N5

National Qualifications
SPECIMEN ONLY

SQ19/N5/01

Geography

Date — Not applicable

Duration — 1 hour and 30 minutes

Total marks — 60

SECTION 1 — PHYSICAL ENVIRONMENTS — 20 marks

Attempt EITHER question 1 **or** question 2 AND questions 3, 4 and 5

SECTION 2 — HUMAN ENVIRONMENTS — 20 marks

Attempt questions 6, 7 and 8

SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt any TWO of the following

Question   9 — Climate Change
Question 10 — Impact of Human Activity on the Natural Environment
Question 11 — Environmental Hazards
Question 12 — Trade and Globalisation
Question 13 — Tourism
Question 14 — Health

Before attempting the questions you must check that your answer booklet is for the same subject and level as the question paper.

You should read the questions carefully.

On the answer booklet, you must clearly identify the question number you are attempting.

Credit will always be given for appropriately labelled sketch maps and diagrams.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator.
If you do not, you may lose all the marks for this paper.

SECTION 1 — PHYSICAL ENVIRONMENTS — 20 marks

Attempt EITHER Question 1 or Question 2
AND Questions 3, 4 and 5

Question 1 — Glaciated Uplands

(a) Study OS map **Item A** of the Dingwall area.

Use the information in the OS map **Item A** to **match** the features of glaciated uplands in the table below with the correct grid reference.

Features of glaciated uplands		
U-shaped valley	corrie	truncated spur

Choose from grid references			
525658	467677	483685	476683

3

(b) **Explain** the formation of a U-shaped valley.

You may use a diagram(s) in your answer.

4

Total marks **7**

NOW ATTEMPT QUESTIONS 3, 4 AND 5

DO NOT ATTEMPT THIS QUESTION IF YOU HAVE ALREADY ANSWERED QUESTION 1

Question 2 — Rivers and Valleys

(a) Study OS map **Item A** of the Dingwall area.

Use the information in the OS map Item A to **match** the features of rivers and valleys in the table below with the correct grid reference.

Features of rivers and valleys		
V-shaped valley	**meander**	**river flowing NW**

Choose from grid references			
522623	457668	523594	435663

3

(b) **Explain** the formation of an ox-bow lake.

You may wish to use a diagram(s) in your answer.

4

Total marks   **7**

NOW ATTEMPT QUESTIONS 3, 4 AND 5

NOW ATTEMPT QUESTIONS 3, 4 AND 5

Question 3

**Diagram Q3A — Cross-section from GR 466658 to GR 510580**
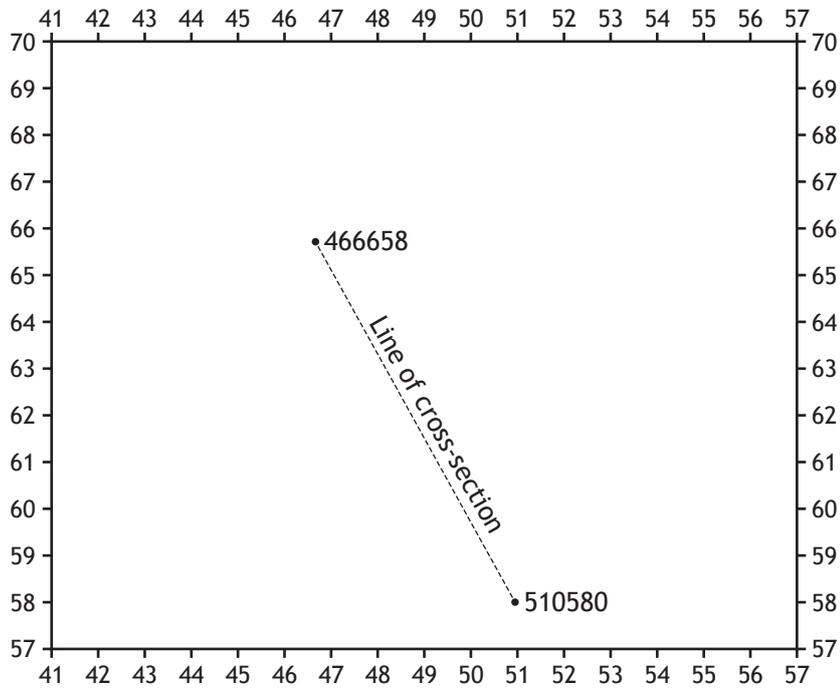
Diagram Q3B
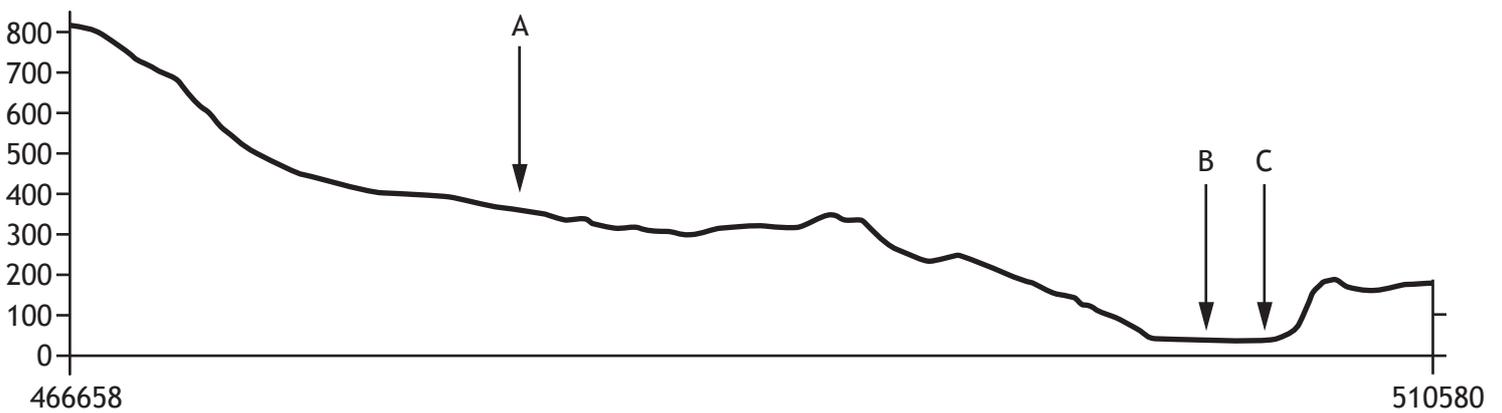
Study OS map **Item A** of the Dingwall area and find the cross-section shown on Diagrams Q3A and Q3B above.

Use the information in the OS map Item A to **match** the letters A to C with the correct features, choosing from the features below.

railway	forestry	River Peffer	dismantled railway

3

Question 4

Diagram Q4 — Synoptic Chart for 15 January 2010
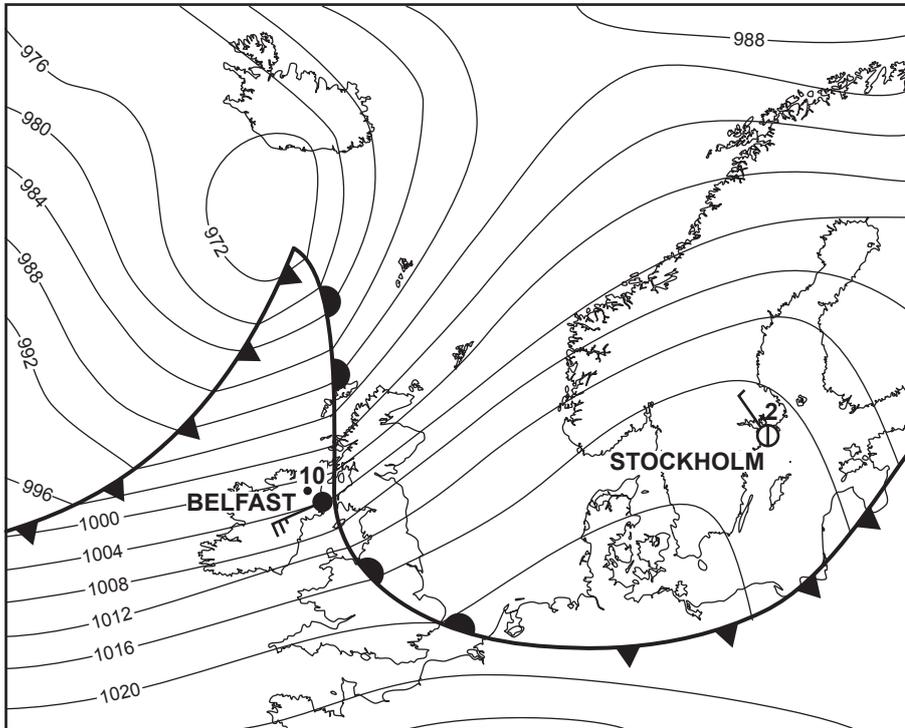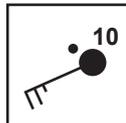

Belfast	Stockholm
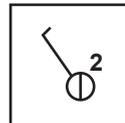
Study Diagram Q4 above.

Use the information in Diagram Q4 to **give reasons** for the differences in the weather conditions between Belfast and Stockholm.

4

Question 5

Diagram Q5 — Land Uses in Different Landscapes

Glaciated upland areas	→	**Land uses** Recreation and tourism Farming Forestry Water storage and supply Renewable energy	←	Upland limestone areas
Coastal areas	→		←	River valley areas
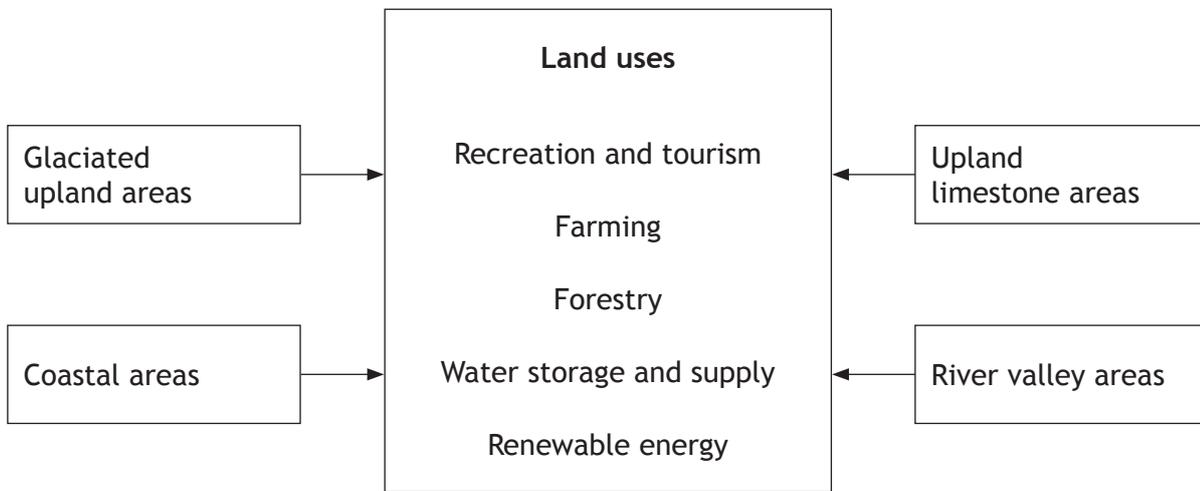
Look at Diagram Q5 above.

Choose **one** landscape type which you have studied.

For the landscape type you have chosen **describe, in detail,** ways in which at least **two** of the land uses shown can be in conflict.

6

SECTION 2 — HUMAN ENVIRONMENTS — 20 marks

Attempt Questions 6, 7 and 8

Question 6

Study OS map **Item B** of the Coventry area.

(a) **Use Item B to give map evidence** which shows that part of Coventry's CBD is located in grid square 3379.   **3**

(b) There is a plan to build a shopping centre in grid square 3981.

Give advantages **and/or** disadvantages of this location for a shopping centre. You **must** use map evidence from Item B to support your answer.   **5**

Total marks   8

Question 7

Diagram Q7 — Modern factors affecting farming

| Organic farming	Diversification	GM crops
Biofuels	New technology	Government policy

Look at Diagram Q7.

For **either** a developed **or** developing country, **describe in detail** the effects of **two** of the factors shown in Diagram Q7.   **6**

Question 8

Diagram Q8 — Population Pyramids for Kenya and the United States

Kenya
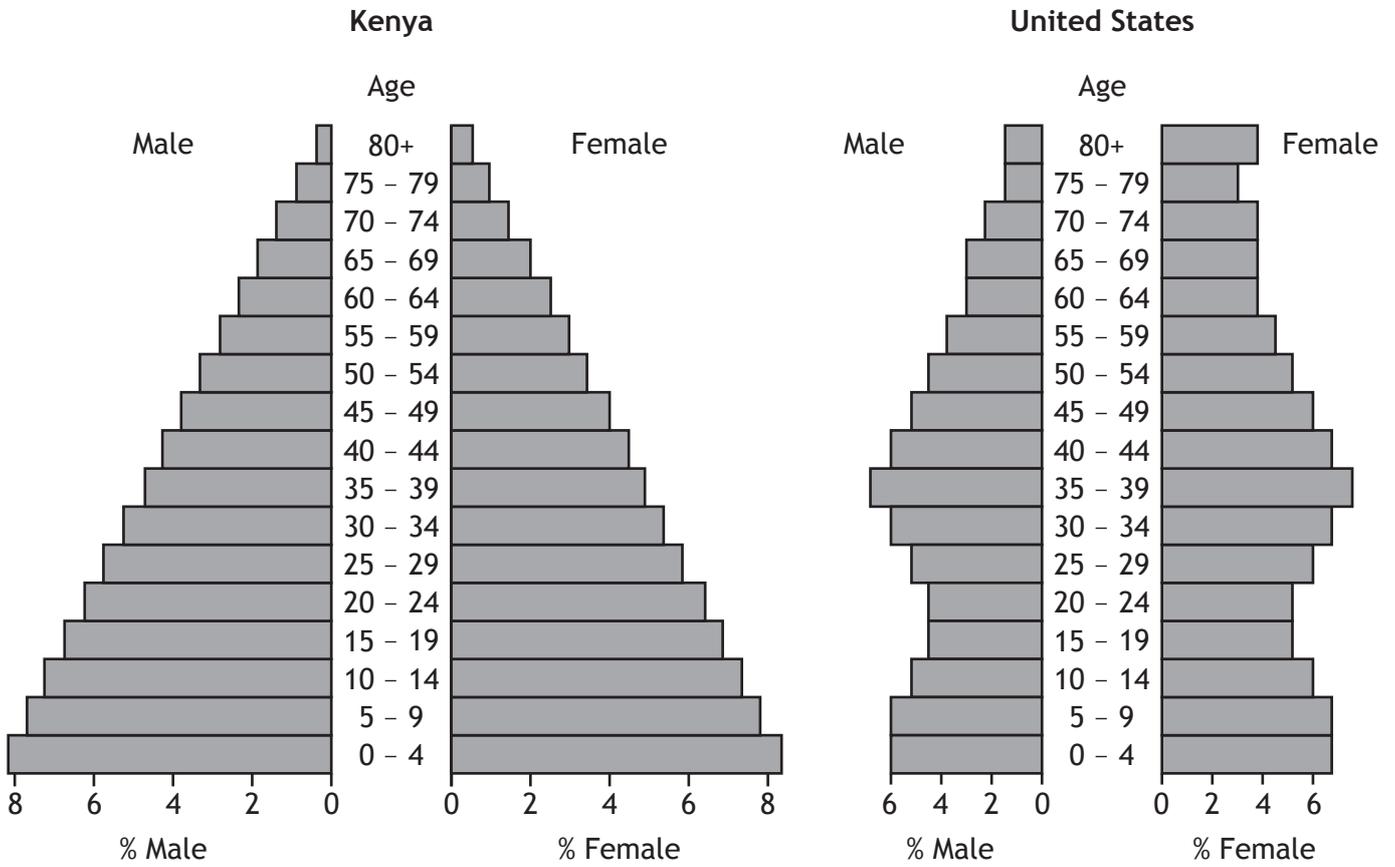
United States

Look at Diagram Q8.

Explain the differences between the population structures of Kenya and the United States.

6

NOW GO TO SECTION 3

SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt any TWO questions

Question   9 — Climate Change

Question 10 — Impact of Human Activity on the Natural Environment

Question 11 — Environmental Hazards

Question 12 — Trade and Globalisation

Question 13 — Tourism

Question 14 — Health

Question 9 — Climate Change

Diagram Q9 — Average Global Temperature (degrees C)
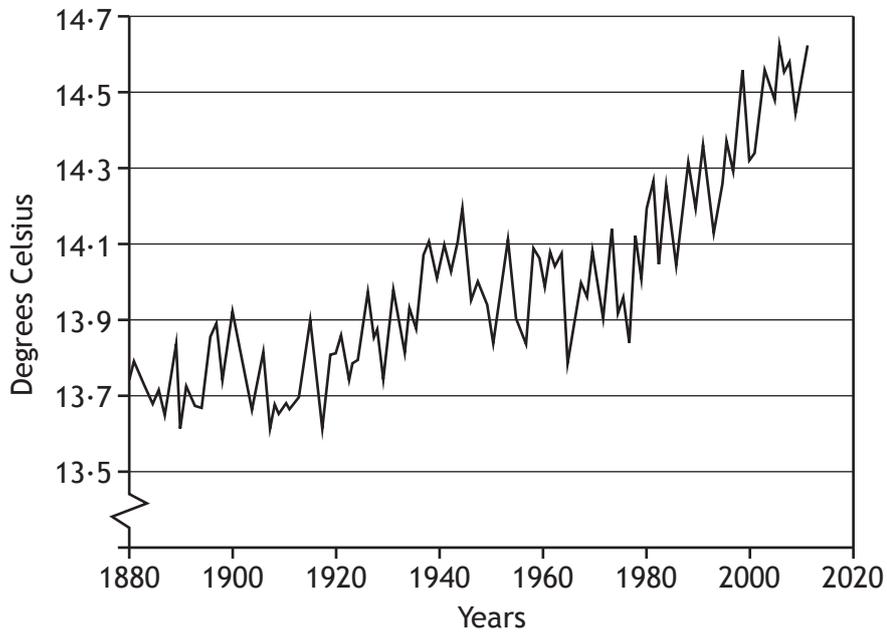
(a) Study Diagram Q9.

Use the information in Diagram Q9 to **describe, in detail,** the pattern of average global temperature over time. **4**

(b) **Explain**, **in detail**, the likely effects of climate change on people **and** the environment.

Your answer should refer to examples you have studied. **6**

Total marks **10**

Question 10 — Impact of Human Activity on the Natural Environment

Diagram Q10 — Climate Graphs

Tundra
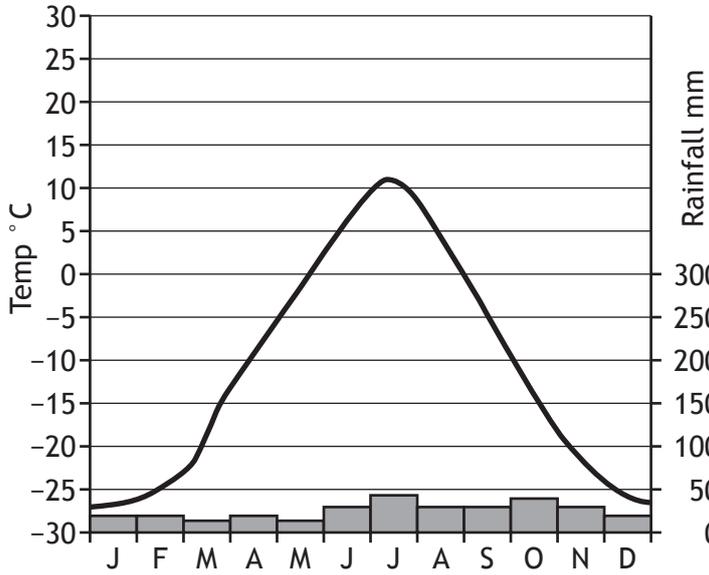
Equatorial
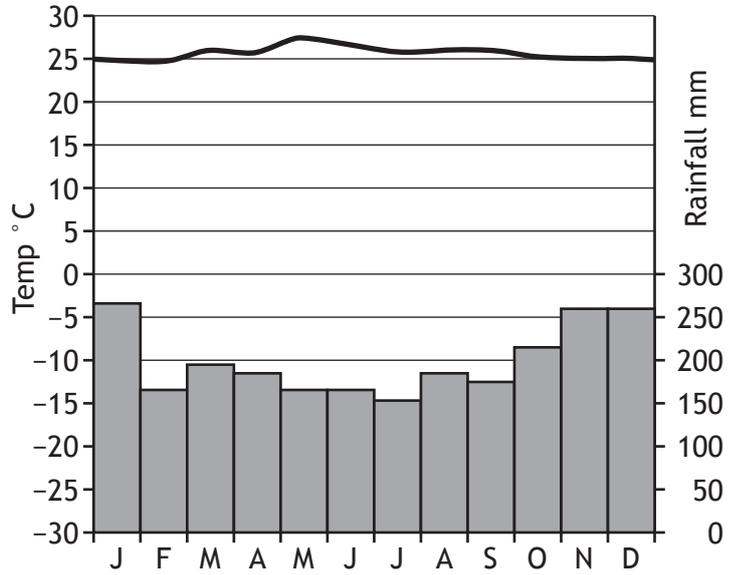
(a) Study Diagram Q10.

Use the information in Diagram Q10 to **describe, in detail,** the differences between the two climates shown. **4**

(b) **Explain**, **in detail**, the impact of human activity on people **and** the environment.

Your answer should refer to examples you have studied. **6**

Total marks **10**

Question 11 — Environmental Hazards

Diagram Q11 — Tropical Storms
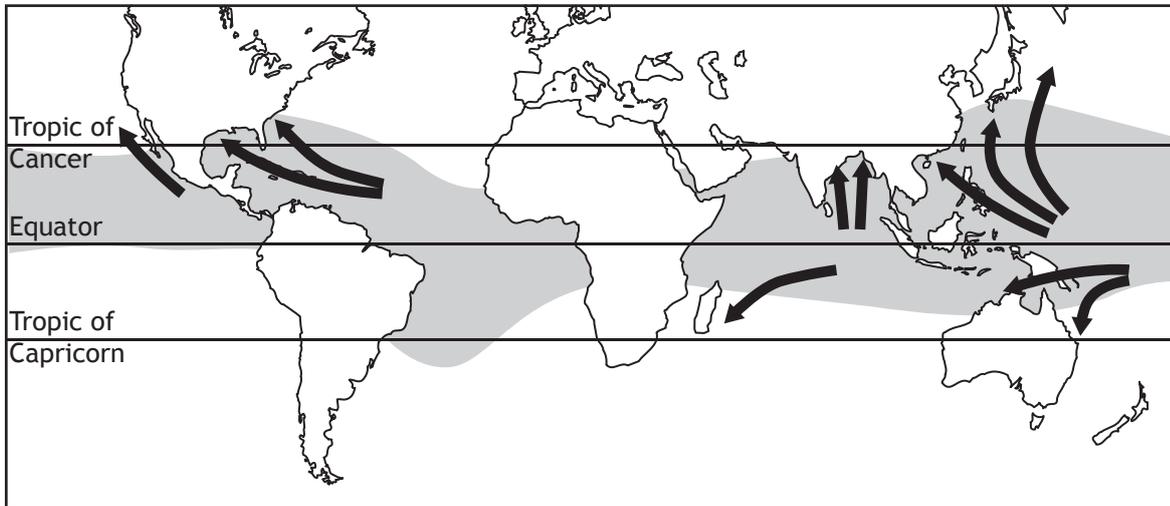
KEY ▢ Sea temperature over 26°C

◀━━ Tropical storm routes

(a) Study Diagram Q11.

Use the information in Diagram Q11 to **describe, in detail,** where tropical storms are found throughout the world.

4

(b) **Explain, in detail,** the ways in which aid can lessen the impact of environmental hazards.

Your answer should refer to examples you have studied.

6

Total marks 10

Question 12 — Trade and Globalisation

Diagram Q12 — Main Imports and Exports for a Selected Country

Main Exports	%	Main Imports	%
Coffee, tea, spices	19	Fuel, including oil	24
Timber	10	Machinery	9
Vegetables	5	Electrical and electronic equipment	7
Minerals and metals	4	Vehicles	7
Total value	*$4·8 billion*	*Total value*	*$11 billion*

(a) Study Diagram Q12.

Do these figures show a **developed** or **developing** country?

Use the information in Diagram Q12 to **give detailed reasons** for your answer. **4**

(b) **Explain**, **in detail**, the ways in which Fair Trade helps farmers in the Developing World.

Your answer should refer to examples you have studied. **6**

Total marks **10**

Question 13 — Tourism

Diagram Q13 — International Tourist Destination Numbers (millions)

Destinations	1995	2010	2020 (forecast)
Africa	20	47	77
Americas	109	190	262
East Asia/Pacific	81	195	397
Europe	338	527	717
Middle East	12	36	69
South Asia	4	11	19
Total	564	1,006	1,541
Long-haul travel	101 (18%)	216 (21%)	378 (25%)

(a) Study Diagram Q13.

Use the information in Diagram Q13 to **describe, in detail,** the changes in international tourist destination numbers between 1995 and 2020. **4**

(b) **Explain, in detail,** the benefits and problems caused by increasing tourism in developing countries.

Your answer should refer to examples you have studied. **6**

Total marks **10**

Question 14 — Health

Diagram Q14: Average Life Expectancy (years)

KEY

☐ More than 80	◼ 40–49
☐ 70–79	◼ Under 40
◼ 50–69	
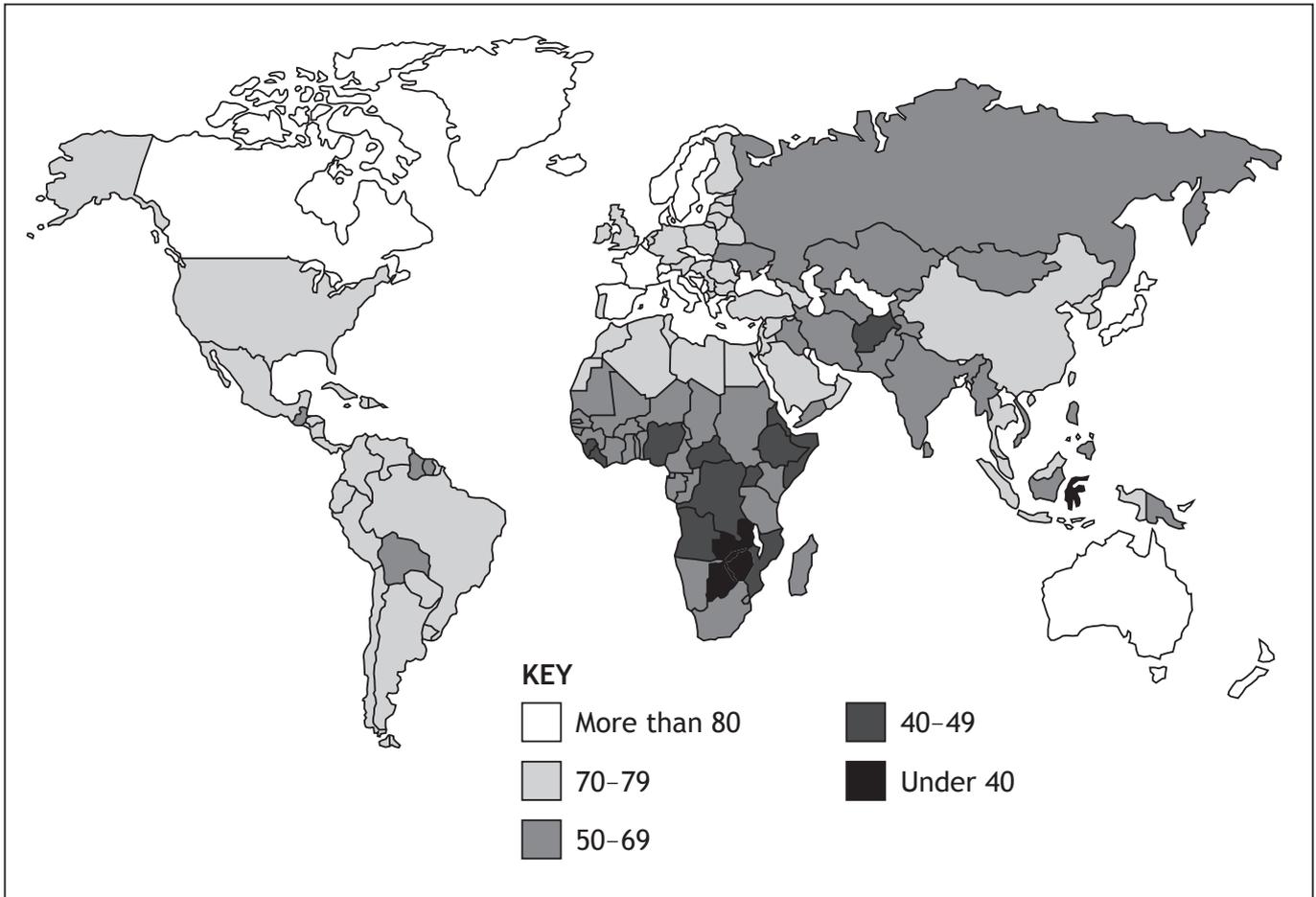
(a) Study Diagram Q14.

Use the information in Diagram Q14 to **describe, in detail,** the differences in worldwide life expectancy. **4**

(b) **Explain, in detail,** the physical and/or human factors which cause disease.

Your answer should refer to examples you have studied. **6**

Total marks **10**

[END OF SPECIMEN QUESTION PAPER]

Marking Instructions

Part One: General Marking Principles for National 5 Geography

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.

(b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.

(c) (i) For credit to be given, points must relate to the question asked.

(ii) There are six types of question used in this question paper, namely:

      A. Describe . . .
      B. Explain . . .
      C. Give reasons . . .
      D. Match . . .
      E. Give map evidence . . .
      F. Give advantages and/or disadvantages . . .

(iii) For each of the question types in this paper, the following provides an overview of marking principles and an example of its application for each question type.

Questions that ask candidates to *Describe* . . . (4–6 marks)

Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total mark allocation for this question:

- **One mark** should be given for each accurate relevant point.
- **Further marks** should be given for development and exemplification.

Question: Describe, in detail, the effects of two of the factors shown. (Modern factors affecting farming).

Example:

New technology has led to increased crop yields *(one mark)*, **leading to better profits for some farmers** *(a second mark for development)*.

Questions that ask candidates to *Explain* . . . (4–6 marks)

Candidates must make a number of points that make the process/situation plain or clear, for example by showing connections between factors or causal relationships between events or processes. These should be key reasons and may include theoretical ideas. There is no need for any prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these. The use of the command word 'explain' will generally be used when candidates are required to demonstrate knowledge and understanding. However, depending on the context of the question the command words 'give reasons' may be substituted.

If candidates produce fully labelled diagrams they may be awarded up to full marks if the diagrams are sufficiently accurate and detailed.

Up to the total mark allocation for this question:

- **One mark** should be given for each accurate relevant point.
- **Further marks** should be given for developed explanations.

Question: Explain the formation of a U-shaped valley.

Example:
A glacier moves down a main valley which it erodes (*1 mark*) by plucking, where the ice freezes on to fragments of rock and pulls them away. (*second mark for development*).

Questions that ask candidates to *Give reasons* . . . (4–6 marks)

Candidates must make a number of points that make the process/situation plain or clear, for example by showing connections between factors or causal relationships between events or processes. These should be key reasons and may include theoretical ideas. There is no need for any prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these. The use of the command words 'give reasons' will generally be used when candidates are required to use information from sources. However, depending on the context of the question the command word 'explain' may be substituted.

Up to the total mark allocation for this question:

- **One mark** should be given for each accurate relevant point.
- **Further marks** should be given for developed reasons.

Question: Give reasons for the differences in the weather conditions between Belfast and Stockholm.

Example:
In Stockholm it is dry but in Belfast it is wet because Stockholm is in a ridge of high pressure whereas Belfast is in a depression (*one mark*). Belfast is close to the warm front and therefore experiencing rain (*second mark for development*).

Questions that ask candidates to *Match* (3–4 marks)

Candidates must match two sets of variables by using their map interpretation skills.

Up to the total mark allocation for this question:

One mark should be given for each correct answer.

Question: Match the letters A to C with the correct features.

Example: A = Forestry (*1 mark*)

Questions that ask candidates to *Give map evidence* (3–4 marks)

Candidates must look for evidence on the map and make clear statements to support their answer.

Up to the total mark allocation for this question:

Question: Give map evidence to show that part of Coventry's CBD is located in grid square 3379.

Example: Many roads meet in this square (*1 mark*).

Questions that ask candidates to *Give advantages and/or disadvantages* (4–6 marks)

Candidates must select relevant advantages or disadvantages of a proposed development and show their understanding of their significance to the proposal. Answers may give briefly explained points or a smaller number of points which are developed to warrant further marks.

Up to the total mark allocation for this question:

- **One mark** should be given for each accurate relevant point.
- **Further marks** should be given for developed points.
- Marks should be awarded for accurate map evidence.

Question: Give either advantages or disadvantages of this location for a shopping centre. You must use map evidence to support your answer.

Example: There are roads and motorways close by allowing the easy delivery of goods (*1 mark*) and access for customers (*1 mark for development*), eg the A46, M6 and M69.

Part Two: Marking Instructions for each question

Section 1: Physical Environments

Section 1		General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	a	1 mark for each correct answer.	3	U-shaped valley 483685 Corrie 467677 Truncated spur 476683
1	b	A well annotated diagram could obtain full marks. 1 mark for each valid point. 2 marks for a developed point.	4	Maximum 1 mark for a simple list of processes. eg A glacier moves down a main valley which it erodes (1) by plucking, where the ice freezes on to fragments of rock and pulls them away (1) and abrasion, where rock fragments embedded in the ice scrape the land surface (1). As a result the valley becomes deeper, straighter and wider (1). Credit reference to shape of valley pre-glaciation (1).
2	a	1 mark for each correct answer.	3	V-shaped valley 457668 Meander 522623 River flowing NW 435663
2	b	A well annotated diagram could obtain full marks. 1 mark for each valid point. 2 marks for a developed point.	4	Maximum 1 mark for a simple list of processes. eg At a river meander, water is pushed towards the outside of the bend causing erosion (1). The slower flow of water on the inside bend causes deposition (1). Over time erosion narrows the neck of the meander (1). In time, usually during a flood, the river will cut right through the neck (1). The fastest current is now in the centre of the river and deposition occurs next to the banks (1) eventually blocking off the meander to leave an ox-bow lake (1).
3		1 mark for each correct answer.	3	A = Forestry B = River Peffer C = Dismantled railway

| 4 | | Candidates must make a number of points that make the process/situation plain or clear, for example by showing connections between factors or causal relationships between events or processes. These should be key reasons and may include theoretical ideas. There is no need for any prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these. | 4 | One mark for each accurate relevant point.

A second mark for any reason that is developed.

Marks are only awarded for noting and explaining the differences. No marks for purely descriptive points.

Possible answers might include:

Wind direction at Stockholm is NW whereas at Belfast it is South due to the different alignment of the isobars (1), winds circulate in an anticlockwise direction around a depression but clockwise around an area of high pressure (1). Belfast has stronger winds because the isobars are closer together (1). In Stockholm it is dry but in Belfast it is wet because Stockholm is in a ridge of high pressure whereas Belfast is in a depression (1). Belfast is close to the warm front and therefore experiencing rain (1). There are 8 oktas of cloud cover in Belfast because it is close to the warm front (1), whereas Stockholm is not yet affected by the clouds associated with the advancing warm front (1). Temperatures in Belfast are warmer than in Stockholm as it in the warm sector (1). Clear skies in a high pressure in January will lead to cold temperatures in Stockholm (1). |
| 5 | | 1 mark for each valid point.
2 marks for a developed point.

Answers will depend on the chosen landscape type. | 6 | At least <u>two</u> land uses must be described for full marks.

Possible answers for Upland Limestone might include:

Farming activities are often in conflict with walkers' rights of access (1), walkers leaving gates open (1), dogs chasing sheep (1), stone walls damaged (1). Careless tourists might drop litter (1).

Quarrying is often in conflict with tourism because it spoils the appearance of the countryside (1), for example Swinden Quarry in the Yorkshire Dales (1); quarrying also leads to heavy traffic on narrow roads (1), creates noise and air pollution (1), all of which might put tourists off visiting the area (1). |

Section 2		General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
6	a	1 mark per valid point.	3	Many roads meet in this square (1), there is a tourist information centre (1), many churches (1), a cathedral (1), bus station (1).
6	b	Full marks may be awarded for either advantages or disadvantages or a combination of both.	5	One mark per valid statement or two for an extended point. **Advantages:** The land is flat so easy to build on (1) there is room for expansion (1) there are roads and motorways close by allowing the easy delivery of goods (1) and access for customers (1) eg the A46, M6 and M69 (1) the land is cheaper on the outskirts (1) the housing close by can supply a workforce (1) eg Walsgrave on Sowe (1) the city of Coventry can supply a large amount of customers (1). **Disadvantages:** Roads take up a large amount of land so only a limited amount of land available to build on (1) and the road junctions could become congested at peak periods (1) the area could suffer from noise and air pollution (1) a river runs through the square restricting development (1) and could cause flooding (1).
7		For full marks two factors should be mentioned. Award up to 4 marks for any single factor. 1 mark per valid statement or 2 for an extended point.	6	eg If **New Technology** chosen: **Developing Country** — Increased crop yields (1) better profits for some farmers (1) which can then be used to improve overall standard of living (1) Less physical work for people (1) but fewer jobs for people (1) Expense of machines (1) machines need repairs costing more money (1) which many developing countries cannot afford (1). **Developed Country** — Increases the efficiency on a farm enabling the farmer to plough, sow, spray etc, more quickly, covering larger areas (2) It also speeds up harvesting and results in the product being delivered to markets fresher (1) and at a higher premium (1). It also allows for a smaller work force (1) and therefore lower wage bills (1). It allows for the use of satellite technology/computers to control the application of fertilisers to particular areas of fields (1) improving yields (1) yet decrease the cost and waste as only

				the required amounts are delivered to each segment according to the soil quality there (2). or any other valid point.
8		1 mark per valid statement or 2 marks for an extended point. Answer should be explanation. No marks for purely descriptive points.	**6**	There is a higher proportion of the population of Kenya under the age of 15 because birth rates are higher in developing countries (1) where fewer women get the chance of an education (1) and there is less use of contraception (1) and information on birth control is less easily accessed (1). There is a larger number of over 60s in the USA because more people have the chance of medical treatment than in Kenya where there is less money to set up health centres and hospitals (2). The high living standards in the USA mean that there are plenty of opportunities for women to have careers and this reduces birth rates (1). Child mortality rates are higher in Kenya so people have many children in order to ensure that some survive (1). Many families in Kenya have lots of children so they can contribute to the family income when old enough and look after them in old age (2). Or any other valid point.

Section 3: Global Issues

Section 3		General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
9	a	Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. 1 mark for each valid point. 2 marks for a developed point.	4	The graph shows a steady increase in average global temperature since 1860 (1) of about 1 degree C (1); there are many fluctuations but from around 1945 to 1965 there was very little overall increase in temperature (2); since 1970 however, the increase has been faster (1).
9	b	Candidates must make a number of points that make the process/situation plain or clear, for example by showing connections between factors or causal relationships between events or processes. These should be key reasons and may include theoretical ideas. There is no need for any prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these. In the case of explaining the formation of a landscape feature, candidates may produce fully labelled diagrams which may warrant full marks if sufficiently accurate and detailed.	6	Answers must refer to both human and environmental effects and should include named examples, otherwise mark out of 4. A good answer might include explanation and may refer to more than one real life example. Possible answers might include: Warmer temperatures will lead to sea level rise (1) because of melting ice caps, but also because of the thermal expansion of sea water (2); this is likely to cause significant flooding in many areas such as the Fenlands of eastern England and the Ganges Delta in Bangladesh (2); in some places such as the Kiribati Islands people have been evacuated because of the danger of flooding (1). In other parts of the world such as the Sahel area of North Africa, climate change may result in more frequent droughts (2), affecting people's ability to grow food and leading to more frequent famines (2). In the UK, some crops such as seed potatoes may not grow as well because of warmer and wetter conditions (2) but farmers may be able to grow different crops such as soft fruit in their place (1). Warmer global temperatures could also change the habitats of many different species of wildlife, causing a rise in the types of insect pest in the UK for example (2).

		1 mark for each valid point. 2 marks for a developed point.		
10	a	Award marks only for clear differences. No marks for straight description of one climate. 1 mark per valid point. 2 for a developed point.	4	The tropical rainforest climate is much wetter and much warmer than the tundra climate (2); the wettest month in the rainforest has about 275 millimetres of rain whereas the wettest month in the tundra has under 50 millimetres (1); the highest temperature in the rainforest is about 27 degrees C but in the tundra it is only 12 degrees C (1); there doesn't seem to be any seasons in the rainforest but there are very clear seasonal differences in the tundra (1); the range of temperature in the tundra is 39 degrees C but only 2 degrees C in the rainforest (1). or any other valid point.
10	b	Answers must refer to both human **and** environmental impacts and should include named examples, otherwise mark out of 5. 1 mark for each valid point. 2 marks for a developed point.	6	eg **tropical rainforest** The Rondonia region of Brazil has suffered from a great deal of deforestation in recent decades (1), apart from the loss of trees, the habitats of wildlife and the lands of indigenous people such as the Surui have been destroyed (2); the Surui hunt in the forest and also gather fruits and berries and so not only lose their lands and homes but their food source and their way of life (2); but they might also get jobs felling trees (1); once the trees have been cleared, there is less protection for the soil and heavy rain can lead to rapid soil erosion (1); minerals are leached out of the soil and the soil quickly becomes infertile and useless (2); deforestation happens not only because of logging companies who export the hardwoods but also because of small scale farmers who clear the forest to try and farm the land (2); wealthy land owners have cut down vast tracts of forest to establish plantations for soya beans, palm oil and biofuels (1). eg **tundra** In the Prudhoe Bay area of Alaska, oil drilling and the construction of the Trans-Alaskan pipeline have caused damage to the fragile tundra vegetation and wildlife (1); local Inuit people have had their way of life disrupted as they are no longer able to access all of their traditional hunting grounds (1); very few indigenous people have gained employment in the oil industry but some have been adversely affected by contact with western culture, resulting in alcoholism or drug misuse (2); the oil industry has brought great wealth to the

11	a	Descriptions must be detailed.	4	No marks for explanation of how a tropical storm forms.
				people of Alaska who have the highest average income in the USA (2). In coastal areas of Greenland climate change is adversely affecting the habitat of animals such as the polar bear and also the traditions of the Inuit as the sea is frozen for a shorter time and the hunting season for both polar bears and people is limited (2).
				or any other valid point.

11	a	Descriptions must be detailed. 1 mark for each valid point. 2 marks for a developed point.	4	No marks for explanation of how a tropical storm forms. Tropical storms are found in areas with warm seas above 26 degrees C (1); they occur in the Gulf of Mexico and the Caribbean (1); they are also found in areas of the eastern Pacific such as the South China Sea affecting countries such as the Philippines and Japan (2); in the Indian Ocean and the Bay of Bengal, cyclones often cause damage to countries such as Bangladesh, India and Sri Lanka (2).
11	b	1 mark for each valid point. 2 marks for a developed point.	6	In the Ercis and Van region of Eastern Turkey in October 2011, immediate aid was needed to help hundreds of trapped people (1);emergency rescue teams came from all over the world, often with sniffer dogs and infra-red cameras, to help victims trapped in collapsed building (2); tents and blankets were needed for the thousands of people who had lost their homes (1) and would have been at risk from hypothermia if they had had to spend the night outside (1); bottled water was needed quickly as water supplies were cut off (1); medical help was needed for thousands of injured people (1). Money would be needed to help rebuild people's houses and also the services they need such as schools, hospitals and clinics (2); aid from foreign governments or the UN would be used to rebuild important infrastructure such as water pipes, electricity supplies, roads and bridges (2); training could be given to improve evacuation procedures/earthquake drills(1); farmers would need to be provided with seeds and tractors to allow crops to be grown to feed people in the future (1) or any other valid point.
12	a	Marks for explanation of choice.	4	No marks awarded for identification of a developing country.

				Possible reasons: It exports mainly raw materials (primary goods) which are low value goods (1) and imports mainly manufactured goods which are high value (1). It is dependent on agricultural products for about 34% of its income (1). It doesn't export many manufactured goods (1). This country suffers from a trade deficit (1).
12	b	No marks for straight lifts from the diagrams. 1 mark for each valid point. 2 marks for a developed point.	6	Possible answers: More money goes directly to the farmer, it cuts out the middlemen who cream off some of the profits (1). Farmers receive a guaranteed minimum price so they are not affected as much by price fluctuations (1) and can receive some money in advance so they don't run short (1). More of the money goes to the communities who can invest it in improving their living conditions (1). Money can be used to provide electricity and drinking water or pay for education (1). Fair trade also encourages farmers to treat their workers well (1) and to look after the environment (1). Often fair trade farmers are also organic farmers who do not use chemicals on their crops (1).
13	a	1 mark per valid statement. Answers must refer to <u>changes</u>.	4	Africa's numbers are low but they show almost a fourfold increase from 1995 to 2020 (1); figures for the Americas and East Asia/Pacific are very similar in 2010, but the latter is expected to increase much faster by 2020 (1) with over 100 million more tourists than the Americas (1); tourist numbers in Europe are expected to more than double from 1995 to 2020 (1). Middle East tourist numbers are increasing even faster than Europe (1) with the total number expected to almost double between 2010 and 2020 (1). Or any other valid point.
13	b	1 mark for valid statement and 2 marks for an extended point.	6	For full marks both benefits and problems must be mentioned. If not mark out of 4. **Benefits:** Brings in much needed money (1) which should improve the standard of living of the people (1).Will provide jobs for locals (1) which don't require a lot of skills (1). Local handicraft industries will also benefit (1), local people should benefit from improved provision of services (1).

				Problems: Development of tourist resorts means a loss of farm land (1). Fishermen lose coastal sites to hotels (1). Traditional village occupations are decreasing (1). Increased tourism means an increased demand for water causing water shortages (1). Beaches can become contaminated with sewage (1). Local wildlife could be under threat (1). Employment is only seasonal (1). Developing countries could become dependent on revenue from tourism (1) and a decrease in tourism could result in an increase in unemployment (1) and cause the economy to decline (1). Or any other valid point.
14	**a**	1 mark for each valid point. 2 marks for a developed point.	**4**	Many developed countries have a very high life expectancy of over 80 years (1).These include Canada, Japan and Australia (1). China, some North African countries and Brazil have a life expectancy of 70-79 years (1). Some of the lowest life expectancies on the planet are found in Africa (1), particularly in Ethiopia, Congo and Angola where life expectancy is under 50 (1). The lowest life expectancies of all are in some southern African countries where it is under 40 years. (1) Generally, developed countries have a significantly higher life expectancy than developing countries (1). or any other valid point.
14	**b**	1 mark for each valid point. 2 marks for a developed point.	**6**	eg **heart disease**: In developed countries such as the UK there is a higher incidence of heart disease because of factors associated with people's lifestyle (1); often people do not take enough exercise which would help to keep their heart healthy (1); instead of walking short distances people often take the car for convenience, but walking might be the healthier option (1); poor diet can also lead to an increased risk of heart disease (1); for example if there is too much fat in people's diet this could lead to their arteries becoming blocked (1); not eating enough fruit and vegetables and too much processed food can lead to an increased risk of heart disease (1); high levels of stress are also linked with heart disease (1); smoking can also increase the risk (1).

				eg **asthma**
				Asthma can be triggered by other infections such as colds or the flu which can affect the lungs/narrow the airways (1); it can result from allergic reactions to dust mites indoors (1) or to pollen from certain plants such as oil seed rape (1); poor air quality can lead to asthma attacks and can result from too many traffic fumes in busy towns/cities (2); or from cigarette smoke indoors (1); mouldy or damp conditions in houses can set off an asthma attack too (1).
				eg **malaria**:
				In developing countries malaria is likely to be found in areas where the female anopheles mosquito lives (1); especially in areas where there is stagnant water for the mosquitoes to breed in (1); the anopheles mosquito lives in warm and humid areas (1); lots of people living in close proximity to each other means the mosquito can spread the disease more quickly by biting an infected person and passing on the parasites easily to other people (2); in shanty towns for example there may be lots of pools of stagnant waste water (1); also as the population increases there are more rice paddy fields which can be an ideal breeding ground for the anopheles mosquito (1).
				eg **kwashiorkor**
				Kwashiorkor is the result of malnutrition (1) where there is insufficient protein in the diet (1); it often affects young children when they are weaned from their mother's milk and put on to a diet of mainly starchy vegetables (1); this might be because families have insufficient knowledge of proper diet (1) or because they live in very poor areas where foods with enough protein are difficult/too expensive to buy (1); children in communities in tropical/subtropical Africa may be at risk of kwashiorkor, especially where there is already famine which results in poor diet (1); large family sizes can also be a factor in kwashiorkor where there is not enough of the right types of food to go round (1).

[END OF SPECIMEN MARKING INSTRUCTIONS]