

Mark Scheme (Results)

Summer 2013

GCSE Geography (5GB2H) Paper 01
People and the Planet- Higher

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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?

Question Number	Answer	Reject	Mark
1(a)	<ul style="list-style-type: none"> • Overall growth of absolute numbers in all groups (1) • Numbers of children has fallen relatively (1) at increasing rate(1) • Numbers of 20-64 have risen (1) pretty consistently (1) • Numbers of 65+ have risen (1) at increasing rate(1) • Idea that the 20-64 age group has always dominated (1) <p>Maximum of <u>one mark</u> for an accurate piece of data to support any of the points above.</p>	<p>'population size has increased' – this does not refer to age structure</p> <p>Data that does not support a statement</p>	<p>3 1+1+1</p>

Question Number	Correct answer	Mark
1(b)	<p>Outline ONE– thus basic point + development of that point;</p> <ul style="list-style-type: none"> • Because of previous period of population contraction (1) perhaps caused by war/ any other sensible suggestion(1) • Because of aggressive foreign policy (lebensraum idea) (1) example of same – Germany under National Socialism or China under Mao (pre-'one-child policy') (1) • More jobs/workers which is good for the economy idea (1) because more productive or examples of same – as above (1) • To counter ageing population (1) which may have negative economic impact (1) 	<p>2 1+1</p>

Question Number	Correct answers	Mark
1 (c)	<p>Expect either a basic point with a development for the 2nd mark plus at least one other reason stated or three separate points. Three marks can also be reached by a 'double development' of a basic point.</p> <ul style="list-style-type: none"> • Because some people benefit economically (1) example of how e.g. employers (1) • Other people might lose economically (1) example of how e.g lack of jobs for locals (1) • Some people like cultural diversity and believe it to be good (1) others do not (1) • Complex evidence of benefits and costs – i.e. disagreement about 'facts' (1) evidence/detail (1) • Uneven application of rules as being controversial (1) • Decreasing population / 'brain drain' idea in country of origin (1) 	<p>3 (1+1)+1 or 1+1+1 or (1+1+1)</p>

Question Number	Answer	Acceptable answer	Mark
2 (a)	<ul style="list-style-type: none"> • All trees have been removed/deforestation (1) • Habitat/wildlife/species loss (1) • Soil seems to have been removed (1) • River course has been altered/obliterated (1) • Reduction in oxygen (1) 	Idea of pollution – but must be qualified e.g air, noise, water, visual and ground.	<p>2 1+1</p>

Question Number	Correct answers	Mark
2(b)	<p>Either three basic points made or two with one of them developed by example or extension for a second mark.</p> <ul style="list-style-type: none"> • Idea that some resources are renewable and/or sustainable (1) example of same wind/solar etc (1) • Substitutes found – don't need it any longer(1) example might be coal/uranium(1) • Replacing non-renewables with renewables (1) • Sustainable management of resources (1) example might be hydrogen economy for oil or replanting trees (1) • Idea of new techniques/inventions/Boserup (1) example of same (1) 	<p>3 1+1+1</p>

Question Number	Correct answer	Mark
2 (c)	<p>Either three basic points made or two with one of them developed by example or extension for a second mark.</p> <p>Most likely to be oil but also possibly coal, natural gas and others. If no resource named or no link between resource and description then limit to 1 mark if a 'good' answer for any one resource.</p> <ul style="list-style-type: none"> • Cutting back on consumption- using less (1) example of how (1) • Better technology - making it go further (1) example of how (1) • By finding a substitute (1) example of this (1) 	<p>3</p> <p>1+1+1</p> <p>or</p> <p>(1+1)+1</p>

Question Number	Answer	Mark
3 (a)	<p>Outline one.....- thus basic point + development of that point;</p> <ul style="list-style-type: none"> • Land prices may go up (1) benefitting house owners (1) • More jobs may become available (1) example or further detail of type of job • More services may become available (1) example of same (1) 	<p>2</p> <p>1+1</p>

Question Number	Correct answer	Mark
3(b)	<p>Describe one... so expect a basic point extended with an example or further development for the second mark.</p> <ul style="list-style-type: none"> • Rising house prices (1) example or detail of process (lack of space (1) • Higher resident population (1) example of consequence e.g. more crime or an increase in traffic congestion (1) • More inner city pollution/reducing air quality (1) because of more traffic (1) • Planning issues about designation of space (1) example of same (1) • Increasing pressure on open-spaces e.g. brownfield sites likely to be built on (1) so increasing density of buildings and/or intensity of use of space - taller buildings (1) • Pressure for city area to expand (1) example of same (1) <p>No development mark for stating 'growing demand for space' as this is in the question.</p>	<p>2</p> <p>1+1</p>

Question Number	Correct answers	Mark
3 (c)	<p>Explain how so expect basic points each extended with an example or further development for the second mark. Allow ONE developed point and TWO basic for 4 marks</p> <p>For each stage in life:</p> <ul style="list-style-type: none"> You 'need' different things (1) example of this – jobs, education etc. (1) You 'want' different things (1) retired desire for peace and quiet – young 'bright lights' (1) You are able to afford different things (1) more choice as you get wealthier or example of same (1) <p>Max 2 for a list of an answer with undeveloped points. Max 3 for any one 'life stage' (implied or explicit) e.g. retirement or starting a family</p>	<p>4 (1+1) + (1+1)</p> <p>or (1+1) + 1+1</p> <p>or (1+1+1)+1</p>

Question Number	Answer	Mark
4 (a) (i)	<p>Accept:</p> <ul style="list-style-type: none"> November 2008 to January 2009 (1) December 2008 to February 2009 (1) November 2008-February 2009 (1) Clear identification on the graph for any of the above time periods <p>Must have the correct year.</p>	1

Question Number	Answer	Mark
4(a) (ii)	<ul style="list-style-type: none"> Fewer 'proper' jobs available (1) so have to survive somehow (1) New opportunities arise as economy stutters (1) to provide goods and services (1) Need to make money / survive (1) example of employment (e.g. shoe shiner) 	<p>2</p> <p>(1+1)</p>

Question Number	Correct answers	Mark
4 (b)	<p>Outline one so expect basic point plus development.</p> <ul style="list-style-type: none"> Falling incomes/rising unemployment/economic decline/lack of jobs (1) due to a decline in farming – i.e. <i>why</i> this has happened(1) Problems of declining resource base through exhaustion (or similar idea (1) example of same (1) Outmigration of young (1) leading to lack of economic development (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Correct answers	Mark
4 (c)	<p>Describe, therefore three basic points required or a developed point and a separate point.</p> <p>No mark for naming a plausible named 'site', but this needs to be done to access full marks.</p> <p>Location should be better than in 'London'</p> <p>One mark each for a plausible redevelopment e.g. for</p> <ul style="list-style-type: none"> a supermarket (1) new housing (1) a sport's stadium (1) demolishing existing buildings (1) mixed-use development/complex (1) 	<p>3</p> <p>(1+1)+1</p> <p>or</p> <p>1+1+1</p>

Question Number	Correct answers	Mark
5(a)	<ul style="list-style-type: none"> Three have declined in the period (1) – <i>can just refer to the decline of one for a mark</i> flucates (1) little change for (any of) the first three actions (1) 'recycled' has always been the highest (1) shopping bags has risen (1) A decline between 2009 and 2012 for first three (1) 'Reusable..' significantly below the others until 2012 (1) Data (can be lifted percentages from the resource or manipulated) to support any one point (1) <p>NB: data is not 'years' and is not required for full marks.</p>	<p>3</p> <p>1+1+1</p>

Question Number	Indicative content	
5(b) QWC	<p>May use one city with several strategies/schemes or several cities. Likely content may include;</p> <ul style="list-style-type: none"> • Integrated (and subsidised) public transport systems which makes them more popular <i>ergo</i> fewer car journeys thus more sustainable • Making the public transport systems more fuel efficient –trams which make system more sustainable because less consumption • Land planning agencies reducing need for travel by co-locating jobs/housing/commerce reducing environmental impact so more sustainable • Disincentives for private car use – congestion charging/ car licensing schemes and so forth which decreases pollution/energy consumption/less environmental damage • Encouragement of alternatives e.g. bicycles – same impact as above 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>No obvious structure. Basic idea developed in at least one way so some extension – detail of strategy/scheme. No link with sustainability. Location slight – perhaps a named city. Basic use of geographical terminology, spelling punctuation and grammar.</p>
Level 2	3-4	<p>Some structure. At least two strategies described so some extension – detail of scheme or one strategy/scheme described in detail. Sustainable asserted but not explained. At least one city mentioned with a little locational detail about geography of that place. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
Level 3	5-6	<p>Structured answer. A range of points made – with at least two strategies/schemes having development in terms of detail. Strong links to sustainability as in fuel savings, lower pollution etc. Has some good locational ‘colour’ – perhaps a figure/local variation may be noted. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Answer	Mark
6(a)	<ul style="list-style-type: none"> • Provides top two/three responses (1) • Statement about the human environment (or an example of the human environment) being less important (1) • But many other variables too – most NOT natural environment (1) • Differences not great (1) • Data to support any one of these points (1) • Comparative statements (1) e.g. more people want a good climate rather than traditional architecture 	3 1+1+1

Question Number	Indicative content	
6 (b) QWC	<p>Note that this is for a developed country. However if students offer meaningful and relevant points even in the context of the wrong category e.g. developing country, then please credit.</p> <p>A wide range of possible ways of 'tackling' rural decline might be covered here according to chosen rural area – answers should cover specific case-study material, from a developed country (e.g. Lake District). Stress should be on the difficulties of managing the challenges thus how strong these challenges are. They might include;</p> <ul style="list-style-type: none"> • Population loss through out-migration especially of the young • Lack of rural job opportunities • Problems of housing and affordability • Loss of local services – schools, shops etc. • Problems of remoteness – poor rural transport • Rural deprivation especially of the elderly • Balancing the needs of visitors with locals especially in tourist areas <p>The problems are often very deep-seated and it is expensive to arrest decline. This is especially true of out-migration and lack of job-opportunities.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Attempts a description.</p> <p>Some generalised examples of rural challenges used with little depth.</p> <p>No recognisable location.</p> <p>Links with management difficulties are minimal.</p> <p>Basic use of geographical terminology, spelling punctuation and grammar.</p>
Level 2	3-4	<p>Some structure.</p> <p>Response describes some specific rural challenges but explanation of why the challenges are difficult is restricted to simple assertion 'it is hard' type statements.</p> <p>Some limited use of location detail.</p> <p>Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
Level 3	5-6	<p>Structured answer.</p> <p>A wide range of examples of rural challenges described in detail. Title addressed directly with good focus on why decline poses so many challenges.</p> <p>Chosen location is detailed and specific.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Correct answer	Mark
7 (a)	<ul style="list-style-type: none">• Generally a negative correlation – or words to that effect (1)• But many variations (1)• Examples of anomalies – Meghalaya(1)• Data linked to any one point (1)	3 1+1+1

Question Number	Indicative content	
7 (b) QWC	<p>Question requires an emphasis on what makes schemes sustainable. Depends on chosen examples but points are likely to include;</p> <ul style="list-style-type: none"> • Whether or not schemes can 'survive' or more impressively whether or not they are self-sustaining locally – cost will be a factor • Scale with local bottom up schemes being more likely to be sustainable than top-down projects • Costs are also likely to impact – high cost projects present more challenges to sustainability • If local engagement is limited then may not be sustainable • Level of environmental disruption/change will be an issue <p>Question requires an emphasis on what makes schemes more or less sustainable.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>No obvious structure. At least one difference or scheme stated with a basic point made about scale/costs etc. Location very weak – perhaps one named top down project. Basic use of geographical terminology, spelling punctuation and grammar.</p>
Level 2	3-4	<p>Some structure. At least two points made –or one developed with some local detail e.g. a specific project. Sustainability asserted (or otherwise) but not developed. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
Level 3	5-6	<p>Structured answer. Good range of points – expect at least two fully developed. Location detail and specific data is offered to support points. Comparative language evident – better/worse etc. with good links to sustainability. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

<p>SPaG Level 1</p>	<p>1</p>	<p>Threshold performance 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>
<p>SPaG Level 2</p>	<p>2</p>	<p>Intermediate performance 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>
<p>SPaG Level 3</p>	<p>3</p>	<p>High performance 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>

Question Number	Answer	Mark
8(a)	<ul style="list-style-type: none"> • Quite comparable (1) • More European companies than US (1) • US supply more parts than Europe • Addresses variations in the manufacture of parts • One mark for an example of above point e.g. European bits tend to be 'smaller' parts; US larger (1) • Together they dominate (1) • Data linked to any one point (1) 	3 1+1+1

Question Number	Indicative content
8 (b) QWC	<p>Disadvantages likely to include;</p> <ul style="list-style-type: none"> • Poor working conditions in sweat shops • Loss of jobs in developed world • Environmental problems in developing world that impact on people • Much longer journeys for goods with implications for sustainability • Erosion of local cultures/ traditions <p>All of the above should be illustrated with examples</p> <p>Explaining WHY is focus so expect more than a statement of what the disadvantage is;</p> <ul style="list-style-type: none"> • Profit for some may very well imply losses for others • Losers may be unplanned as in people who suffer from environmental problems • Others are 'planned' as with those who lose their jobs in the developed world • Companies will not account for 'losses' • Globalisation is powerful but does not deliver benefits for all

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	No structure. At least one example of a disadvantage– probably sweat shops. No clear explanation. Very limited development – probably just country name. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. At least two examples of disadvantages with clear recognition of 'group' or one covered in good detail. Explanation stated but not explored. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of disadvantages described. Good detail offered and/or specific examples offered to support points. At least two clear reasons why these disadvantages occur. Sees winners and losers. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	Intermediate performance Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	High performance 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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