stay in a hotel owned by an American chain and eat in restaurants owned by an English company. Leakage means very little money is left to stimulate economic growth in Northern Ireland. In addition, wages tend to be low and work may be seasonal. Waste material is pumped into the sea in many resorts killing marine wildlife and damaging coral reefs and other sensitive habitats. Tourists also often use up water supplies at the expense of the locals, e.g. in Zanzibar tourists use on average 685 litres of water compared to the 50 litres used by locals. Tourists in hotels use even more, 931 litres daily. This has an impact on the environment as this water has to be removed from the ground or stored in reservoirs. However, tourism can have positive environmental impacts as money earned can be invested in improving treatment plants for water supplies and for sewage. The scenery and wildlife are also more likely to be conserved as a result of tourism. [6]
Overall, tourism brings more positive economic and environmental benefits as long as it is sustainably managed. (or vice versa). [7]

Total

**AVAILABLE
MARKS**

25

100