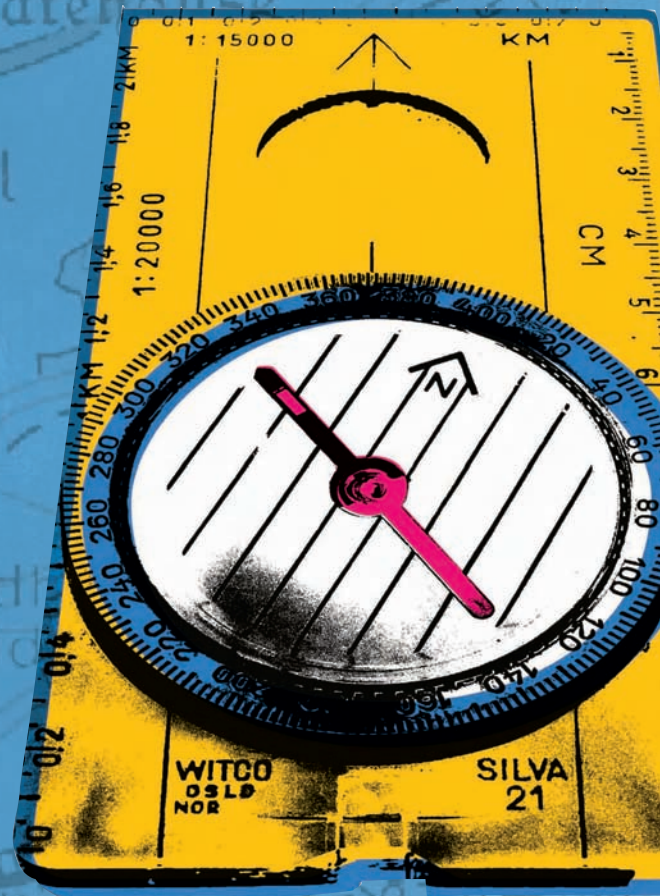


Sample Assessment Materials

Edexcel GCSE in Geography A (2GA01)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



Welcome to the GCSE 2009 Geography A Sample Assessment Materials

The sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE in Geography A qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

www.edexcel.com/gcse2009

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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.
- 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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography A

Unit 1: Geographical Skills and Challenges

Foundation Tier

Sample Assessment Material

Time: 1 hour

Paper Reference

5GA1F/01

You must have:

Resource Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Study the Ordnance Survey (OS) map in the Resource Booklet.
It shows part of the Isle of Purbeck in Dorset.

The following questions are multiple choice. Read the questions carefully and then put a cross ☒ in the box of the answer that you select.

There is only one correct answer to each question.

- (i) What is the four-figure grid reference for the grid square containing the village of Studland? (1)

- A 0382
- B 9781
- C 9679
- D 0282

- (ii) Which of the following grid squares has the steepest slopes? (1)

- A 0077
- B 9678
- C 9981
- D 9779

- (iii) Harman's Cross (9880 and 9980) is best described as: (1)

- A a nucleated settlement
- B a large village
- C a linear settlement
- D a dispersed settlement

(b) A family on holiday near Corfe Castle spend a day touring the area by car. They set off from Corfe Castle (9681). This day is described in the paragraph below.

Complete the paragraph by filling in the gaps using some of the words in the box.

(5)

eastwards	coniferous	deciduous
Swanage	Ballard	B3351
westwards	Studland	Black
		B3069

They set off towards Studland along the B3351 travelling

After about 5 kilometres they stopped at a viewpoint marked on their map.

They looked northwards over woods and could see the sea in Bay. They drove on to Studland village

before climbing southwards up Down. They then

went to Swanage and walked to Peveril Point. Finally they returned to Corfe through the villages of Langton Matravers and Kingston on the

(c) Using both the OS map extract and Photograph A in the Resource Booklet, identify **three** coastal features of Swanage Bay.

(3)

- 1
- 2
- 3

(d) Describe how you would use the Internet to collect more geographical information about the coastal features of Swanage Bay.

(2)

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(Total for Question 1 = 13 marks)

2 Study Figure 2a in the Resource Booklet. It shows data about pedestrian movements in Swanage on Sunday 13th May 2007.

Use the data in Figure 2a to answer the following questions.

(a) Describe the changes in pedestrian movements **towards the beach** between 12.30 and 3.00pm.

(2)

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Study Figure 2b in the Resource Booklet. It shows data about pedestrian movements on Sunday 12 August 2007.

(b) Describe **two** differences between the pedestrian movements on 12 August and 13 May.

(2)

1

.....

2

.....

(c) State **two** possible reasons for one of the differences that you have described in 2b.

(2)

1

.....

2

.....

(Total for Question 2 = 6 marks)

SECTION B – CHALLENGES FOR THE PLANET

Answer ALL questions in this section

- 4 The paragraph below discusses some of the history of climate change. Complete the paragraph by filling in the gaps using some of the words from the box below.

(5)

ice	colder	Amazon	flooded
	dioxide	bronze	warmer
	Thames	froze	monoxide

- (a) The climate of the Earth has changed since the last Age.

Many years ago vines could be grown in northern England suggesting that it was much than today. More recently, during the Little Ice Age, the River regularly Concern is now being expressed regarding the human contribution to greenhouse gases.

The burning of fossil fuels and car exhausts produce carbon whilst cows produce large quantities of methane.

(b) The following questions are multiple choice. Read the questions carefully and then put a cross ☒ in the box of the answer that you select.

There is only one correct answer to each question.

(i) The most serious threat to coastal regions because of climate change is: (1)

- A higher temperatures and more droughts
- B rising sea level
- C less rainfall
- D more storms

(ii) Sustainable development is **best** defined as: (1)

- A looking after other people in our own country
- B giving help to poor countries
- C recycling everything that we use
- D not spoiling the opportunities of future generations

(iii) Rainforests are **most** threatened by: (1)

- A peasant farmers cutting them down
- B changing patterns of rainfall
- C deforestation by large companies for profit
- D the 'hole' in the ozone layer

(c) Study Photographs B and C in the Resource Booklet.

(i) Choose **one** of the photographs and describe how the process shown leads to global warming.

(2)

Chosen photograph

Description

.....
.....
.....

(ii) Describe **one** cause of climate change that is **natural** rather than human.

(2)

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(d) Study Figure 4 below. It describes some aspects of climate change.

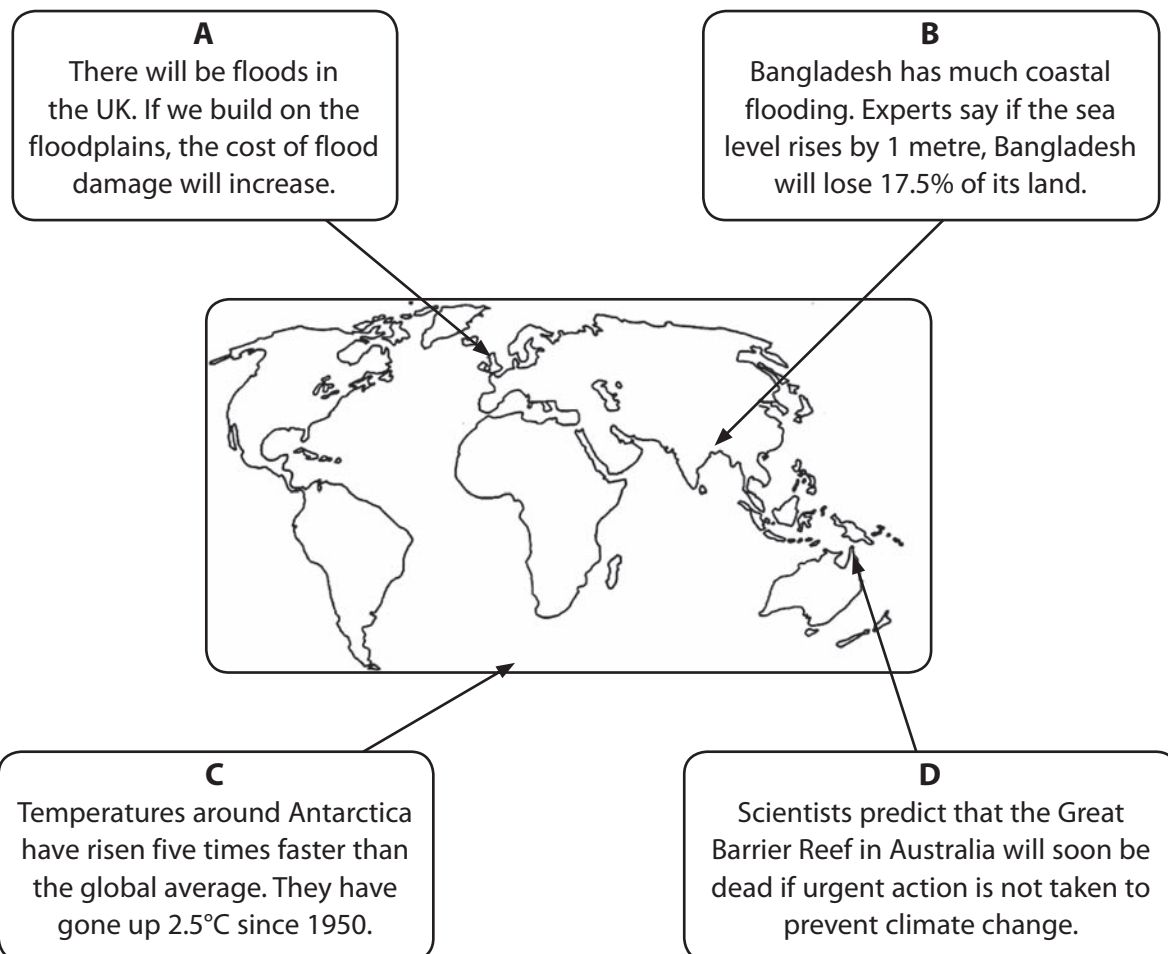


Figure 4

(i) Which **one** of the changes described in Figure 4 is a direct **result** of rising sea-levels?

(1)

- A
- B
- C
- D

(ii) Which **one** of the changes described in Figure 4 is a direct **cause** of rising sea-levels?

(1)

- A
- B
- C
- D

(iii) Describe the processes that links climate change with rising sea-levels.

(3)

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(Total for Question 4 = 17 marks)

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Question Number	Answer	Mark
2(a)	Starts low, rises, then falls (1), any idea of comparative rate of rise/fall (1). Any data mentioned (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(b)	A lot more pedestrians in August (1), different pattern of movement (eg afternoon movement) (1), different peak times (eg towards the town) (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(c)	Three possible responses. Any two required, one mark for each response. <ul style="list-style-type: none"> • More tourists in the town because of time of year (1), because of better weather (1), later 'start' to day (1). • Different pattern because of differences/variations in weather (1), later 'start' to day in August (1), other attractions/events (1). • Different weather conditions (1), later 'start' to day August (1), other events attractions (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
4(c)(i)	Power stations produce gases such as carbon dioxide (1) and these trap heat (radiation) in atmosphere (1) as it is reflected back from the earth's surface (1). Similar response acceptable for cars. (2 x 1)	2

Question Number	Answer	Mark
4(c)(ii)	Volcanic eruptions(1) emit dust that blocks radiation (1). Solar output changes (1) causing rise/fall in temperatures (1). Changing orbital geometry (1) causing more/less energy received (1). Only one cause required. 1 mark for cause and 1 mark for the description.	2

Question Number	Answer	Mark
4(d)(i)	B	1

Question Number	Answer	Mark
4(d)(ii)	C	1

Question Number	Answer	Mark
4(d)(iii)	Temperatures rise (1), so ice melts (1), in Antarctica or Greenland/so more water in oceans/or sea-water expands(1). 1 mark for the cause, 1 mark for the effect and 1 mark for the location/conclusion.	3

Question Number	Answer	Mark
5(a)	Mainly around the equator (1), eg Brazil/west Africa/Indonesia and south-East Asia (1), some tropical rainforests are distributed to a lesser extent elsewhere (1), uneven as not everywhere on/close to equator has tropical rainforest (1). (2 x 1)	2

Question Number	Indicative content	
5(b) QWC i-ii-iii	<p>Problems such as:</p> <ul style="list-style-type: none"> • loss of trees as a resource • destruction of habitat for other animal species • loss of soil fertility • impact on global climate • soil erosion through removal of canopy • disturbance of indigenous peoples. <p>Explanation requires processes to be outlined, for example: Soil erosion, because lack of vegetation cover means that heavy tropical rain will lead to run-off and removal of soil.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Attempted to explain one problem of deforestation, but explanation may not be clear. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	One problem of deforestation explained. Attempted to explain a second, but this explanation may not be clear. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Two or more problems of deforestation explained. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography A

Unit 1: Geographical Skills and Challenges

Higher Tier

Sample Assessment Material

Time: 1 hour

Paper Reference

5GA1H/01

You must have:

Resource Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section

- 1 Study the Ordnance Survey (OS) map in the Resource Booklet. It shows part of the Isle of Purbeck in Dorset. Study Figure 1 below. It is a sketch map of the same area.

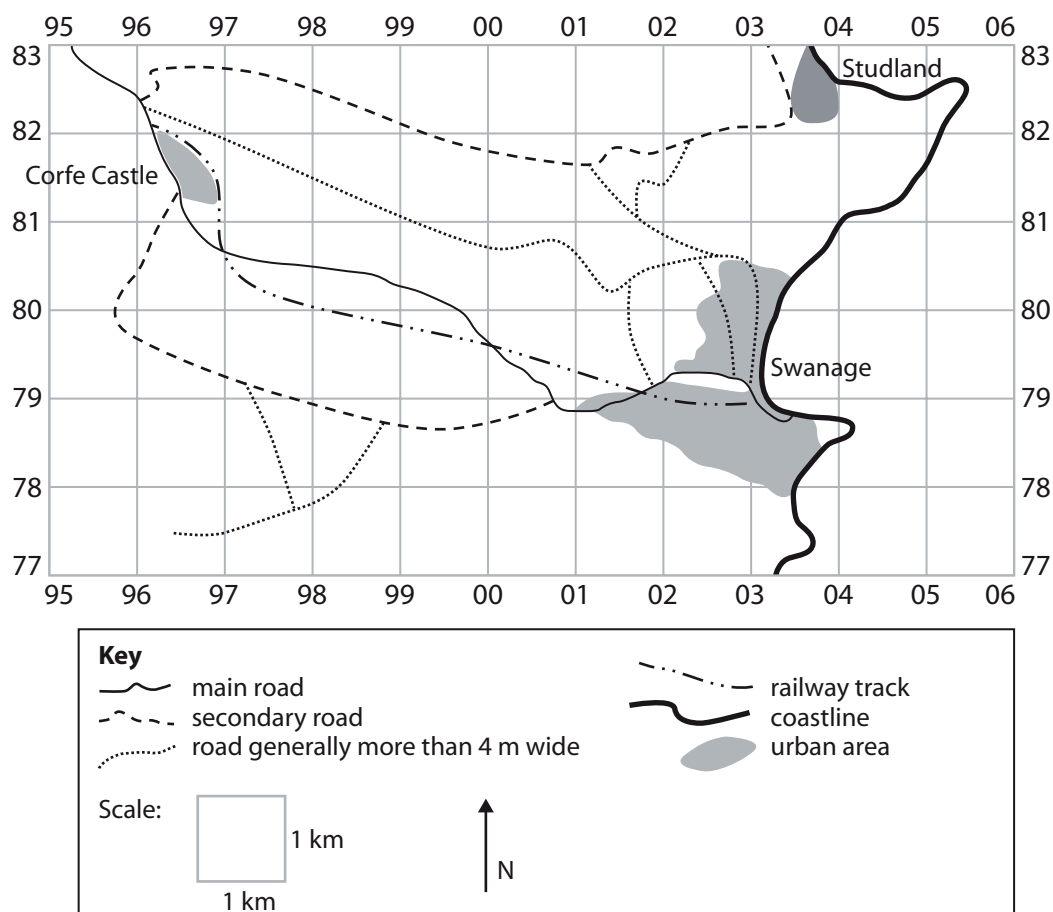


Figure 1

- (a) What is the six-figure grid reference for the Youth Hostel (YH) in Swanage?

(1)

(b) On Figure 1

(i) mark with an **X** one grid square in which you would find two camp sites, a parking area and the B3069 (1)

(ii) mark with a **Y** one grid square in which you would find both non-coniferous woodland and a railway line. (1)

(c) Photograph A in the Resource Booklet was taken at grid reference 044813. In which direction was the photograph taken? (1)

(d) Using both the OS map extract and Photograph A describe the cliffs found in Swanage Bay. (3)

(e) Describe how you would use the Internet to collect more information about the physical geography of Swanage Bay. (4)

(Total for Question 1 = 11 marks)

- 2 (a) Study Figure 2a and 2b in the Resource Booklet. They show data about pedestrian movements in Swanage on Sunday 13 May 2007 and on Sunday 12 August 2007.

Explain how movements towards the beach and towards the town vary.
Give reasons for your answer.

(4)

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(b) Study Figure 2b in the Resource Booklet. It shows data about pedestrian movements in Swanage on Sunday 12 August 2007.

Sketch a diagram to show how would you present this data to allow you to compare movements to and from the beach on the two different dates.

(4)

(Total for Question 2 = 8 marks)

SECTION B – CHALLENGES FOR THE PLANET

Answer ALL questions in this section

- 4** (a) (i) Study Photograph C in the Resource Booklet. Explain how and why car exhaust emissions are a major contributor to global warming.

(4)

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- (ii) Explain how **two** natural processes also contribute to climate change.

(4)

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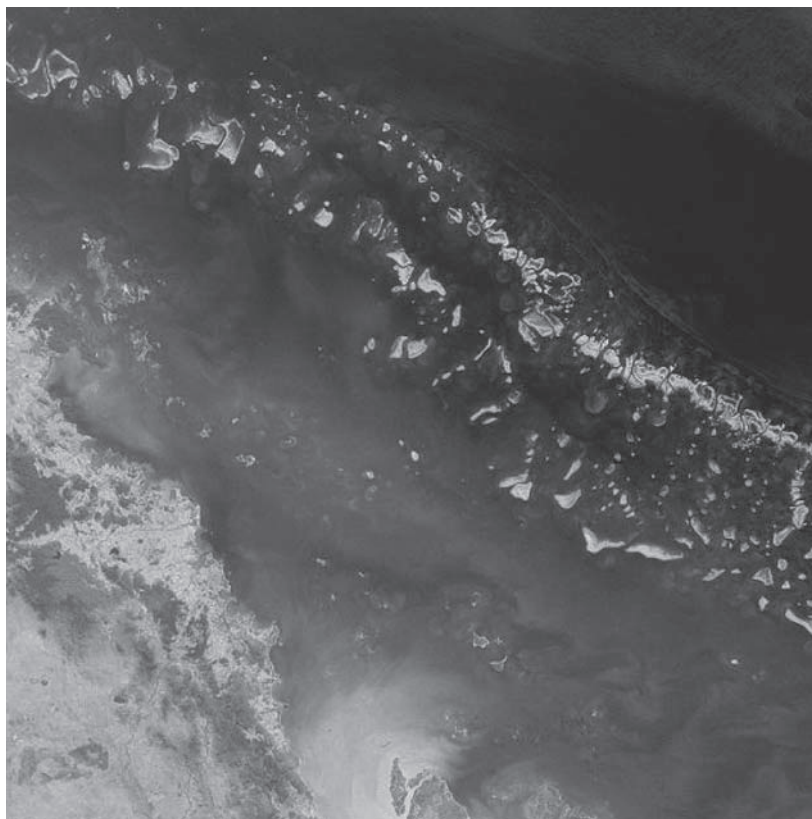
2

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(b) Study Figure 4 below. It gives some information about the Great Barrier Reef.



A Greenpeace report predicts that the Great Barrier Reef in Australia will be dead within 30 years if urgent action is not taken to prevent the effects of climate change.

(Source: Wikipedia)

Figure 4

(i) Identify **two** ways in which coral reefs are threatened by global warming.

(2)

1

2

(ii) Describe how global warming leads to rising sea-levels.

(3)

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(Total for Question 4 = 13 marks)

5 Study Figure 5 in the Resource Booklet. It is a map showing the distribution of tropical rainforests in 2005.

(a) Explain **two** causes of the reduction in the area covered by rainforest between 2000 and 2005.

(4)

1

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(b) What is meant by **sustainable development**?

(2)

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*(c) In many areas of the world tropical rainforests are under threat.
With the use of examples explain some of the ways in which tropical rainforests
are being managed.

(6)

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(Total for Question 5 = 12 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 1H: Geographical Skills and Challenges

Question Number	Answer	Mark
1(a)	031785 allow +/- 1 on 3 rd and 6 th digit	1

Question Number	Answer	Mark
1(b)(i)	See Figure 1 9978	1

Question Number	Answer	Mark
1(b)(ii)	See Figure 1 0079	1

Question Number	Answer	Mark
1(c)	SSW 200° S20°W Allow SW and anything between 190° and 225° or equivalent	1

Question Number	Answer	Mark
1(d)	Declining in height southwards (1), vegetated in some places(1), reddish colour(1), not vertical (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
1(e)	Description to include four points given from: Further information could be more detail, ie form of cliffs, beach(1). The source would be a GIS (1). The focus is the 'geography' so 'Aegis' or Google Earth could be used (1). More detail about specific features (beaches, cliffs, offshore features) (1). Web mapping sites could be used to get more detail from larger scale maps (1).	4

Question Number	Answer	Mark
2(a)	<p>How do they vary? Explanation to include a maximum of three points given from: Towards the beach</p> <ul style="list-style-type: none"> • More pedestrians in August/three times more pedestrians in August (1) • Different trend between 12.30-1.30 on the two dates (1) <p>Towards the town</p> <ul style="list-style-type: none"> • More pedestrians in August/2.5 times more pedestrians in August (1) • Different peak flow - it is between 2.30-3.00 in May and between 1.00-1.30 in August (1) <p>Why do they vary?</p> <ul style="list-style-type: none"> • Explanation to include a maximum of two points given from: • Different daylight hours (1) • Different weather conditions - hotter in August (1) • Different sea conditions (1) • Other attractions in town (1) <p>Maximum 4 marks.</p>	4

Question Number	Answer	Mark
2(b)	<p>Possible methods could include flow lines on a map, a divided bar chart, line graphs. Proportional circles.</p> <p>1 for appropriate method 2 for correct labelling 1 for suitable comparison</p> <p>(1 + 2 + 1)</p>	4

Question Number	Indicative content	
3 QWC i-ii-iii	Description needed such as: <ul style="list-style-type: none"> • establish size of Swanage using national statistics on line • conduct search using Google and/or Google earth for other seaside resorts in the UK • use Google Earth to establish if selected resorts are of the same size • establish a list of resorts of similar size by using national statistics. • gather pyramid data from same source from a number of comparable resorts (perhaps 5) • draw conclusions about typicality. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Describes one stage of research programme only. Sources not clearly identified, eg internet. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Describes two stages of research programme. Has some idea of legitimate comparison. Some indication of where to look, eg census information. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Establishes legitimate idea of comparability. Clearly outlined, workable research programme. Names relevant sites. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4(a)(i)	Explanation to include four points given from: Carbon dioxide is a greenhouse gas emitted by car exhausts (1), that intercepts outgoing radiation (1), thus leading to warming (1). Major contributor as lots of cars/growing numbers of cars (1).	4

Question Number	Answer	Mark
4(a)(ii)	Volcanoes (1) emitting dust that blocks incoming radiation (1). Orbital geometry (1) that changes the amount of solar energy received by Sun. Sunspot activity (1) affects amount of solar energy emitted (1). 2 marks from 2 different natural processes.	(2 x 2) 4

Question Number	Answer	Mark
4(b)(i)	Sea level rise (1) Sea temperatures rising (1)	(2 x 1) 2

Question Number	Answer	Mark
4(b)(ii)	Must state: Global warming leads to melting of ice (1). Then include two of the following points in the description: In Antarctica/Greenland (1), water discharged into oceans (1), higher temperatures leads to expansion of seawater (1).	(1 + 2) 3

Question Number	Answer	Mark
5(a)	<p>Road construction (1), for access to resources which are increasingly in demand (1). Mining activities (1), for resources which are increasingly in demand (1). For timber (1), which is profitable and in demand) (1). Growth of settlement (1), because of rising population/displaced population (1). Increased land needed for farming (1), because of higher populations/more affluent populations (1). Development of biofuels (1), because of energy crisis/oil costs (1).</p> <p>2 marks from 2 different causes.</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
5(b)	<p>'Sustainable development' involves development in such a way as to allow present inhabitants to benefit from the environment (1) without compromising the possibility of future generations doing the same (1).</p> <p>Any similar wording.</p>	2

Question Number	Indicative content	
5(c) QWC i-ii-iii	Management of tropical rainforests, such as: <ul style="list-style-type: none"> • some are managed sustainably - some are not 'managed' effectively other than for profit and frequently unsustainably • selective logging rather than clear cutting which is damaging to whole ecosystem and unsustainable • protection for some hardwoods like mahogany • only licensing the companies that buy from sustainable forestry projects • empowering local communities by establishing land rights and ownership • encouraging diversification from ecotourism to crafts to limit dependency on timber • examples should be included, eg in the Amazon forest 91 areas have been designated for protection • The Living Rainforest Foundation promotes conservation in the Ecopark outside Manaus. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempts to explain in general terms at least one method of management. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Explains one method of management in general terms. Attempted a second explanation, but this may not be clear. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Explains two or more methods of management with good descriptive data. Explanation offers link to sustainability. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Edexcel GCSE

Geography A

Unit 1: Geographical Skills and Challenges

Paper 1F and 1H

Sample Assessment Material
Resource Booklet

Paper Reference
5GA1F/01
5GA1H/01

Do not return the Resource Booklet with the question paper.

Information

This resource booklet contains maps, tables, photographs and images needed for use with the Unit 1: Geographical Skills and Challenges examination. This resource booklet is for use with both foundation and higher tiers.

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SECTION A – GEOGRAPHICAL SKILLS

The Ordnance Survey map is available as a separate A3 insert to this resource booklet.



(Source: S Warren)

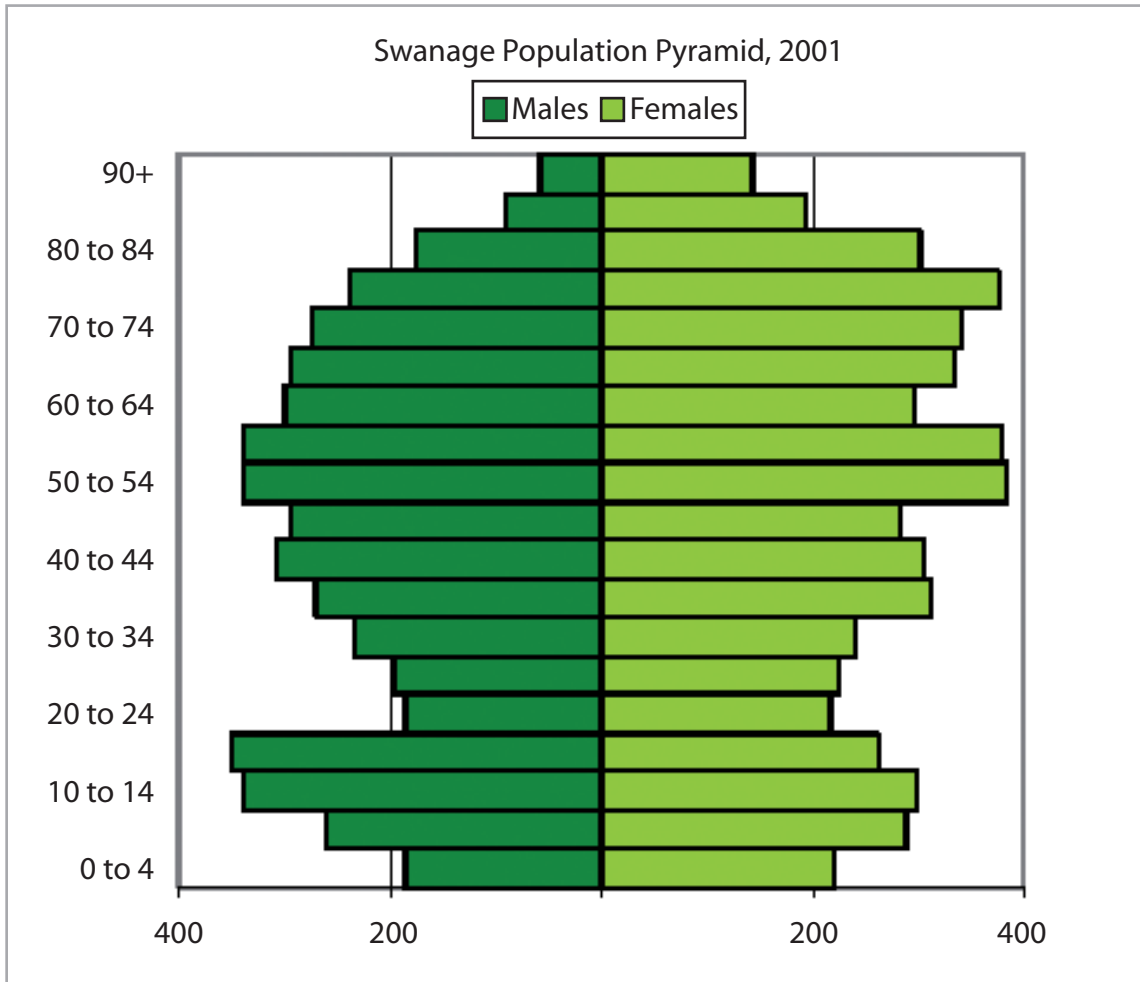
Photograph A

Pedestrian movements on Sunday 13 May 2007		
Time	Towards the beach	Towards the town
12.30pm – 1.00pm	140	290
1.00pm – 1.30pm	180	260
1.30pm – 2.00pm	230	185
2.00pm – 2.30pm	220	195
2.30pm – 3.00pm	130	300
TOTAL	900	1230

Figure 2a

Pedestrian movements on Sunday 12 August 2007		
Time	Towards the beach	Towards the town
12.30pm – 1.00pm	510	755
1.00pm – 1.30pm	460	825
1.30pm – 2.00pm	665	560
2.00pm – 2.30pm	640	390
2.30pm – 3.00pm	450	420
TOTAL	2725	2950

Figure 2b



(Source: Swanage Town Profile, Dorset County Council)

Figure 3

SECTION B – CHALLENGES FOR THE PLANET



(Source: Wikipedia)

Photograph B



(Source: Wikipedia)

Photograph C

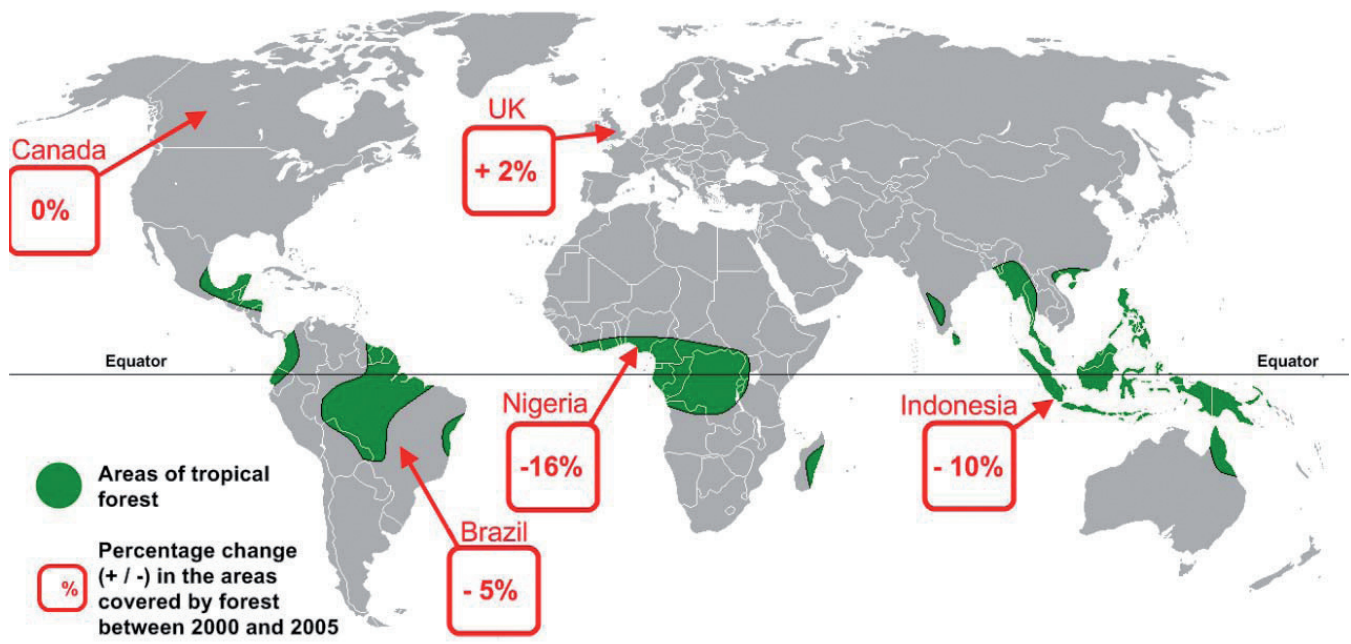


Figure 5

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Edexcel GCSE

Geography A

Unit 1: Geographical Skills and Challenges

Paper 1F and 1H

Sample Assessment Material
Ordnance Survey Map Extract

Paper Reference
5GA1F/01
5GA1H/01

Do not return the Ordnance Survey Map Extract with the question paper.

Information

This Ordnance Survey map extract is needed for use with the Unit 1: Geographical Skills and Challenges examination. This resource booklet is for use with both foundation and higher tiers.

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Four colours should appear above; if not then please return to the invigilator.
Four colours should appear above; if not then please return to the invigilator.

ROADS AND PATHS

Not necessarily rights of way

	Junction number	

RAILWAYS

WATER FEATURES

HEIGHTS

1 metre = 3 280 feet

Contours are at 10 metres vertical interval

Heights are to the nearest metre above mean sea level

Where two heights are shown the first height is to the base of the triangulation pillar and the second (in brackets) to the highest natural point of the hill

PUBLIC RIGHTS OF WAY

Not shown on maps of Scotland

- Footpath
- Bridleway
- Restricted byway
- Byway open to all traffic

The symbols show the defined route so far as the scale of mapping will allow.

The representation on this map of any other road, track or path is no evidence of the existence of a right of way

Danger Area Firing and Test Ranges in the area. Danger! Observe warning notices.

BOUNDARIES

- National
- District
- County, Unitary Authority, Metropolitan District or London Borough
- National Park

ANTIQUITIES

- Site of antiquity
- Battlefield (with date)
- Visible earthwork
- VILLA Roman
- Non-Roman

TOURIST INFORMATION

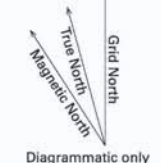
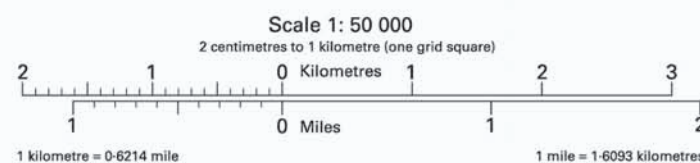
- Camp site / caravan site
- Garden
- Golf course or links
- Information centre (all year / seasonal)
- Nature reserve
- Parking, Park and ride (all year / seasonal)
- Picnic site
- Recreation / leisure / sports centre
- Selected places of tourist interest
- Telephone, public / roadside assistance
- Viewpoint
- Visitor centre
- Walks / Trails
- World Heritage site or area
- Youth hostel

LAND FEATURES

- Electricity transmission line (pylons shown at standard spacing)
- Pipe line (arrow indicates direction of flow)
- Buildings
- Important building (selected)
- Bus or coach station
- Current or former place of worship (with tower or spire, minaret or dome)
- Place of worship
- Chimney or tower
- Glass structure
- Helipoint
- Triangulation pillar
- Mast
- Wind pump / wind turbine
- Windmill with or without sails
- Graticule intersection at 5' intervals
- Cutting / embankment
- Landfill site or slag/spoil heap
- Coniferous wood
- Non-coniferous wood
- Mixed wood
- Orchard
- Park or ornamental ground
- Forestry Commission access land
- National Trust (always open / limited access, observe local signs)
- National Trust for Scotland (always open / limited access, observe local signs)

ABBREVIATIONS

CG Cattle grid	P Post office
CH Clubhouse	PC Public convenience (in rural areas)
MP Milepost	PH Public house
MS Milestone	TH Town Hall, Guildhall or equivalent



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Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography A

Unit 2: The Natural Environment

Foundation Tier

Sample Assessment Material

Time: 1 hour

Paper Reference

5GA2F/01

You must have:

Resource Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from Section A and **ONE** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*
- The following abbreviations are used: LIC – low-income country, HIC – high-income country

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A – THE PHYSICAL WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Topic 1: Coastal landscapes

If you answer Question 1 put a cross in this box .

- 1 (a) Study Photograph A in the Resource Booklet.
Also study Figure 1a below which is a field sketch of the photograph.

Figure 1a

Cave	<input type="checkbox"/>
Wave-cut platform	<input type="checkbox"/>
Beach	<input type="checkbox"/>
Stump	<input type="checkbox"/>

Stack	<input type="checkbox"/>
Arch	<input type="checkbox"/>
Beach	<input type="checkbox"/>
Stump	<input type="checkbox"/>

Arch	<input type="checkbox"/>
Wave-cut platform	<input type="checkbox"/>
Cave	<input type="checkbox"/>
Wave-cut notch	<input type="checkbox"/>

Cave	<input type="checkbox"/>
Wave-cut notch	<input type="checkbox"/>
Wave-cut platform	<input type="checkbox"/>
Beach	<input type="checkbox"/>

- (i) Identify the landforms in Figure 1a above.
Put a cross in the box next to the correct landform.

(4)

(ii) The paragraph below explains how an arch is formed.

Complete the paragraph by using some of the words in the box.

(5)

cave	arch	friction	gravity
weathering	hydraulic action	erodes	abrasion
	corrosion	headland	

The sea attacks the on both sides enlarging cracks in the rocks by the physical processes of and

After a long period of time a cave is formed in the rock. Eventually the sea breaks through the back wall of the cave to form an arch.

The arch gets larger due to continued erosion and processes.

It eventually collapses due to

(b) Study Figure 1b in the Resource Booklet.

(i) The cliff at A is retreating at the rate of 3 mm every year. The cliff at B is retreating at the rate of 6 mm a year.

Give **two** reasons for this difference.

(2)

- 1
- 2

(ii) Name and describe **one** type of weathering that may cause cliffs to retreat. (3)

Type of weathering

Description

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(iii) Describe **two** effects that coastal erosion has on **people** living in coastal areas. (4)

1

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(c) Study Photograph B in the Resource Booklet. It shows groynes on a beach, which are a method of hard engineering.

(i) Describe **one** other method of hard engineering. You may use examples drawn from your own case study of coastal management.

(3)

Named method

Description

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(ii) Groynes are constructed to prevent longshore drift.

Describe how groynes prevent the process of longshore drift from taking place.

You may draw a diagram to help your answer.

(4)

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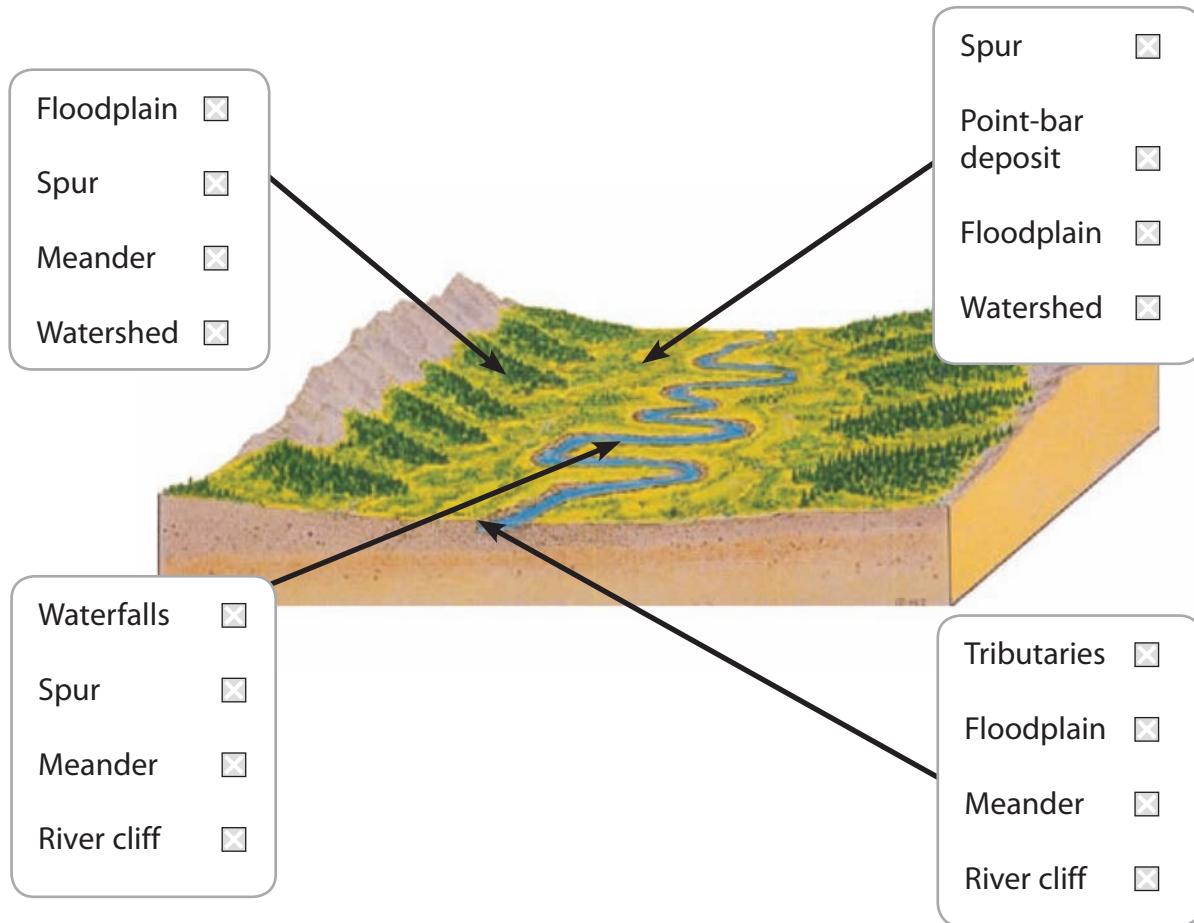
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(Total for Question 1 = 25 marks)

Topic 2: River Landscapes

If you answer Question 2 put a cross in this box .

2 (a) Study Figure 2a below. It shows a section of a river valley.



(Source: Rosgen, www.fgmorph.com)

Figure 2a

(i) Identify the landforms in Figure 2a above.

Put a cross in the box next to the correct landform.

(4)

(ii) The paragraph below explains how a waterfall is formed.

Complete the paragraph using some of the words in the box.

(5)

weaker	abrasion	stronger	waterfall
downstream	hydraulic action	attrition	plunge
	upstream	undercutting	

When a river passes over bands of weaker and stronger rock it erodes the rock more rapidly by the processes of hydraulic action and This causes of the weaker rock creating a waterfall. At the base of the waterfall a pool is formed and as the processes continue the waterfall retreats in an direction.

(b) Study Photograph C in the Resource Booklet. It shows an area in Alicante, Spain that has been flooded.

(i) State **two immediate** effects of this flood event on the **people** of Alicante.

(2)

- 1
- 2

(ii) State **two long-term** effects of this flood event on the people of Alicante.

(2)

- 1
- 2

(iii) Describe **one human** cause that can increase the number of floods in an area.

(3)

Named cause

Description

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(c) Study Photograph D in the Resource Booklet. It is an aerial photograph of the confluence of the Ohio River and the Mississippi River.

Levees are constructed to protect areas from flooding.

(i) What are levees?

You may draw a diagram to help your answer.

(2)

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(ii) Describe **one** other technique of hard engineering used to manage rivers such as the Mississippi.

(3)

Named technique

Description

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(d) Study Figure 2b in the Resource Booklet. It is a flood risk map for Salisbury in Wiltshire.

Describe how a population may be protected from flooding. You may use evidence from your own case-study of river management.

(4)

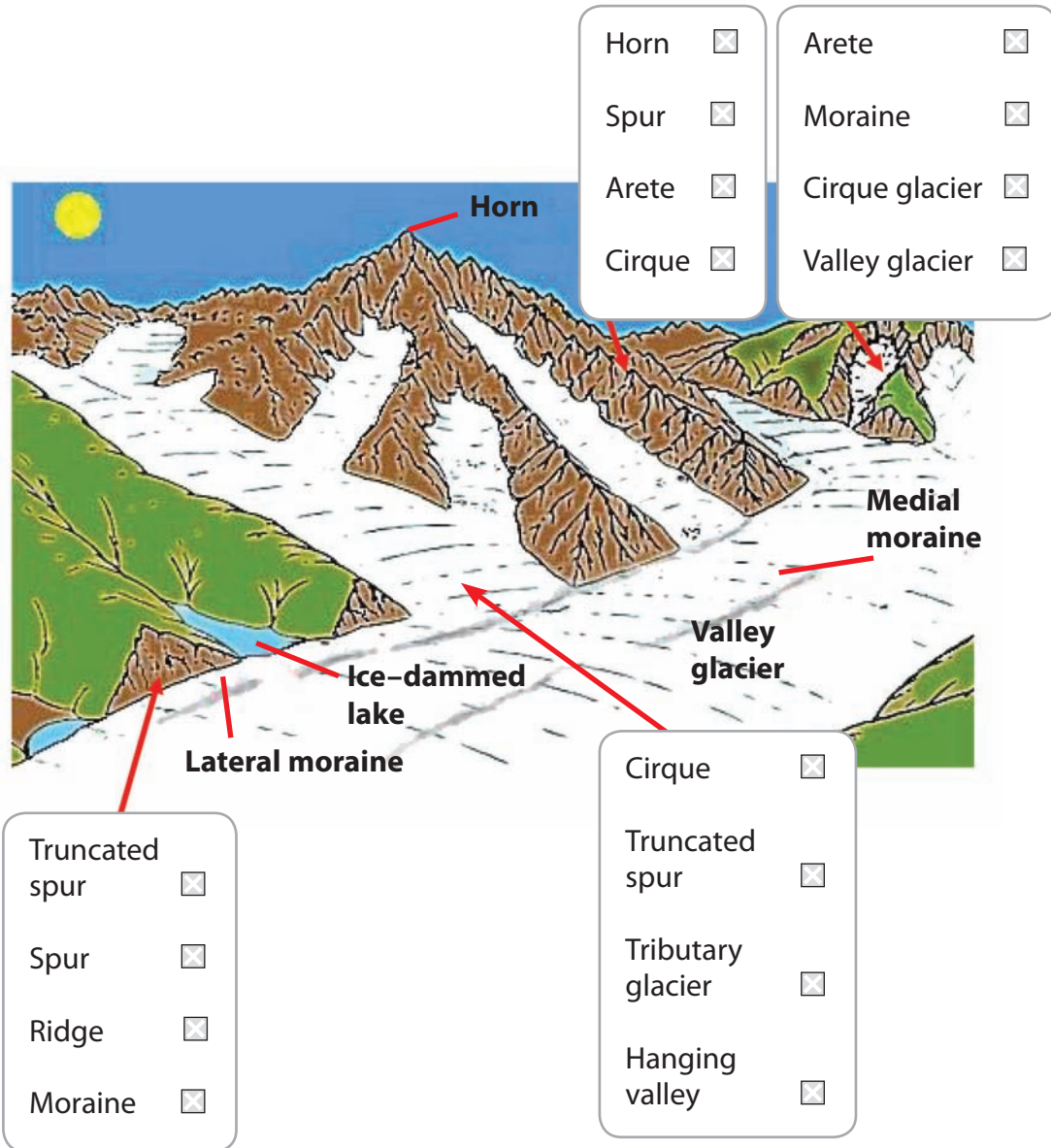
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(Total for Question 2 = 25 marks)

Topic 3: Glaciated Landscapes

If you answer Question 3 put a cross in this box .

3 (a) Study Figure 3a below. It shows a glaciated upland landscape.



(Source: www.physicalgeography.net)

Figure 3a

- (i) Identify the landforms in Figure 3a above.
Put a cross in the box next to the correct landform.

(4)

(ii) The paragraph below explains how glaciers erode.

Complete the paragraph below using some of the words in the box.

(5)

abrasion	interlocking	plucking	
gravity	attrition	U-shaped	V-shaped
deposition	truncated	friction	

One way a glacier erodes is by This is when ice melts then re-freezes into cracks in the rock face. This breaks off pieces of rock as the glacier moves down the valley due to The glacier then uses this rock like sandpaper to erode the valley. This is the process known as As the glacier moves down the valley it cuts through the spurs forming a valley.

(iii) Figure 3a shows lateral and medial moraines.

Describe the appearance of moraines.

(2)

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(b) (i) Using Figure 3b in the Resource Booklet, describe the **three** ways shown at **A**, **B** and **C** in which glaciated landscapes can be used by people.

(6)

A

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B

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C

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- (ii) Study Photograph E in the Resource Booklet. There are several ways of reducing the risk of avalanches.

Describe the **two** methods shown on Photograph E.

(4)

1

2

3

- (c) Study Figure 3c in the Resource Booklet. It shows the number of deaths caused by avalanches in three countries.

Explain why the number of deaths has changed over the period shown. You should use data in your answer.

(4)

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(Total for Question 3 = 25 marks)

Topic 4: Tectonic Landscapes

If you answer Question 4 put a cross in this box .

4 (a) Study Figure 4a below. It shows a plate boundary.

Fold mountains

Mid-ocean ridge

Subduction zone

Ocean trench

Trench

Subduction zone

Mid-ocean ridge

Volcanic Island

Volcano

Fold mountains

Subduction zone

Destructive plate

Intrusion zone

Volcano zone

Subduction zone

Undersea volcano

Figure 4a

- (i) Identify the landforms in Figure 4a above.
Put a cross in the box next to the correct landform.

(4)

(ii) The paragraph below explains why earthquakes occur.

Complete the paragraph by using some of the words in the box.

(5)

plate	pressure	mantle	
30 seconds	country	heat	severe
crust	30 minutes	Richter	

Earthquakes are movements in the Earth's They can take place anywhere on the surface of the Earth but are most common close to boundaries. At these places builds up until a sudden release takes place releasing huge forces. This force is measured on the scale and is very powerful although the shaking rarely lasts for more than

(iii) The boundary illustrated in Figure 4a is a destructive plate boundary.

Describe **two** other types of plate boundary.

(4)

1. Named type of plate boundary

Description

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2. Named type of plate boundary

Description

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(b) Study Figure 4b in the Resource Booklet. It is a map showing the global distribution of volcanoes.

(i) Name **two** volcanoes located in Europe.

(2)

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(ii) Describe the global distribution of volcanoes shown.

(2)

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(c) Study Photograph F in the Resource Booklet. It shows an area that has been affected by a volcanic eruption in a low-income country (LIC).

Identify **two** short-term effects and **two** long-term effects of such an event on people.

(4)

Short-term effects

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Long-term effects

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(d) Study Photograph G in the Resource Booklet. It shows a disaster survival kit.

Describe how the contents of such kits help people survive the first few days after an earthquake or volcanic eruption.

(4)

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(Total for Question 4 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B – ENVIRONMENTAL ISSUES

Answer either Question 5 OR Question 6.

Topic 5: A Wasteful World

If you answer question 5 put a cross in this box .

5 (a) Study Photographs H and I in the Resource Booklet.

renewable	wind	wood	ozone destruction
non-renewable	oxygen	fossil fuel	
carbon dioxide	climate change	coal	greenhouse gases

Complete the paragraph below using some of the words from the list.

(5)

Photograph H shows a traditional fired power station that uses a energy source. These produce greenhouse gases such as which contribute towards

Photograph I shows one of the most popular ways of generating electricity today using a power source that emits no greenhouse gases.

(b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

(i) Another system of electricity generation that uses a renewable energy source is (1)

- A nuclear power
- B wave power
- C oil-fired power stations
- D gas-fired power stations

(ii) The main **disadvantage** of wind power for the UK is that (1)

- A it is more expensive than other systems of electricity generation
- B it is more expensive to maintain than other systems of electricity generation
- C not every day is windy so other systems are needed too
- D the UK has some places without any wind

(iii) Which of the following is a **greenhouse** gas? (1)

- A Nitrogen
- B Methane
- C Ozone
- D Oxygen

(iv) As a country becomes more developed the amount of household waste (1)

- A increases rapidly because more goods are bought
- B reduces because of recycling
- C reduces because of greater awareness about the environment
- D increases because people become selfish

(v) The carbon footprint of a person is **best** defined as (1)

- A the average amount of carbon dioxide used up by the population
- B a measure of the impact human activities have on the environment
- C the amount of carbon burnt when fossil fuels are used
- D the greenhouse gases produced by motor vehicles

(c) Study Figure 5a below. It shows different types of domestic waste in 2005.

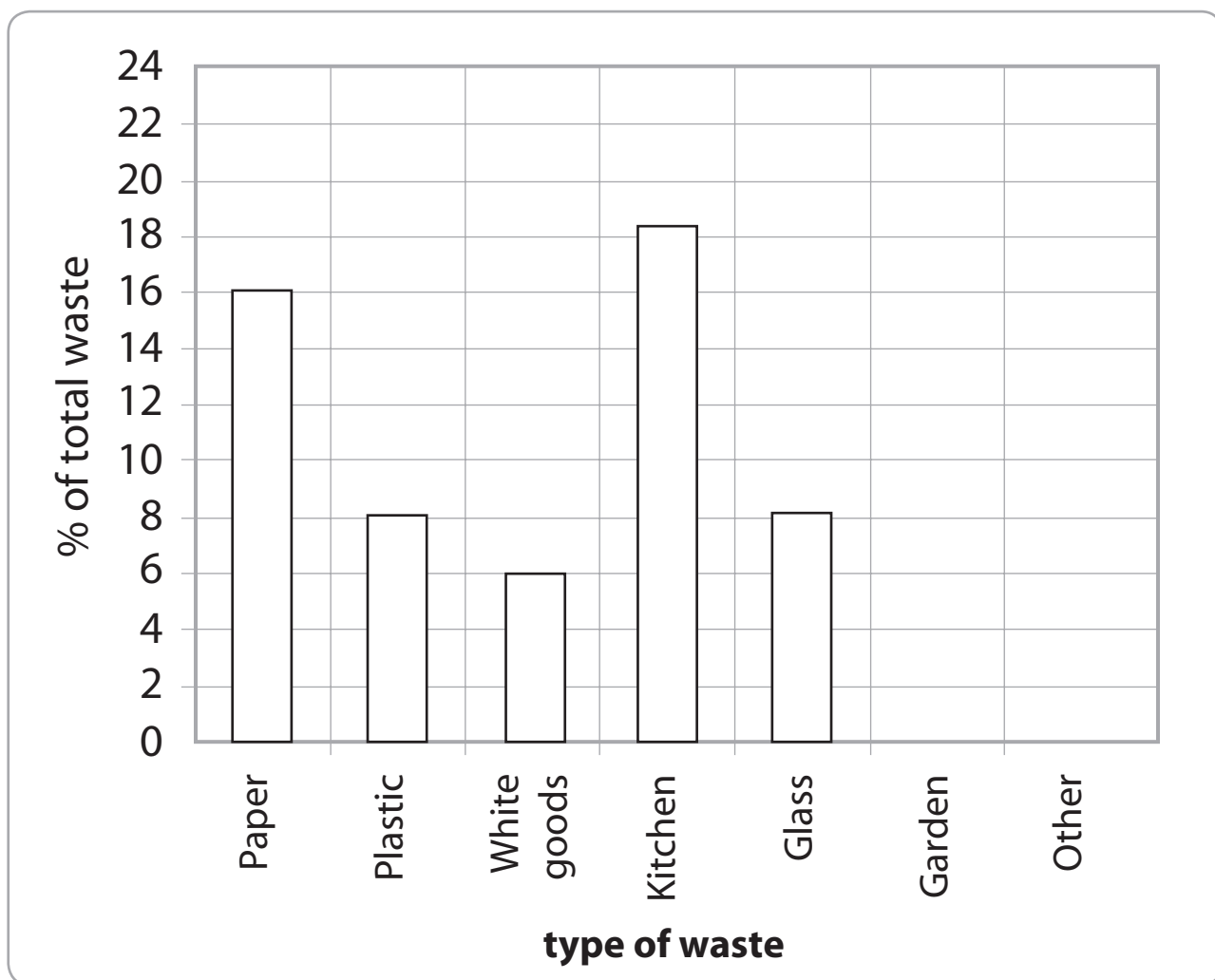


Figure 5a

(i) Complete the graph for garden and other waste.

Use the figures in the table below.

(2)

Type of waste	% of total waste
Garden	24
Other	20

(ii) Study Figure 5a again.

Choose whether the country shown is an HIC or an LIC. Then give reasons for your choice.

(3)

Choice

Reasons

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(d) Study Figure 5b in the Resource Booklet. It shows the Eastcroft District Heating Scheme in Nottingham.

Describe the main advantages and disadvantages of the scheme.

(4)

Advantages

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Disadvantages

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*(e) Countries dispose of their waste in many different ways.

For **one** country you have studied, describe the methods being used to dispose of its waste.

(6)

Chosen country

Description

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(Total for Question 5 = 25 marks)

Topic 6: A Watery World

If you answer question 6 put a cross in this box .

- 6 (a) Study Photographs J and K in the Resource Booklet.

Complete the paragraph below using some of the words from the list.

(5)

clothes **agricultural** **industrial** **crops**
domestic **populations** **plants**
supply **powder**

In low-income-countries there are many different uses of water. They include

..... uses such as washing and personal

consumption as well as and industrial uses. With growing

..... demand is rising and placing pressure on the

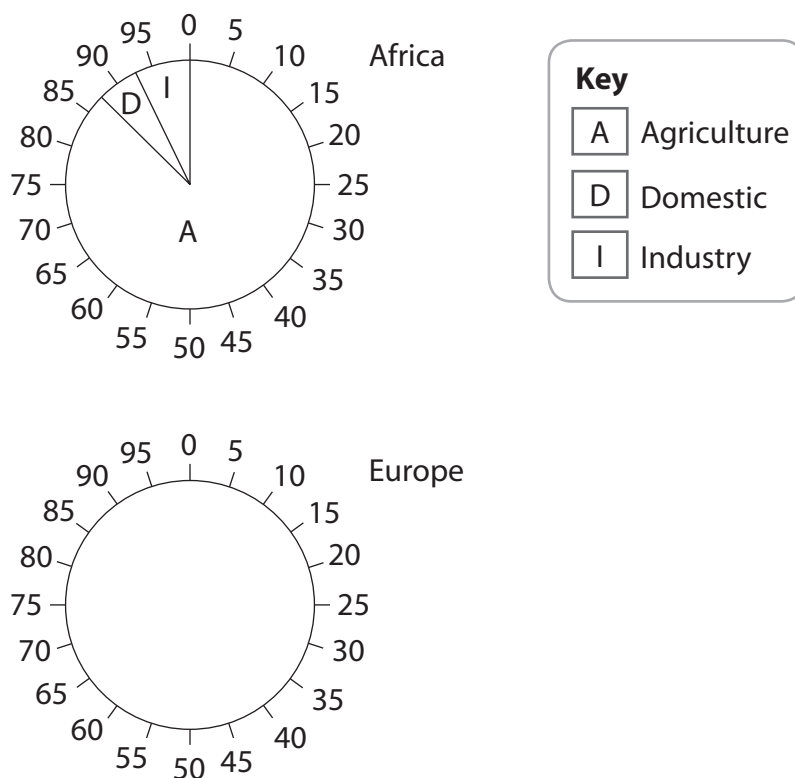
..... especially in regions that are arid.

(b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

- (i) In high-income countries a major way in which water is wasted is (1)
- A irrigating agricultural crops
 - B using it in manufacturing processes
 - C loss through broken pipes
 - D polluting it with household waste
- (ii) In low-income countries the major problem of water supply is that (1)
- A all the water is expensive
 - B water is only available when it rains
 - C there are no wells
 - D clean piped water is not always available
- (iii) Which of the following is the **best** word to describe the store of water underground? (1)
- A spring water
 - B well water
 - C the aquifer
 - D the underground reservoir
- (iv) Disputes between countries over water resources most commonly occur when the countries (1)
- A are traditional enemies
 - B share a common water source, such as a river
 - C are both low-income countries
 - D are developing very fast
- (v) Which of the following continents has the highest consumption of water per person? (1)
- A South America
 - B Africa
 - C North America
 - D Europe

(c) Study Figure 6a. It shows the amount of water used in two continents, Europe and Africa.



Type of water usage	Amount of water used in Europe %
Agriculture	30
Domestic	15
Industry	55

Figure 6a

- (i) Complete the pie chart for Europe.
Use the figures in the table.

(2)

(ii) Describe the differences in water consumption on the two continents.

(3)

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(d) Study Figure 6b in the Resource Booklet, which shows the annual rainfall in the Murray-Darling River Basin Australia since 1900.

Annual rainfall could be described as reliable or unreliable. Make a judgement about the reliability of rainfall in the Murray-Darling River Basin and justify your answer.

(4)

Reliable or unreliable

Justification

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*(e) Many water management schemes have been built around the world.

For **one** water management scheme you have studied, describe the impact that it has had on the area that it serves.

(6)

Chosen water management scheme

Description

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(Total for Question 6 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 2F: The Natural Environment

Question Number	Answer	Mark
1(a)(i)	Clockwise from the top right-hand corner Stack Wave-cut notch Cave Wave-cut platform (4 x 1)	4

Question Number	Answer	Mark
1(a)(ii)	Headland Abrasion/hydraulic action Hydraulic action/abrasion Weathering Gravity (5 x 1)	5

Question Number	Answer	Mark
1(b)(i)	Rock is softer at B/harder at A (or less/more jointed) (1). Distance/wave energy greater (1). (2 x 1)	2

Question Number	Answer	Mark
1(b)(ii)	Most likely frost weathering, any legitimate process (1). What it does (1), eg water gets into cracks, freezes, expands. How it makes the cliffs retreat (1), eg rocks fall by gravity. (3 x 1)	3

Question Number	Answer	Mark
1(b)(iii)	<p>Loss of jobs (1) so loss of income (1). Personal risk (1) limiting use of beach (1). Loss of property/land (1) leading to loss of income/wealth (1). Insurance issues (1) because costs might rise or insurance become impossible to get (1). Loss of businesses (1) because of beach being inaccessible (1). lost income to town from revenue collected from commercial rates (1) so services get worse (1).</p> <p>1 mark for legitimate effect named and 1 mark for further description, eg loss of income (1) because the beach is closed (1).</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
1(c)(i)	<p>Could be seawall/gabions/revetments/rip-rap allow any legitimate (1).</p> <p>What they are, eg sea wall at back of beach/below cliffs (1). What they do, eg absorb/reflect wave energy (1).</p> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
1(c)(ii)	<p>LSD: Swash comes up beach at angle (1), particles moved up at that angle(1), backwash takes particles down beach at right angles (1) thus particles move along beach (1).</p> <p>Maximum 2 marks.</p> <p>Groynes are built at right angles (1) to trap moving sediment (1). Added detail from case study eg where placed/cost etc (1).</p> <p>Maximum 2 marks.</p> <p>Diagram alone will do if labelled.</p> <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Answer	Mark
2(a)(i)	<p>Clockwise from the top right-hand corner</p> <p>Floodplain River cliff Meander Spur</p> <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Answer	Mark
2(a)(ii)	<p>Weaker</p> <p>Abrasion Undercutting Plunge Upstream</p> <p style="text-align: right;">(5 x 1)</p>	5

Question Number	Answer	Mark
2(b)(i)	<p>Immediate effects:</p> <ul style="list-style-type: none"> • loss of property/possessions (1) • inability to get to work/school (1) • disruption to services eg water etc (1) • flooding of houses/damage (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(b)(ii)	<p>Long term:</p> <ul style="list-style-type: none"> • structural damage to property (1) • costs of cleaning up (1) • higher taxes to pay for damage/defences (1) • insurance costs (1) • lost jobs because of damage (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(b)(iii)	<p>Most likely to be urbanisation (1), but allow any legitimate example such as river management (1), deforestation (1), overgrazing.</p> <p>1 mark for named cause.</p> <p>Descriptive comment, eg tarmac (1), buildings (1). Effect, eg so more runoff to rivers (1) so higher discharge (1).</p> <p>Maximum 2 marks for description and effect.</p> <p style="text-align: right;">(1 + 2)</p>	3

Question Number	Answer	Mark
2(c)(i)	<p>Raised banks (1), along rivers (1), increases channel capacity (1).</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(c)(ii)	<p>Named technique: Might be channelisation, dams, spillways/floodways, meander breaching, wing dykes, allow any legitimate example (1).</p> <p>Description: What they look like/how they are built (1), what they do (1).</p> <p style="text-align: right;">(1 + 2)</p>	3

Question Number	Answer	Mark
2(d)	<p>Suitable responses include:</p> <p>Planning laws that restrict development on the floodplain(1), flood defence systems that divert water or hold it back (1), warning systems that allow evacuation or protection of property (1), emergency procedures that provide help to people (1).</p> <p>Use of local case-study data/detail to illustrate any point (1).</p>	4

Question Number	Answer	Mark
3(a)(i)	Clockwise from top right-hand corner Arete Cirque glacier Tributary glacier Truncated spur <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Answer	Mark
3(a)(ii)	Plucking Gravity Abrasion Interlocking U-shaped valley <p style="text-align: right;">(5 x 1)</p>	5

Question Number	Answer	Mark
3(a)(iii)	Moraines tend to linear/lines (1), ridges at valley sides or in the middle or across valley (1), terminal (1), made up of unsorted (1), unstratified (1), angular (1), glacial debris (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
3(b)(i)	A = Reservoir for water (1), water supply (1), leisure activities (1). B = Forests for wood supply (1), leisure activity (1), avalanche protection (1). C = Dams creating lake (1), generate electricity (1), controlling river discharge (1). 2 marks for each way. <p style="text-align: right;">(3 x 2)</p>	6

Question Number	Answer	Mark
3(b)(ii)	Planting trees (1) breaks/diverts snow (1). Maximum 2 marks. Barriers built along contours in open ground (1) breaks/diverts/traps snow (1). Maximum 2 marks.	(2 + 2) 4

Question Number	Answer	Mark
3(c)	Suitable responses include: More skiers (1) creates more noise/disruption (1), more snow (1) making slopes unstable (1), climate change (1) making warm winds more frequent (1), ineffective defences (1) related to cost issues (1), more off-piste skiing (1) provoking avalanches (1). Any relevant data from case study or resource to support any point (1).	4

Question Number	Answer	Mark
4(a)(i)	Clockwise from top right-hand corner Volcanic Island Fold mountains Subduction zone Ocean trench	(4 x 1) 4

Question Number	Answer	Mark
4(a)(ii)	Crust Plate Pressure Richter 30 seconds	(5 x 1) 5

Question Number	Answer	Mark
4(a)(iii)	<p>Constructive (1) Plates moving apart (1), often in mid-ocean (1).</p> <p>1 mark for name and 1 mark for any legitimate descriptive comment.</p> <p>Conservative (1) Plates moving laterally/alongside one another (1), associated with earthquakes (1).</p> <p>1 mark for name and 1 mark for any legitimate extension.</p> <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Answer	Mark
4(b)(i)	<p>Vesuvius, Stromboli, Etna, Laki, Surtsey</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
4(b)(ii)	<p>Uneven (1), occur at plate boundaries (1), linear (1), close to continental margins (1), destructive margins (1), some in mid-ocean (1).</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
4(c)	<p>Short-term effects: Loss of life (1), injury to individuals (1), loss of property (1), loss of crops (1), no services/water (1).</p> <p>Maximum 2 marks.</p> <p>Long-term effects: Rebuilding costs (1), infrastructure repair costs (1), loss of harvest (1), insurance costs (1), loss of potential for growth/development (1).</p> <p>Maximum 2 marks.</p> <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Answer	Mark
4(d)	Commonly include material to help you survive the first few days, such as rations (1), because food not available (1), water (1) because water supply disrupted (1), sleeping bag (1) because houses damaged/no power for heating, flares (1) to attract rescuers (1), radio (1) to find out likelihood of rescue/other threats. 1 mark for a named item found in the disaster survival kit. 1 mark for a further explanation of why the item is in the kit. <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
5(a)	Coal Non-renewable Carbon dioxide Climate change Renewable <p style="text-align: right;">(5 x 1)</p>	5

Question Number	Answer	Mark
5(b)(i)	B wave power	1

Question Number	Answer	Mark
5(b)(ii)	C not every day is windy so other systems are needed too	1

Question Number	Answer	Mark
5(b)(iii)	B Methane	1

Question Number	Answer	Mark
5(b)(iv)	A increases rapidly because more goods are bought	1

Question Number	Answer	Mark
5(b)(v)	B a measure of the impact human activities have on the environment	1

Question Number	Answer	Mark
5(c)(i)	On graph Correctly drawn graph. One mark for each correctly drawn column. (2 x 1)	2

Question Number	Answer	Mark
5(c)(ii)	HIC (1) Reasons: Too much waste overall, ie HICs are more wasteful (1), especially kitchen waste (1), white goods not common in poorer LICs (1). Any data to support above (1). 1 mark for choice, 2 marks for reasons. (1 + 2)	3

Question Number	Answer	Mark
5(d)	Advantages: Saves on landfill costs (1), cheap fuel provided because low cost of provision (1), saves using other fuels which helps conserve scarce resources (1), cheap electricity provided (1). Disadvantages: Polluting for locals because of fumes from burning (1), lots of road traffic to incinerator which also adds to air pollution as well as congestion (1), smelly and unpleasant for local environment(1). Maximum 3 marks for advantages or disadvantages. Must have both sides for 4 marks.	4

Question Number	Indicative content	
5(e) QWC i-ii-iii	Depends on case study but might include: <ul style="list-style-type: none"> • landfill • incineration • recycling • dumping offshore • exporting • illegal fly tipping. Expect case study evidence to offer some data and locations.	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Very limited description, one or two methods only stated. Country identified but no local detail/data. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Two or more methods described. Some limited local data/detail to support. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	A range of methods described. Excellent detail/data to aid description. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)	Domestic Clothes Agricultural Populations Supply (5 x 1)	5

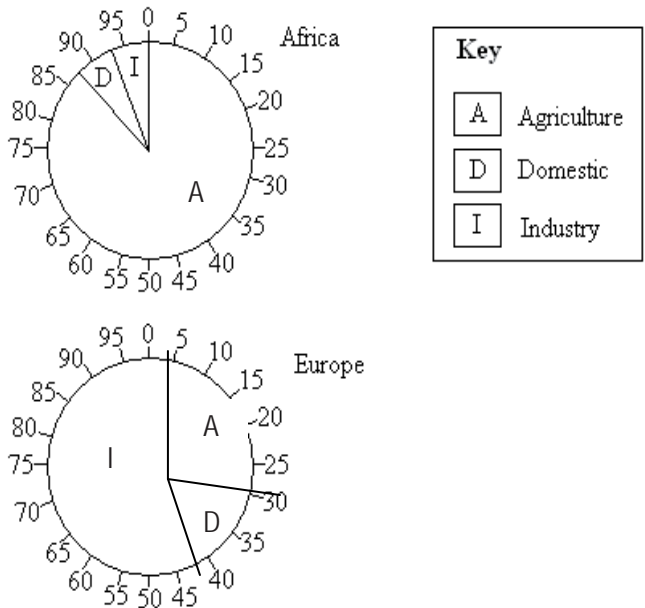
Question Number	Answer	Mark
6(b)(i)	C loss through broken pipes	1

Question Number	Answer	Mark
6(b)(ii)	D clean piped water is not always available	1

Question Number	Answer	Mark
6(b)(iii)	C the aquifer	1

Question Number	Answer	Mark
6(b)(iv)	B share a common water source, such as a river	1

Question Number	Answer	Mark
6(b)(v)	C North America	1

Question Number	Answer	Mark
6(c)(i)	<p>On paper</p>  <p>2 marks for 2 sections correctly drawn as above. Note that if 2 are correctly drawn then so is the third.</p>	2

Question Number	Answer	Mark
6(c)(ii)	<p>Agriculture much more significant in Africa than Europe (1), domestic small(est) in both (1), industry more significant in Europe (1).</p> <p>Data to support any one point (1).</p> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
6(d)	Unreliable (1) Justification: Average = varies around 400-500mm (1) Max as high as 800mm (1) Min as low as 250mm (1) Thus range of 550 (1) Variation is not a trend its unpredictable (1) 3 marks for any 3 of above justification points.	(1 + 3) 4

Question Number	Indicative content	
6(e) QWC i-ii-ii	Water management schemes such as: <ul style="list-style-type: none"> • might be dam/river control/ international council for settling disputes • any scale from local to national/international • benefits may fall unevenly - some winners/losers • impacts might be positive or negative • possible impacts include better/worse access to fresh water, power supply, better/worse flood control, better transport/impeded transport. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Very little description. One or two impacts stated eg flood control. Locational evidence limited to named country/countries. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some sound description. Two or more impacts stated, at least one with some detail. Some localised locational detail or data. Sound use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good description of range of impacts. Full locational detail/data to support the description. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography A

Unit 2: The Natural Environment

Higher Tier

Sample Assessment Material

Paper Reference

Time: 1 hour

5GA2H/01

You must have:

Resource Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from Section A and **ONE** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*
- The following abbreviations are used: LIC – low-income country, HIC – high-income country

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A – THE PHYSICAL WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Topic 1: Coastal landscapes

If you answer Question 1 put a cross in this box .

- 1 (a) Study Photograph A in the Resource Booklet.

Also study Figure 1a below which is a field sketch of the photograph.

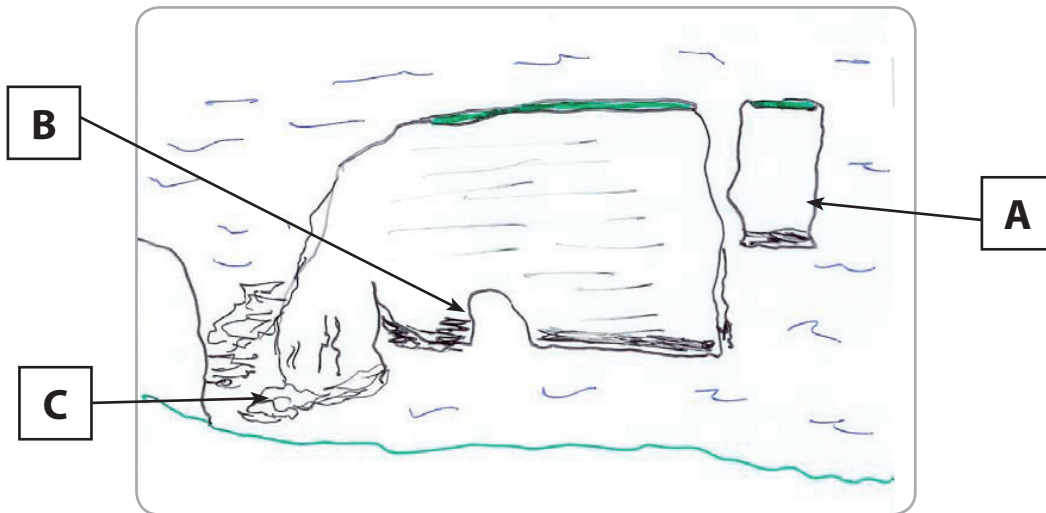


Figure 1a

- (i) Describe landforms **A** and **B** shown on Figure 1a and Photograph A.

(4)

A

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B

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(ii) Landform **C** shown on Figure 1a is a wave-cut platform.

Explain how it was formed.

You may use a diagram to help your answer.

(4)

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(b) Study Figure 1b in the Resource Booklet.

(i) Explain how rock type and the fetch of waves influence the rate of erosion of cliffs.

(4)

Rock type

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Fetch

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(ii) Describe how mass movement causes cliffs to retreat.

(3)

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(iii) Explain how cliff erosion can affect the **economy** of the local area.

(4)

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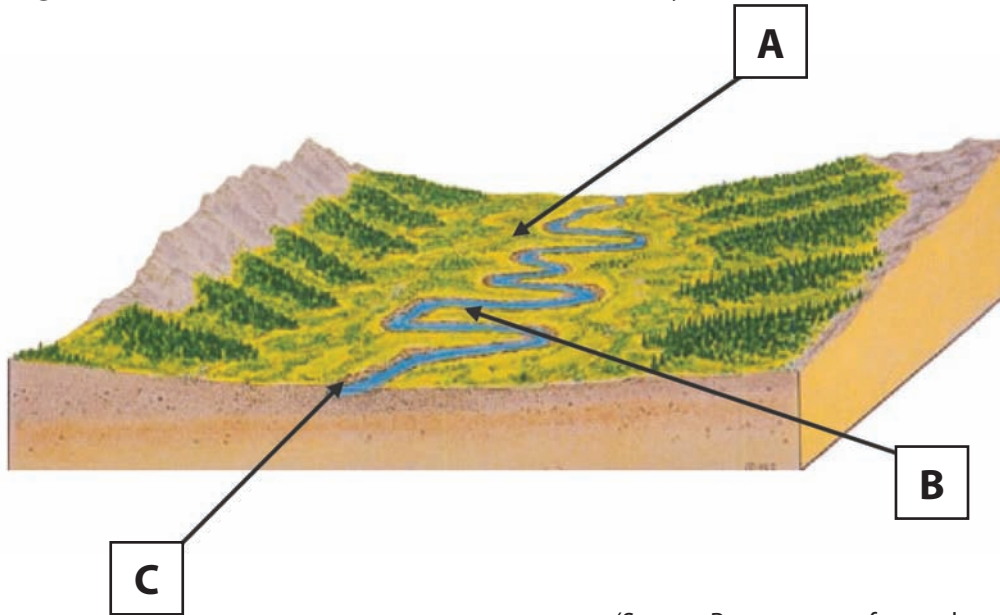
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Topic 2: River Landscapes

If you answer Question 2 put a cross in this box .

2 (a) Study Figure 2a below. It shows a section of a river valley.



(Source: Rosgen, www.fgmorph.com)

Figure 2a

(i) Describe the landforms **A** and **B** shown on Figure 2a.

(4)

A

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B

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(ii) Landform **C** shown on Figure 2a is a river-cliff.

Explain how it was formed.

You may use a diagram to help your answer.

(4)

(b) Study Photograph C in the Resource Booklet. It shows an area in Alicante, Spain that has been flooded.

(i) Describe the effects of floods such as this on the economy of the area.

(4)

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(ii) Explain how human actions may have increased the risk of flooding in areas such as this.

(3)

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(c) Study Photograph D in the Resource Booklet. It is an aerial photograph of the confluence of the Ohio River and the Mississippi River.

Levees are constructed to protect areas from flooding.

Suggest why levees sometimes fail to prevent flooding. You may draw a diagram to help your answer.

(4)

*(d) Study Figure 2b in the Resource Booklet. It is a flood risk map for Salisbury in Wiltshire.

For a river that you have studied explain why some areas are more at risk of flooding than others.

(6)

Named River

Explanation

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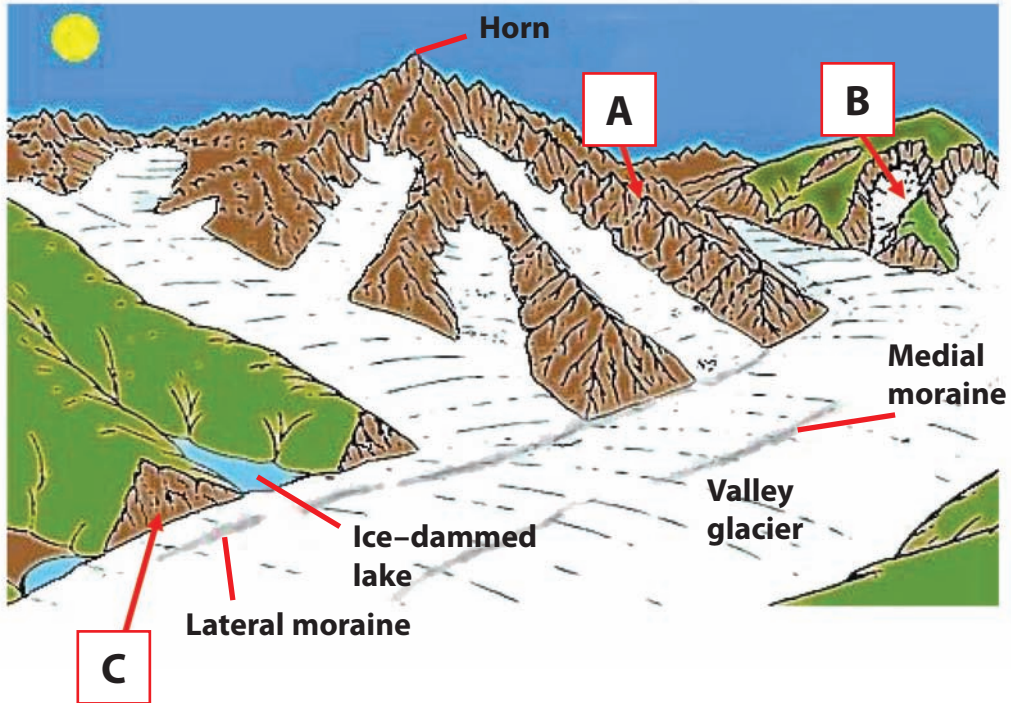
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(Total for Question 2 = 25 marks)

Topic 3: Glaciated Landscapes

If you answer Question 3 put a cross in this box .

3 (a) Study Figure 3a below. It shows a glaciated upland landscape.



(Source: www.physicalgeography.net)

Figure 3a

(i) Describe the landforms **A** and **B** shown on Figure 3a.

(4)

A

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B

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(ii) Landform **C** shown on Figure 3a is a truncated spur.

Explain how it was formed.

You may use a diagram to help your answer.

(4)

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(iii) Figure 3a shows lateral and medial moraines.
Explain how they are formed.

(4)

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(iv) Explain the formation of a ribbon lake.

(3)

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(b) Figure 3b in the Resource Booklet shows several ways in which glaciated landscapes can be used by people.

There is often conflict between these uses.

Explain **two** possible conflicts arising from the uses shown on Figure 3b.

(4)

1

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*(c) Study Photograph E and Figure 3c in the Resource Booklet.

For an area you have studied explain the causes and effects of avalanches.

(6)

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(Total for Question 3 = 25 marks)

Topic 4: Tectonic Landscape

If you answer Question 4 put a cross in this box .

4 (a) Study Figure 4a below. It shows a plate boundary.

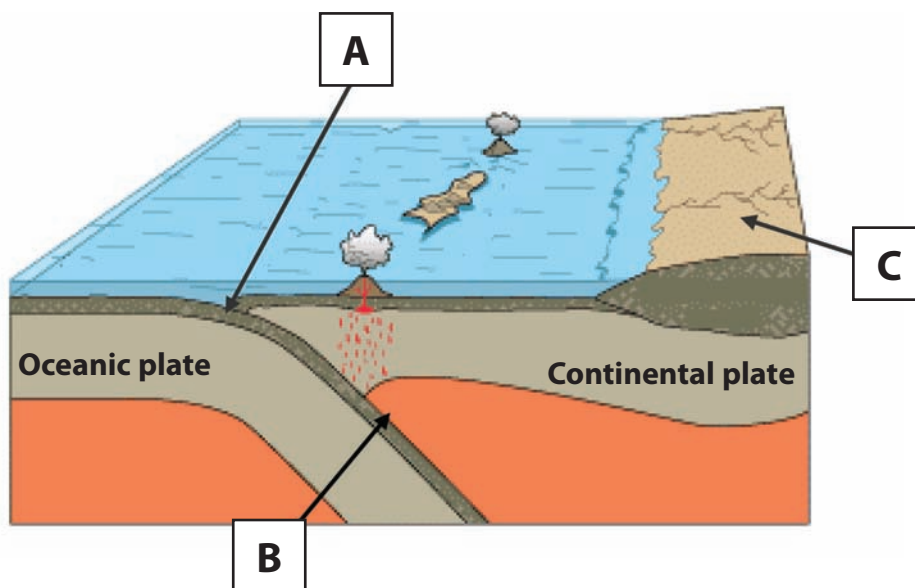


Figure 4a

(i) Describe the landforms **A** and **B** shown on Figure 4a.

(4)

A

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B

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(ii) Landform **C** shown on Figure 4a is an area of fold mountains.

Explain how they are formed.

You may use a diagram to help your answer.

(4)

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(b) The plate boundary illustrated in Figure 4a is a destructive one.
Some plate boundaries are known as constructive.

(i) Explain the processes that take place at constructive plate boundaries.

(4)

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- (ii) Study Figure 4b in the Resource Booklet. It is a map showing the global distribution of volcanoes.

Explain why the distribution of volcanoes is very uneven.

(3)

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- (c) Study Photograph F in the Resource Booklet. It shows an area that has been affected by a volcanic eruption in an low-income country (LIC).

Explain the effects of volcanic eruptions such as this on the economy of a low-income country.

(4)

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SECTION B – ENVIRONMENTAL ISSUES

Answer EITHER Question 5 OR Question 6 .

Topic 5: A Wasteful World

If you answer Question 5 put a cross in this box .

5 (a) Study Photographs H and I in the Resource Booklet.

(i) Photograph H shows a power station using a 'fossil fuel'.

Give **two** examples of fossil fuels used in power stations.

(2)

1

2

(ii) Define the term **renewable energy**.

(2)

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(iii) Suggest **three** reasons why wind farms, such as that shown in Photograph I, are unpopular with some people.

(3)

1

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2

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3

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(b) Study Figure 5a below. It shows the percentage of each material that is recycled for selected European countries.

Country	Percentage recovered by recycling					
	Glass	Plastics	Paper and board	Metals	Wood	Total
Denmark	95	97	99	40	44	89
Finland	61	42	72	50	84	68
France	57	50	92	58	33	64
Germany	92	77	93	83	77	88
Italy	53	47	66	55	60	58
Netherlands	81	92	100	82	11	82
Spain	38	34	62	47	41	48
Sweden	92	74	88	70	100	89
UK	37	33	74	41	54	53

Figure 5a

(i) Compare the UK with other European countries in terms of recycling different materials.

(4)

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(ii) Suggest reasons why some countries are more successful than others in recycling waste.

(4)

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(c) Study Figure 5b in the Resource Booklet. It shows the Eastcroft District Heating Scheme in Nottingham.

Using Figure 5b, and your own knowledge, examine the costs and benefits of expanding the incinerator facility.

(4)

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Topic 6: A Watery World

If you answer Question 6 put a cross .

6 (a) Study Photographs J and K in the Resource Booklet that show different uses of water in a low-income country.

(i) Photograph J shows people washing clothes in a river.
Identify **two** other domestic uses of water.

(2)

1

2

(ii) Photograph K shows an irrigation system in a field. Such systems are unusual in LICs.

Give **two** reasons why such systems are unusual in LICs.

(2)

1

2

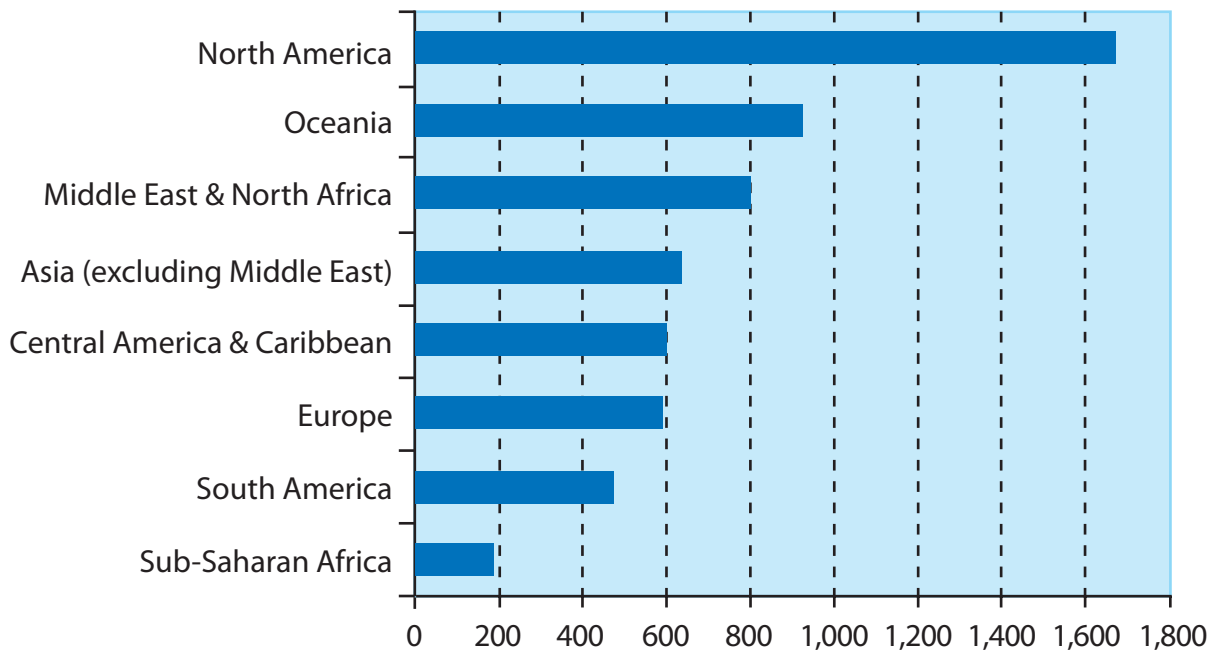
(iii) Describe **two** problems of water **supply** in high-income countries.

(4)

1

2

(b) Study Figure 6a below. It shows the amount of water (in cubic metres) used per person per year for selected global regions.



(Source: © 2007 World Resources Institute Content Licensed under a Creative Commons Licence)

Figure 6a

(i) Using Figure 6a, and your knowledge, describe the global pattern of water consumption.

(3)

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(ii) Explain why water consumption is so high in HICs, such as those in North America.

(4)

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(c) For a water management scheme you have studied explain why the scheme was necessary.

(4)

Chosen scheme

Explanation

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Sample Mark Scheme

Unit 2H: The Natural Environment

Question Number	Answer	Mark
1(a)(i)	A = Stack (1), free-standing 'pillar of rock surrounded by sea on all sides (1). B = Cave or arch (1), enlarged indentation in cliff face or where a cave has eroded through a headland to the other side (1). (2 x 2)	4

Question Number	Answer	Mark
1(a)(ii)	Explanation to include four points given from: Retreat of cliff (1), through wave erosion (1), with processes such as hydraulic action and abrasion Creating a flat or gently sloping bench (1), often at foot of cliff (1), extending out to sea (1), covered at high tide (1), modified by erosion and/or weathering (1).	4

Question Number	Answer	Mark
1(b)(i)	Rock Type: Softer (1), so easier to erode (1), easier to weather (1). Jointed (1), so easier to erode (1), easier to weather (1). Allow either rock type for maximum 2 marks. Fetch: Longer distance waves have more energy (1), more power to erode (1), increasing hydraulic action/abrasion (1). Maximum 2 marks. (2 x 2)	4

Question Number	Answer	Mark
1(b)(ii)	<p>Mass movement could be rockfall/slumping/sliding/flow (1).</p> <p>Any one process described, eg 'rocks loosened by weathering (1) and then fall by gravity' (1). Any other process identified (1).</p> <p>Maximum 2 marks.</p> <p style="text-align: right;">(1 + 2)</p>	3

Question Number	Answer	Mark
1(b)(iii)	<p>Explanation to include four points given from:</p> <p>Loss of property/land (1), increase insurance issues (1), loss of businesses (1), costs of closing beaches (1), any other legitimate explanation (1).</p> <p>Only allow to 4 marks if links to economy (ie loss of income or wealth) established.</p>	4

Question Number	Indicative content	
1(c) QWC i-ii-iii	<p>Depends on case study but likely to include:</p> <ul style="list-style-type: none"> • other types of hard engineering - sea-walls etc. • soft engineering such as beach replenishment • managed retreat or do nothing approaches • method chosen depends on needs of area/section usually determined by economic value of that area/section. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one problem, but explanation may be with very little detail. Location is named but no more. No concept of variation. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some explanation of varied methods. Detail of one of these methods. Local data supporting one method. Variation not well explained. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	There is a good explanation of the chosen methods. Answer has detail of own case study which can be clearly related to the variation of methods used. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a)(i)	<p>A = Floodplain (1), relatively flat area (1), in mid/lower course of rivers (1).</p> <p>Maximum 2 marks.</p> <p>B = Meander (1), sequence of bends on river (1), that move over time across/down the floodplain (1).</p> <p>Maximum 2 marks.</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
2(a)(ii)	<p>Explanation to include four points given from:</p> <p>Fastest flowing current close to outside bend (1), therefore more force for erosion (1), through hydraulic action/abrasion (1), creates a steep bank (river cliff) (1), on the outside of a meander bend (1), as it is actively eroded it changes position (1).</p>	4

Question Number	Answer	Mark
2(b)(i)	<p>Explanation to include four points given from:</p> <p>Damage to property (1), damage to infrastructure (1), impact on people's movements (1), insurance issues (1), factories/shops/offices unable to operate (1), area cut-off from other areas/regions (1).</p> <p>Only allow to 4 marks for link to economy such as loss of earnings/cost of replacement etc.</p>	4

Question Number	Answer	Mark
2(b)(ii)	<p>Human actions include:</p> <p>Urbanisation (1), river management (1), agricultural changes (1), global warming issues (1).</p> <p>Maximum 2 marks.</p> <p>Increased risk, so more runoff/rainfall (1).</p> <p style="text-align: right;">(2 + 1)</p>	3

Question Number	Answer	Mark
2(c)	<p>Levees are raised banks alongside rivers (1), can be both natural and artificial (1), some set back from river (see resource) (1), increase channel capacity so reduce flood risk (1).</p> <p>They fail because of:</p> <ol style="list-style-type: none"> 1. poor construction (1) 2. poor maintenance (1) 3. extreme events (1). <p>Must include at least 1 mark addressing why they fail, to score maximum of 4 marks.</p>	4

Question Number	Indicative content	
2(d) QWC i-ii-iii	<p>River management case-study - risk will be determined by the following factors:</p> <ul style="list-style-type: none"> • position on floodplain so lower lying greater risk • building on floodplain so some parts of flood plain on risk is exacerbated • flood defence systems in place in some areas and not others so some places better protected • flood defences elsewhere in the basin so the protection of some places may make problem worse elsewhere • variable prediction so some areas may have longer to take precautions • nature of flood event so some areas at risk more frequently than others. <p>Note: Resource acts as stimulus material. Candidates with weak case study knowledge may gather a little information from resource.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one factor, but explanation may not be clear. No locational detail of chosen case study excepting name of place. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Two factors explained. One linked to risk. Some local locational detail/data. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good range of factors explained. At least two linked with risk. Effective use of local data/detail. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a)(i)	A = Arête (1), sharp ridge (1), between two receding two cirques (1). B = Cirque glacier/cirque (1), armchair shaped depression (1), overdeepened (1), steep backwall (1). Correct identification 1 mark for each. 1 mark for any relevant descriptive point.	4

Question Number	Answer	Mark
3(a)(ii)	Explanation to include four points given from: Formation as valley glacier (1,) deepens and widens valley(1), through plucking and abrasion (1), creating cut-off spur with steep slope (1).	4

Question Number	Answer	Mark
3(a)(iii)	Explanation to include four points given from: Formed as glaciers deposit load (1), by melting (1), or lodgement/plastering (1), position determined by ice shape/movement (1), leading to long ridges of debris (1). Note: Allow explanation of 'till' (angular/stratified etc).	4

Question Number	Answer	Mark
3(a)(iv)	Formation of U shaped valley (1), by moving ice (1), ice disappears (1), lake occupies over deepened valley bottom (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
3(b)	<p>Conflicts arise from tourism against resource exploitation such as:</p> <p>Trees v ski runs (1) trees block the runs and thus will be felled (1). Reservoirs v water sports (1) water sports pollute the lakes (1). Dams v natural landscape (1) river flow is interrupted/ artificial lake created - loss of tourist appeal (1).</p> <p>1 mark for each legitimate conflict + 1 mark for explanation of why they conflict, times 2.</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Indicative content	
3(c) QWC i-ii-iii	<p>Causes include:</p> <ul style="list-style-type: none"> • heavy snow/weather • human action, eg off-piste skiing • different prevention techniques • land use changes • civil engineering works. <p>Effects include:</p> <ul style="list-style-type: none"> • death and injury • disruption to infrastructure • destruction of property • loss of income to area/region. <p>Note: Resources act as stimulus material. Candidates with weak case study knowledge may gather a little information from resource.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Limited explanation on both, one cause/one effect or two of either only. Location named but no detail or data. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Good detail explained on one (probably effects). Offers one or two located details/data examples from case study. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Explanation full on both causes and effects. Examples and located evidence is convincing. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4(a)(i)	<p>A = Ocean trench (1), deep (1), narrow (1).</p> <p>B= Subduction zone (1), area of crustal melting (1), lots of earthquakes triggered (1), Benioff zone (1).</p> <p>Correct identification 1 mark for each. 1 mark for any relevant descriptive point.</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
4(a)(ii)	<p>Explanation to include four points given from:</p> <p>Formation when plates collide (1), buckling of continental plate (1), leading to long band (1), of highly crumpled crust (1).</p>	4

Question Number	Answer	Mark
4(b)(i)	<p>Explanation to include four points given from:</p> <p>Convection currents in the mantle (1), cause magma to rise (1), spreading out and moving crust apart (1), forming volcanoes (1), mid-ocean ridges (1), earthquakes result (1).</p>	4

Question Number	Answer	Mark
4(b)(ii)	<p>Uneven because they occur at plate boundaries (1), plate boundaries are linear hence lines of volcanoes (1), plate boundaries often close to continental margins (1), destructive margins (1), constructive margins in mid-ocean (1).</p> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
4(c)	<p>Suitable responses include:</p> <p>Loss of farmland (1) leading to reduced output and GDP (1), destruction of infrastructure, eg roads, hotels, power stations (1) results in drain on resources during rebuild (1), loss of opportunities, eg tourism, export of raw materials (1), positive impact through increase in tourist trade (1) as visitors come to see volcanic activity (1).</p>	4

Question Number	Indicative content	
4(d) QWC i-ii-iii	<p>What methods and why they are employed:</p> <ul style="list-style-type: none"> • early warning allowing evacuation • disaster kits reducing secondary death toll • public education reducing primary and secondary death toll • planning/building regs. reducing primary death toll • rescue services in place reducing primary and secondary death toll • monitoring/forecasting allowing evacuation and precautionary action • speed of response and quality of information services after the event vital. <p>Note: Resources act as stimulus material. Candidates with weak case study knowledge may gather a little information from resource.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one method, but explanation is not clear. No commentary on why they are employed. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	One method explained in terms of its purpose/function. Attempted to explain a second but the explanation may not be clear. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good range of methods explained in terms of its purpose function. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
5(a)(i)	Choices are: Coal (1), oil (1), gas (1), peat (1). (2 x 1)	2

Question Number	Answer	Mark
5(a)(ii)	Energy sources that can be regenerated (1), do not run out because dependent of planetary forces (1). Gives example (1). (2 x 1)	2

Question Number	Answer	Mark
5(a)(iii)	They are ugly (1), they are unnecessary as global warming is exaggerated (1), they always need back-up because it isn't always windy (1). Any other plausible objection. (3 x 1)	3

Question Number	Answer	Mark
5(b)(i)	Comparison to include four points given from: Overall not very good (1), only Spain worse (1), worst performance in glass and plastics (1), best with paper and board (1). Use of data to support any one point (1).	4

Question Number	Answer	Mark
5(b)(ii)	Suitable responses include: Richer so more resources to develop recycling capacity (1) political lead from government (1) supported/enforced by fines, incentives etc (1) public awareness/knowledge raised through schools (1) and campaigning journalism (1). Any of these points developed using case study examples should gain an extra point eg political lead from government (1) for example Purbeck local authority gives out free recycling boxes for paper, bottles etc (1), this has meant they now recycle 30% of all household waste (1).	4

Question Number	Answer	Mark
5(c)	<p>Costs to include a maximum of three points given from: already emitting fumes (1), already generating traffic (1), going to become worse when plant bigger (1), political costs if unpopular with locals (1).</p> <p>Benefits to include a maximum of three points given from: even less landfill (1), opportunity cost of savings elsewhere in terms of electricity generation (1), more electricity (1).</p> <p>4 marks can be made up from 3 costs + 1 benefit, 1 cost + 3 benefits, or 2 costs + 2 benefits.</p>	4

Question Number	Indicative content	
5(d) QWC i-ii-iii	<ul style="list-style-type: none"> • Carbon footprint is the amount of 'land' used to produce resources to support an individual, a region or a country. • Level of development is measure of both economic and social 'progress'. • Dirtiest societies are countries that are industrialising fast. • But biggest footprint is based on consumption so the 'prize' goes to the wealthiest countries. • Some exceptions though if governments/ populations show great awareness (Scandinavian states). • General rule is that the two are positively correlated. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempts to explain about carbon footprints but vague over detail. Names countries but minimal development. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Explains carbon footprint in appropriate detail. Some limited statements about why. Some locational/data support. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good explanation of carbon footprint. Has data and detail to support argument with evidence. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)(i)	<p>Bathing (1), drinking (1), sewage disposal (1), vegetable watering (1).</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
6(a)(ii)	They are expensive to install (1), most agriculture is still subsistence (1), they are quite wasteful of water(1), often water is a scarce resource (1). (2 x 1)	2

Question Number	Answer	Mark
6(a)(iii)	Leakages (1), lots of water is lost because of old/bad pipes. Pollution (1), some water supplies are affected by toxic groundwater/mining waste/nitrates (1). Shortages (1), arid areas mean water tables/ivers are overused (1). Costs (1), water is getting expensive in some areas (1). 1 mark for valid problem, 1 mark for extension, times 2.	4

Question Number	Answer	Mark
6(b)(i)	North America the heaviest user (1), with nearly twice as much as any other (1). Other rich regions, eg Europe quite modest (1). Poorest region uses least, eg Sub-Saharan Africa (1). Use of supportive data for any one or more point (1). (3 x 1)	3

Question Number	Answer	Mark
6(b)(ii)	Suitable responses include: Wealthy countries have the ability to meet high demand from agriculture (1) through building more reservoirs, distribution systems etc (1), higher income allows greater domestic water use (1) eg many households in the USA have dishwashers, power showers etc (1).	4

Question Number	Answer	Mark
6(c)	Identifiable scheme (1). Reasons will depend on choice but allow 1 mark for each legitimate reason and reserve 4 th mark for some locational detail/data.	4

Question Number	Indicative content	
6(d) QWC i-ii-iii	<p>Not very reliable:</p> <ul style="list-style-type: none"> • average around 400-500mm • range from 800mm down to 250mm • moving average unpredictable too • no trend therefore hard to know what is coming next. <p>Problems:</p> <ul style="list-style-type: none"> • hard to plan • especially in farming • it's a low figure in any case so shortages likely • have to provide alternatives. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Recognises that it is unreliable but no commentary. Nothing on problems other than 'there isn't much' comment. Little or no data offered. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Good discussion about reliability using some data to support ideas. Limited commentary on problems with simple statements only. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good on both parts with key idea of planning difficulty central. Uses data to support the argument. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Edexcel GCSE

Geography A

Unit 2: The Natural Environment

Paper 2F and 2H

Sample Assessment Material

Resource Booklet

Paper Reference

5GA2F/01

5GA2H/01

Do not return the Resource Booklet with the question paper.

Instructions

This resource booklet contains diagrams, photographs and images needed for use with the Unit 2: The Natural Environment examination. This resource booklet is for use with both foundation and higher tiers.

Turn over ►

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SECTION A – THE PHYSICAL WORLD

Topic 1: Coastal Landscapes



(Source: S Warren)

Photograph A

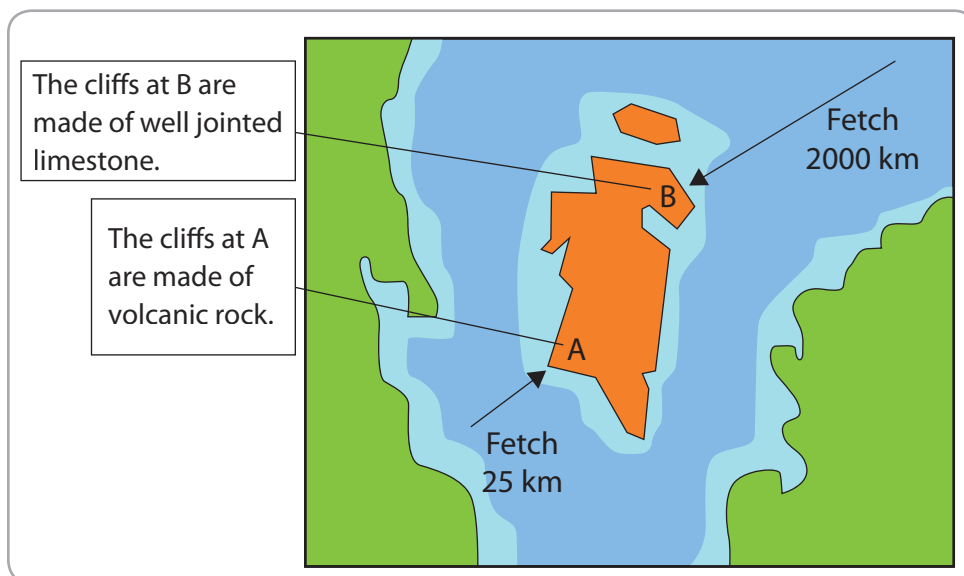


Figure 1b



(Source: M Harcourt)

Photograph B

Topic 2: River Landscapes



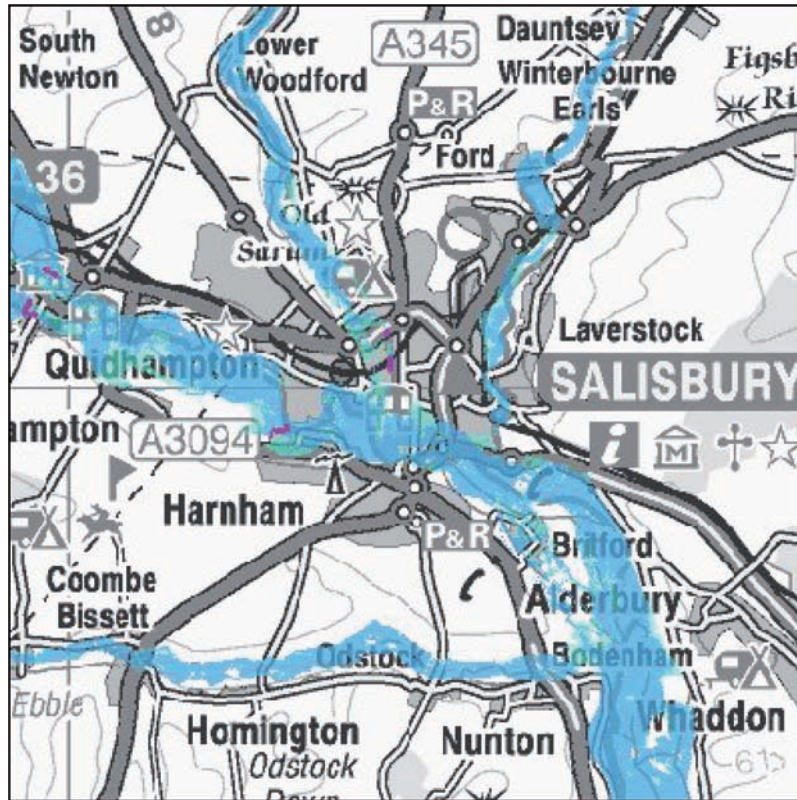
(Source: Wikipedia)

Photograph C



(Source: NASA)

Photograph D



(Source: © Crown Copyright – 'Reproduced under the terms of the click-use licence C2006010031.')

Figure 2b

Topic 3: Glaciated Landscapes

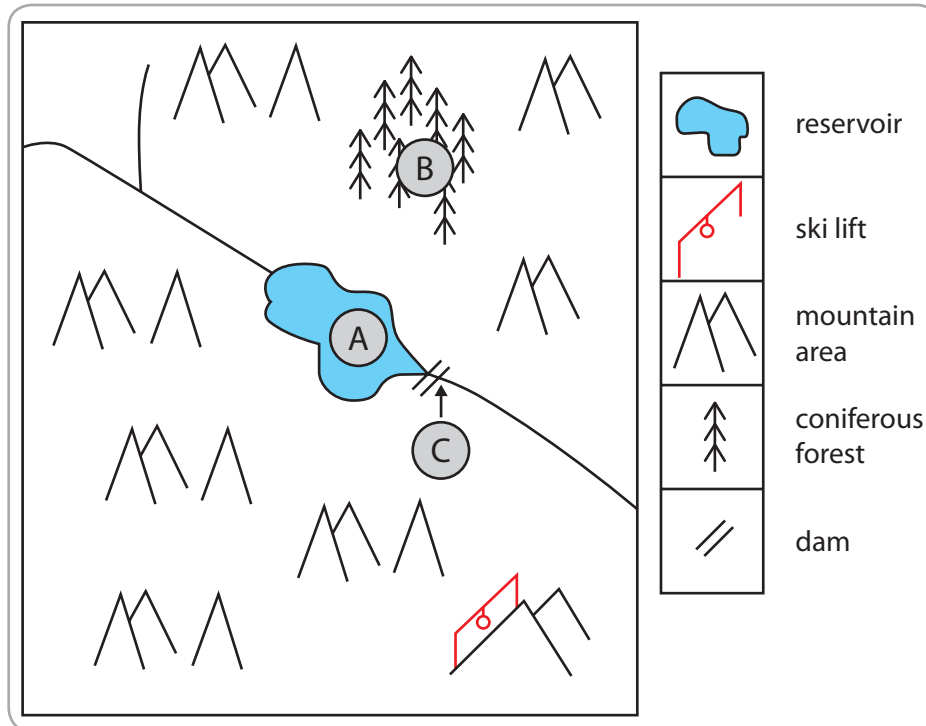


Figure 3b



(Source: Wikipedia)

Photograph E

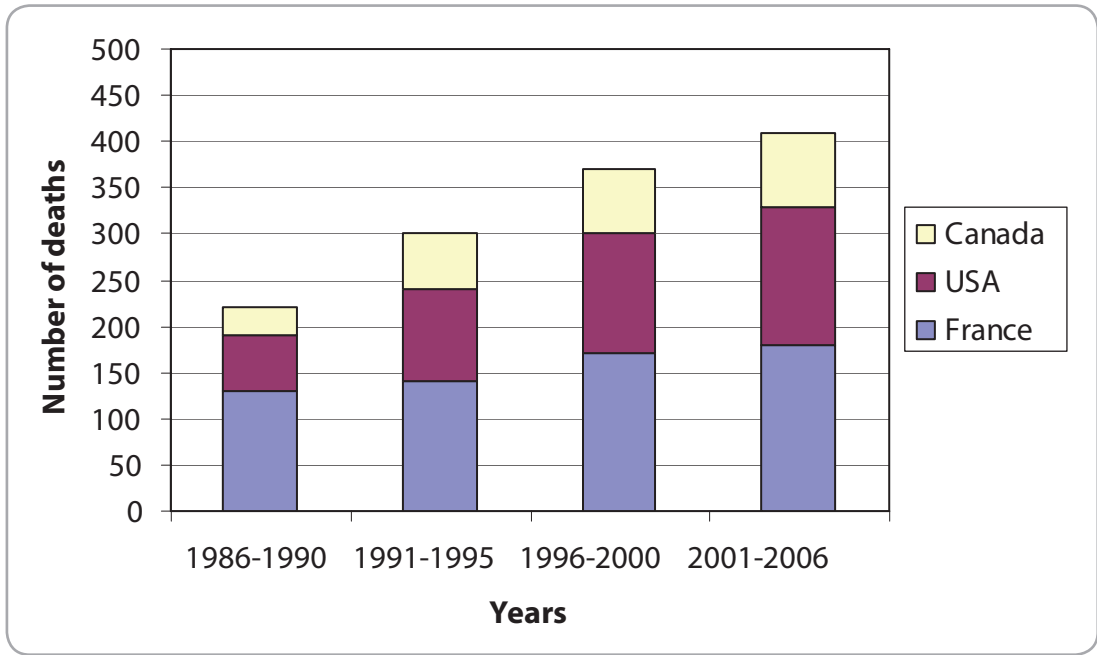
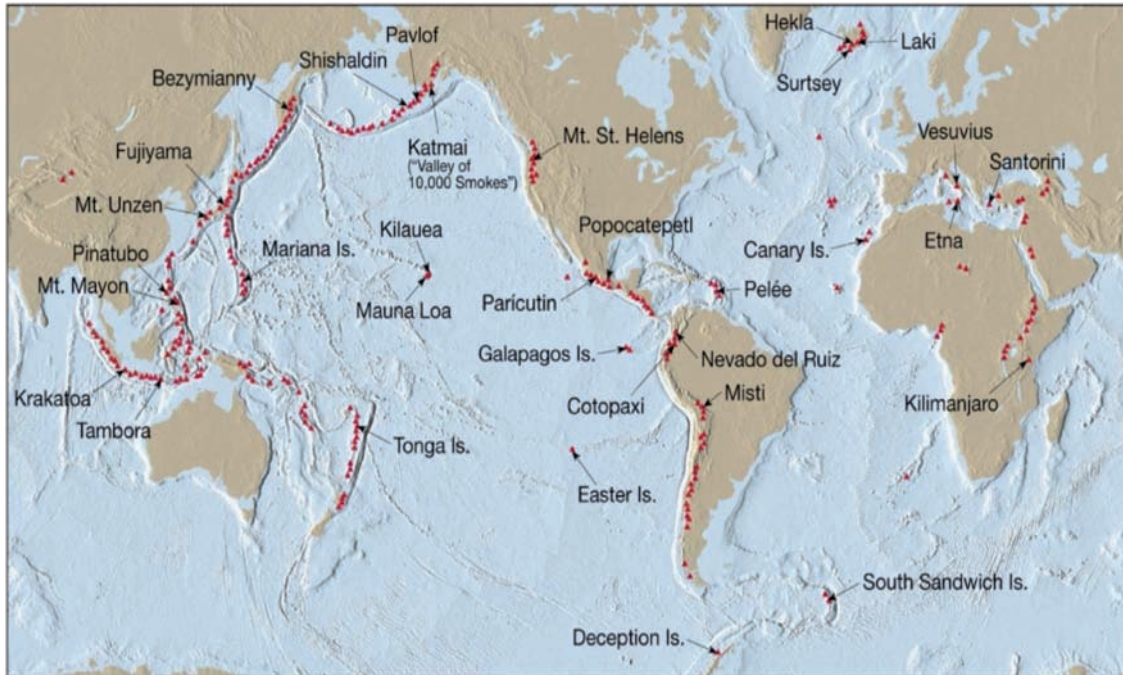


Figure 3c

Topic 4: Tectonic Landscapes



(Source: University of Idaho)

Figure 4b



(Source: courtesy of the U.S. Geological Survey)

Photograph F

SECTION B – ENVIRONMENTAL ISSUES

Topic 5: A Wasteful World



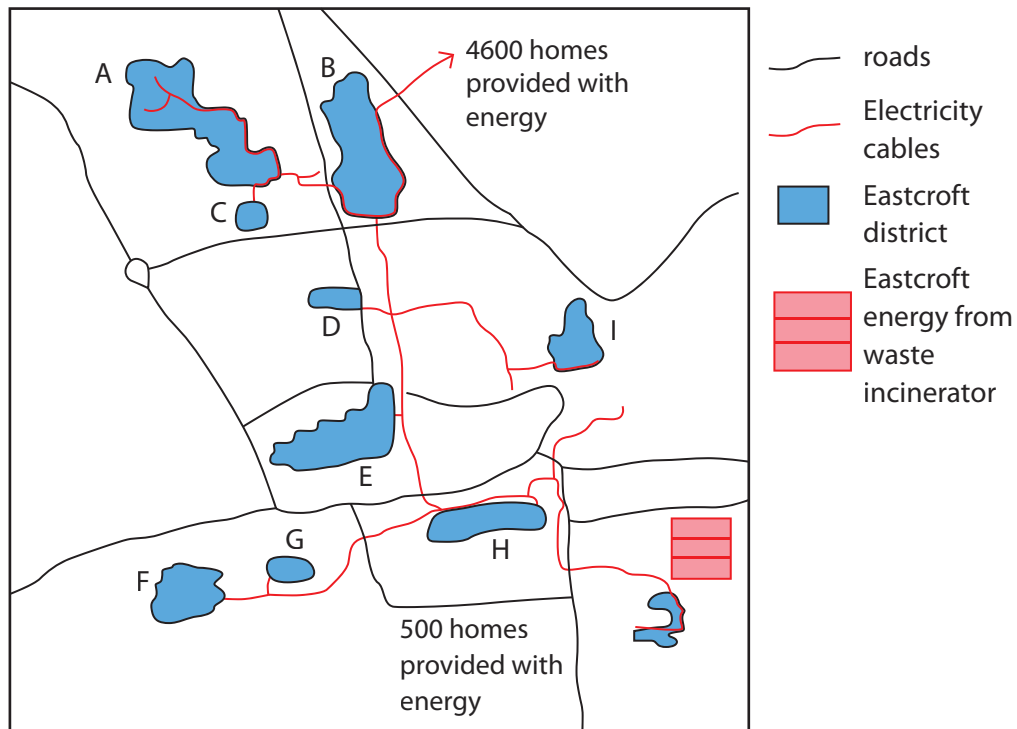
(Source: M Harcourt)

Photograph H



(Source: S Warren)

Photograph I



Key

A – Nottingham Trent University

B – Victoria shopping centre

C – Theatre Royal

D – Old Market Square shops

E – Broadmarsh shopping centre

F – Inland Revenue

G – Magistrates' court

H – Capital One offices

I – Ice stadium

The incinerator produces electricity from waste. It burns 100 000 tonnes of domestic waste a year with plans to expand to 250 000 tonnes. During the process gases are released into the air, but it does mean that less waste is going into landfill sites. Nottingham is one the worst performing local authorities in terms of recycling and locals claim that Eastcroft frequently breaks the rules over emissions of toxic gases.

Figure 5b

Topic 6: A Watery World



(Source: Wikipedia)

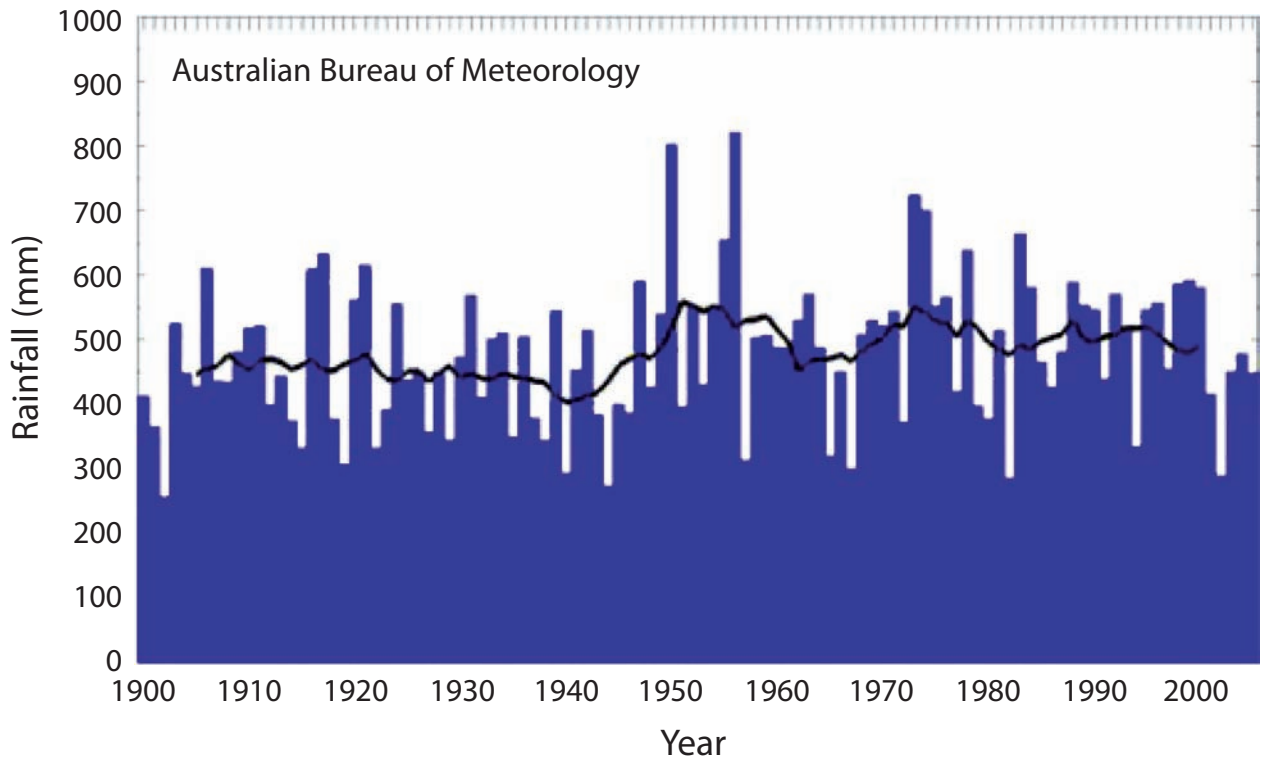
Photograph J



(Source: Wikipedia)

Photograph K

Murray-Darling River Basin Annual Rainfall



(Source: www.onlineopinion.com.au)

Figure 6b

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Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography A

Unit 3: The Human Environment

Foundation Tier

Sample Assessment Material

Paper Reference

Time: 1 hour

5GA3F/01

You must have:

Resource Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*
- The following abbreviations are used: LIC – low-income country, HIC – high-income country

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A – THE HUMAN WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Topic 1: Economic change

If you answer Question 1 put a cross in the box .

- 1 Employment structure varies from place to place and has varied over time. Complete the following sentences that describe some of these trends. Use some of the words below.

(5)

increased	decline	secondary
demand	primary	profit
services	raw materials	extraction
		manufacturing

- (a) In most HICs (high-income-countries) there has been a in the numbers of people employed in the primary and sectors. At the same time the numbers employed in the tertiary sector have The primary sector is concerned with the extraction of ; an example is mining. The secondary sector is the manufacturing of goods for sale. The tertiary sector is very varied and includes both low paid jobs in sectors such as retailing but also highly paid professionals. It involves the offering of

- (b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

- (i) A good example of a primary activity that is declining in HICs is

(1)

- A tourism
B banking
C agriculture
D shipbuilding

(ii) A good example of a low-paid tertiary worker would be a (1)

- A factory worker
- B farm worker
- C fast-food worker
- D merchant Banker

(iii) A good example of a primary activity in the UK that has almost disappeared in the last 50 years is (1)

- A car making
- B coal mining
- C forestry
- D shipbuilding

(iv) A good example of a tertiary activity that has grown very rapidly in many low-income countries is (1)

- A banking and finance
- B mining
- C nursing
- D tourism

(v) The percentage of the UK work force now working in farming is (1)

- A less than 2%
- B between 5% and 10%
- C between 10% and 15%
- D between 15% and 20%

(c) Study Figure 1a in the Resource Booklet. It shows the change in employment sectors in the USA between 1900 and 2000.

(i) Describe the changes in the primary and secondary sectors between 1900 and 2000.

(3)

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(ii) Suggest **one** reason for the rise in tertiary employment in the USA.

(1)

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(d) Study Figure 1b in the Resource Booklet. It shows some data about manufacturing in Scotland.

(i) Describe the decline of manufacturing employment in the UK.

(3)

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(ii) Suggest **two** reasons for the changes in **employment** shown in Figure 1b.

(4)

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(e) Study Photograph A in the Resource Booklet. It shows a science park in Silicon Valley (California), a well-known centre of hi-tech industry and research.

Describe the factors affecting the location of science parks such as those in Silicon Valley.

(4)

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(Total for Question 1 = 25 marks)

Topic 2: Farming and the Countryside

If you answer Question 2 put a cross in this box .

- 2 There have been major changes in rural Britain in recent years. Complete the following paragraph that describes some of these trends. Use some of the words below.

(5)

retired	rise	primary	decline	spoilt	tertiary	commuters
	Scotland		unemployed		East Anglia	

(a) Rural areas in Britain have experienced a in employment. Rural areas close to cities have experienced in-migration of and attractive coastal areas have attracted the Other more remote rural areas, such as Central Wales or the Highlands of have lost population as young people have migrated out to find more varied jobs and better wages.

(b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

(i) Which of the following statements **best** fits 'commuter' settlements?

(1)

- A The population varies during the year
- B The population goes up in the morning but declines in the evening
- C The population is highest around midday
- D The population declines in the morning but goes up in the evening

(ii) In which of the following regions of the UK are commuting settlements most common?

(1)

- A North-East England
- B Central Wales
- C South-East England
- D Southern Scotland

(iii) Retirement from urban areas to the countryside is **best** explained by people (1)

- A looking for more retail facilities
- B searching for bigger houses
- C getting closer to relatives and friends
- D seeking a quieter and more peaceful life

(iv) The **most** important industry in many rural areas of the UK today is (1)

- A fishing
- B tourism
- C manufacturing
- D banking and finance

(v) Rural areas in the UK are **best** described as (1)

- A mountainous
- B forested
- C densely populated
- D sparsely populated

(c) Study Figure 2a in the Resource Booklet. It shows the percentage of the population living within 15 minutes drive of key services, in three different types of location.

Describe the differences between **Remote Rural** and **Accessible Rural** locations. (3)

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(d) Study Photograph B in the Resource Booklet. It is a photograph of the village of Malham in Yorkshire in 2006.

(i) Identify **three** pieces of evidence that show Malham is dominated by tertiary activities?

(3)

1

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(ii) The lives of Malham residents have been affected as the village has become crowded with tourists.

Suggest **one positive** impact of this on the local residents and **one negative** impact.

(4)

Positive

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Negative

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(e) (i) Identify the key characteristic of **organic farming**.

(1)

(ii) Study Figure 2b in the Resource Booklet. It shows the growth in organic farming in the European Union between 1985 and 2010.

Explain **two** changes in organic farming shown.

(4)

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(Total for Question 2 = 25 marks)

Topic 3: Settlement Change

If you answer Question 3 put a cross in this box .

- 3 Settlements can be described in terms of their site and their situation. Complete the following paragraph that defines and develops some of these terms. Use some of the words below.

(5)

location	original	decline
rivers	water	human
height	remote	physical
		oceans

- (a) The site of a settlement is the characteristics of its location; its above sea-level, the slope and the ground conditions.

Situation is the position of a settlement described in terms of its

..... with respect to other settlements. Many settlements were originally sited close to sources and at bridging points across and at other places where routes met. Today the original reason may no longer be important to the growth and development of a settlement.

- (b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

- (i) Counter-urbanisation is **best** described as

(1)

- A** the movement of people from urban areas to rural areas
B a movement of people who oppose urban growth
C a movement of people who support the countryside
D the movement of people into inner city areas

(ii) Brownfield sites are **best** described as (1)

- A sites in rural areas that are ploughed
- B sites in urban areas that are undeveloped
- C sites in rural areas that are waste ground
- D sites in urban areas that have once been developed

(iii) The depopulation of rural areas is **best** described as (1)

- A more people moving in than moving out
- B older people retiring to rural areas
- C younger people moving out of rural areas
- D decline of population in rural areas

(iv) A rural settlement that is made up of one long street with houses on either side is **best** described as (1)

- A nucleated
- B dispersed
- C linear
- D clustered

(v) A rural settlement pattern dominated by small hamlets and single, isolated farmhouses is **best** described as (1)

- A clustered
- B dispersed
- C linear
- D sparse

(c) Study Figure 3a in the Resource Booklet. It shows the growth of Las Vegas between 1973 and 2006.

(i) Describe the physical growth of Las Vegas shown on Figure 3a.

(3)

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(ii) Suggest **two** reasons for the growth of Las Vegas.

(2)

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(d) Study Photograph C in the Resource Booklet. It shows a settlement on the south coast of England.

(i) Describe the site and shape of this settlement.

(4)

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(ii) Identify **two** physical factors that have affected the growth of this settlement. (2)

- 1
- 2

(e) Study Figure 3b in the Resource Booklet. It shows the growth of rural and urban populations in England, between 1984 and 2002.

Describe the changes in the growth of rural and urban populations. (4)

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(Total for Question 3 = 25 marks)

Topic 4: Population Change

If you answer Question 4 put a cross in this box .

- 4 Population growth varies from place to place and from time to time. Complete the following paragraph that discusses these variations. Use some of the words below.

(5)

births	billion	wealth
rapidly	Asia	people
remote	poverty	Europe
		million

- (a) In 2008 world population was 6.3 It grew very in the last century but its growth rate is now slowing down. The growth rate in some areas such as and North America is quite slow whereas in others, such as Africa, it remains fast despite disease and Globally the growth rate can be calculated by subtracting the number of deaths from the number of in a year. For a country or region you also have to add or subtract the numbers who migrate.
- (b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

- (i) The death rate in the UK is

(1)

- A** 150
B 10 per 1000 per year
C 19%
D 10 per thousand

(ii) Which of the following is true in the United Kingdom today? (1)

- A Birth and death rates are very similar
- B Birth and death rates are both rising fast
- C Birth and death rates are both falling
- D Birth rate is much higher than death rate

(iii) Which of the following would cause a rise in birth rate in the UK? (1)

- A More doctors
- B Better education about contraception
- C More financial support for parents
- D More educational opportunities for females

(iv) The second stage of the demographic transition model has (1)

- A birth rate falling but death rate constant
- B birth rate and death rate both falling
- C birth rate constant but death rate falling
- D birth rate falling and death rate both rising

(v) Which of the following is true of the UK's population distribution? (1)

- A Population density in Scotland is higher than in England
- B Population density is highest in South-East England
- C Population density gets higher as the height of the land increases
- D Population density is lowest in South-West England

(c) Study Figure 4a in the Resource Booklet. It shows population pyramids for Angola and the UK.

(i) Describe the main features of the population pyramid for the **UK**.

(3)

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(ii) Study the population pyramid for Angola, in Figure 4a. Identify **three** major differences between it and the population pyramid for the UK.

(3)

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(d) Study Figure 4b in the Resource Booklet. It shows data for population density in different global regions.

(i) Describe the changes in population density in Europe between 1950 and 2020.

(3)

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(ii) Study the changes in population density for Africa in Figure 4b. Identify **two** differences in the trends for Africa and Europe.

(2)

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(e) Study Figure 4c in the Resource Booklet. It shows maps of China's population density and its physical features.

Describe the relationships between population density and physical features.

(4)

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(Total for Question 4 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B – PEOPLE ISSUES

Answer EITHER Question 5 OR Question 6.

Topic 5: A Moving World

If you answer Question 5 put a cross in this box

- 5** There are many types of migration. Complete the following paragraph that discusses these. Use some of the words below.

(5)

economic	job	wage	
temporary	family	education	forced
war	volcanic	emigration	

- (a) When people move for a short period of time this is known as

..... migration. Otherwise it is considered as permanent.

Most migrants move for economic reasons, including more jobs, better

..... or promotion. In other cases it might be to rejoin family

members who have already moved, to marry or to gain a better

..... . These are social reasons. Some migrations take place

when people have no choice but to move. These are known as

..... migrations and causes might be natural, such as a

..... eruption or human as with a civil war.

(b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

(i) A good example of a short term population movement would be (1)

- A migrants from Mexico seeking jobs in the USA
- B elderly Britons retiring to Spain
- C americans moving from northern cities to California
- D people travelling to and from London daily for work

(ii) A good example of a negative economic impact of migration on the country of origin of the migrants would be (1)

- A a shortage of skilled labour
- B a disruption to family life
- C fewer jobs available for the resident population
- D the destruction of traditional cultural values

(iii) Refugees are **best** defined as (1)

- A people seeking jobs
- B people seeking a better life
- C people fleeing from war and persecution
- D people trying to gain entry illegally

(c) Study Figure 5a in the Resource Booklet. It is a graph showing the percentage of international migrants in selected Western European countries.

Compare migration into Spain with that of France. Use data in your answer.

(3)

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(d) Study Figure 5b in the Resource Booklet. It is a map showing whether countries gain or lose population through migration.

Africa has many countries that are losing population through emigration. Suggest **two** reasons for this.

(4)

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(e) Study Figure 5d in the Resource Booklet. It is a model of how migration patterns within **a country** change as a country develops.

Describe **four** reasons for the changes in short-term movement (such as commuting).

(4)

1

2

3

4

Topic 6: A Tourist's World

If you answer Question 6 put a cross in this box .

- 6 Tourism is rapidly growing industry.
Complete the following paragraph that discusses this growth.
Use some of the words below.

(5)

multiplier	Iraq	beach
foreign	France	family
Gambia	skiing	division
		America

- (a) In the past century tourism has become a major global industry. Even for rich countries such as and the UK it contributes large amounts of currency and generates further income through the effect. For many poor countries such as it is by far the largest industry. There are many different types of tourist activity and although holidays remain the most important, recent trends include adventure holidays and ecotourism.

(b) The following questions are multiple choice. Read the questions carefully and then put a cross in the box of the answer that you select.

There is only one correct answer to each question.

(i) Not all income from tourism stays in the area or region where it is spent. This loss is known as (1)

- A the multiplier effect
- B sustainable tourism
- C leakage
- D saturation point

(ii) A package holiday is **best** described as (1)

- A a cheap holiday abroad
- B a holiday organised by a tourist company
- C a holiday bought on the Internet
- D a holiday at a well-known beach resort

(iii) Ecotourism is **best** defined as (1)

- A tourism that doesn't affect the environment at all
- B tourism that involves watching wild animals
- C tourism that involves recycling and is sustainable
- D tourism that involves appreciating and conserving nature

(c) Study Figure 6a in the Resource Booklet. It shows the growth of international tourism between 1950 and 2002.

Using data in your answer describe the changes over time in

(i) the total number of tourists (3)

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(ii) the destinations of those tourists.

(2)

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(d) Study Photograph D in the Resource Booklet.
Using both the photograph and your own knowledge, describe the negative impacts of this sort of tourism on mountain environments.

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(e) Study Figure 6c in the Resource Booklet. It shows the Butler model of resort development.

Explain the meaning of **stagnation** when applied to a tourist destination. Use an example in your answer.

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Question Number	Answer	Mark
1(d)(i)	Gone down (1), from 100 to under 40 (1), rate varies (1), went up briefly at start (1), two other periods of brief rise (1). (3 x 1)	3

Question Number	Answer	Mark
1(d)(ii)	Mechanisation (1), people replaced by machines (1). Rationalisation (1), jobs go as mergers make companies larger (1). Globalisation (1), jobs go overseas because cheaper labour (1). Tertiarisation (1), alternative jobs appear in service sector (1). 1 mark for each reason one for its expansion. (2 x 2)	4

Question Number	Answer	Mark
1(e)	Suitable responses include: Accessibility to other industries - clustering idea(1), often in visually attractive areas to attract fussy and expensive skilled labour (1), close to universities to pick up research contracts and a symbiotic relationship over labour(1), close to large, vibrant cities, again to attract fussy skilled labour force (1), close to sea/skiing/mountains (1). Might offer examples, eg Cambridge Science Park (1). May offer point about attracting labour (1).	4

Question Number	Answer	Mark
2(a)	Decline Primary Commuters Retired Scotland (5 x 1)	5

Question Number	Answer	Mark
2(b)(i)	D the population declines in the morning but goes up in the evening	1

Question Number	Answer	Mark
2(b)(ii)	C South-East England	1

Question Number	Answer	Mark
2(b)(iii)	D seeking a quieter and more peaceful life	1

Question Number	Answer	Mark
2(b)(iv)	B tourism	1

Question Number	Answer	Mark
2(b)(v)	D sparsely populated	1

Question Number	Answer	Mark
2(c)	Overall the differences are quite large (1), Post Office/primary school not much difference (1), big differences for supermarket (1), GP and petrol station in between (1). Data quoted to support any one point (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
2(d)(i)	The following evidence is shown in Photograph B: hotel (1), cafe (1), pony trekking (1), gift shops (1), lots of cars/lots of visitors (1). Also allow 1 mark for any link to other tertiary activities not shown, eg tourist centre/information centre etc. <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
2(d)(ii)	<p>Positive: More jobs (1) in services industries (1). Better paid jobs (1) than in agriculture (1). Higher revenue in shops/hotels (1) from tourist spending (1). Better prices (1) for house sellers (1).</p> <p>Negative: More expensive (1) for house buyers (1). Journey/commuting times longer (1) because of traffic (1). Hard to park (1) in summer/holiday time when there are more tourists (1). Ordinary shops disappear (1) as more gift shops open (1). Prices go up in pub/shops (1) as number of tourists increases (1). Noise and disturbance (1) from the tourists (1).</p> <p>1 mark for idea, ie prices go up (1), 1 mark for development, ie in shops/pubs (1).</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
2(e)(i)	<p>Farming which does not use artificial/man-made chemicals.</p> <p>Allow anything that conveys that idea.</p>	1

Question Number	Answer	Mark
2(e)(ii)	<p>Demand for organic foods has increased (1), in response to changing customer values (1). Organic food is more expensive (1), so farmers earn more money (1). Farmers want to be more environmentally friendly (1), so switch away from artificial chemicals (1).</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
3(d)(i)	The site can be described as flat (1), coastal (1) and at sea-level (1). The shape can be described as linear (1), with some clustering around the harbour (1). Need at least 1 mark from each part for a maximum 4 marks.	4

Question Number	Answer	Mark
3(d)(ii)	The sea (1) The reclaimed land (1)	(2 x 1) 2

Question Number	Answer	Mark
3(e)	Suitable responses include: Rural always growing faster than urban (1), rural growth varies between nearly 2.5% (1) and below 1% (1), rural rises falls/rises falls (1) Urban rises falls and rises (1), urban starts negative (1).	4

Question Number	Answer	Mark
4(a)	Billion Rapidly Europe Poverty Births	(5 x 1) 5

Question Number	Answer	Mark
4(b)(i)	D 10 per thousand	1

Question Number	Answer	Mark
4(b)(ii)	A birth and death rates are very similar	1

Question Number	Answer	Mark
4(b)(iii)	C more financial support for parents	1

Question Number	Answer	Mark
5(d)	<p>Civil war (1), so flight to neighbouring country or further(1). Political repression (1), so political refugees leave country. Famine (1), leading to out-migration to find aid (1). AIDs crisis leading to economic problems (1), so out-migration to find jobs. Economic recession/downturn (1), leading to economic migrants for work (1).</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Answer	Mark
5(e)	<p>Description to include four points. Suitable responses include:</p> <p>Changes in transport make commuting easier/practical (1), higher incomes make commuting easier to afford (1). Changes in industrial location move jobs into suburban fringe (1), not so quick today because of planning which has limited growth in rural areas (1), inner city regeneration also led to a slow down as city centres have become more attractive (1).</p>	4

Question Number	Answer	Mark
6(b)(iii)	D tourism that involves appreciating and conserving nature	1

Question Number	Answer	Mark
6(c)(i)	Gone up from about 25 million to 700 million (1), which is about a 28-30 fold increase (1), at an increasing rate (1), short period of no change in early 80s (1), small 'blips' in 1990s and 2000 (1). (3 x 1)	3

Question Number	Answer	Mark
6(c)(ii)	Europe dominates and has done throughout (1), but less so now than earlier although well over half(1), emergence of new destinations (1), specifically Asia and Americas (1), small numbers for Middle East and Africa (1). (2 x 1)	2

Question Number	Answer	Mark
6(d)	Loss of natural landscape - trees cut down (1), building development has same effect (1). aesthetic loss/loss of view (1), littering spoiling aesthetics of landscape (1), destabilising slopes/soil erosion (1), waste disposal causing pollution (1), sewage disposal threatening rivers, groundwater(1). (3 x 1)	3

Question Number	Answer	Mark
6(e)	Stagnation is that period when tourist numbers no longer increase (1), the infrastructure starts to look a bit weary (1), the reputation of the resort deteriorates (1). Any two points. Any appropriate supporting example (1). (2 + 1)	3

Question Number	Indicative content	
6(f) QWC i-ii-iii	Appropriate chosen area: <ul style="list-style-type: none"> • focus on the local environment • using local suppliers so reducing carbon footprint and helping local economy • recycling to reduce imports and costs as well as generating local employment • care over waste management to ensure limited damage to environment • numbers carefully restricted so limiting disturbance to local ecosystems • minimising waste to save on landfill/incinerator needs • innovative heating and infrastructure. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	On or two methods described but not explored in detail. Case study location named but not applied/developed. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Two or more methods described. At least one clearly linked to local environment. Some locational detail/data. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	More than two methods described. Well linked descriptors involving details from case study material. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography A

Unit 3: The Human Environment

Higher Tier

Sample Assessment Material

Paper Reference

Time: 1 hour

5GA3H/01

You must have:

Resource Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*
- The following abbreviations are used: LIC – low-income country, HIC – high-income country

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A – THE HUMAN WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Topic 1: Economic change

If you answer Question 1 put a cross in this box .

- 1 (a) For the **United Kingdom** give an example of each of the following:
- (i) a highly-paid tertiary job (1)
-
- (ii) a low-paid tertiary job (1)
-
- (iii) a primary activity that has experienced a decline in both employment and production (1)
-
- (iv) a primary activity that has experienced a decline in employment but not production. (1)
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(b) Identify **two** characteristics of the

(i) Secondary sector

(2)

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(ii) Tertiary sector

(2)

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(c) Study Figure 1a in the Resource Booklet. It shows the change in the economic sectors of the USA between 1900 and 2000.

Suggest possible reasons for the increase in tertiary employment in the USA between 1900 and 2000.

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(d) Study Figure 1b in the Resource Booklet that shows the changes in manufacturing output (Gross Domestic Product) and changes in manufacturing employment in Scotland between 1973 and 2004.

(i) Compare the two trends shown on Figure 1b.

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(ii) With the use of examples suggest reasons why some manufacturing industries might be important in terms of output rather than employment.

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Topic 2: Farming and the Countryside

If you answer Question 2 put a cross in this box .

2 (a) For the United Kingdom give an example of each of the following:

(i) a rural region that is experiencing loss of young people as they move out of the area

(1)

(ii) a rural area that is experiencing a gain in retired people as they move into the area

(1)

(iii) a rural **honeypot** location that attracts large numbers of visitors

(1)

(iv) a rural service that has declined in recent years.

(1)

(b) Identify **two** characteristics of

(i) Commuter settlements

(2)

1

2

(ii) Counter-urbanisation

(2)

1

2

(c) Study Figure 2a in the Resource Booklet. It shows the percentage of the population living within 15 minutes drive of key services, in three different types of location.

(i) Explain the differences in accessibility to services for **Remote Rural** and **Accessible Rural** areas.

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(ii) Explain why, within an area, poor accessibility to services is more of a problem to some groups of people than others.

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(d) Study Photograph B in the Resource Booklet. It is a photograph of the village of Malham in Yorkshire in 2006. There has been a growth in tertiary activity in the village in recent years.

Explain why the growth of tertiary activities in the village may benefit some people but not others.

(4)

Topic 3: Settlement Change

If you answer Question 3 put a cross in this box .

3 (a) For the United Kingdom, give an example of each of the following:

(i) a rural area affected by depopulation (1)

(ii) a rural region affected by counter-urbanisation (1)

(iii) a city affected badly by deindustrialisation (1)

(iv) a rapidly growing major city. (1)

(b) Define the following terms:

(i) the **site** of settlement (2)

(ii) the **situation** of a settlement. (2)

(iii) Suggest reasons for the rapid growth of cities in LICs.

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(c) Study Figure 3a in the Resource Booklet. It shows the growth of Las Vegas between 1973 and 2006.

Explain how the growth of Las Vegas might have affected the surrounding physical environment.

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(d) Study Photograph C in the Resource Booklet. It shows a coastal settlement on the south coast of England.

Using evidence from the photograph and your own knowledge, show how this settlement is dependent on tourism and leisure.

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Topic 4: Population Change

If you answer Question 4 put a cross in the box .

4 (a) Answer the following questions about the demographic transition model.

(i) Describe the birth rate during Stage 1. (1)

(ii) Describe what happens to the death rate in Stage 2. (1)

(iii) At what point in the transition is the growth rate of population at its highest? (1)

(iv) Which stage is sometimes described as the 'low fluctuating' stage? (1)

(b) Define the following terms:

(i) birth rate (2)

(ii) population density. (2)

(c) Study Figure 4a in the Resource Booklet. It shows population pyramids for Angola and the UK.

(i) Outline the evidence from the pyramid that the UK has an ageing population. (4)

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(ii) Study the population pyramid for Angola, in Figure 4a. Explain why the population of Angola is likely to increase rapidly in the future. (3)

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(d) Study Figure 4b in the Resource Booklet. It shows data for population density in different global regions.

Compare and suggest reasons for the changes in population density in Europe and Africa.

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SECTION B – PEOPLE ISSUES

Answer EITHER Question 5 OR Question 6.

Topic 5: A Moving World

If you answer Question 5 put a cross in the box .

5 (a) Define the following terms:

(i) international forced migration

(2)

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(ii) temporary migration.

(2)

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(b) Answer the following questions about migration.

(i) Identify an **economic** reason for migration.

(1)

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(ii) Identify a **social** reason for migration.

(1)

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(iii) Name a European country that has experienced considerable out-migration in recent years.

(1)

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(iv) Name a Western European country that has experienced large scale in-migration from elsewhere in Europe.

(1)

(c) Study Figure 5a in the Resource Booklet. It is a graph showing the percentage of international migrants in selected West European countries.

Suggest reasons why some countries experience much higher rates of immigration than others.

(3)

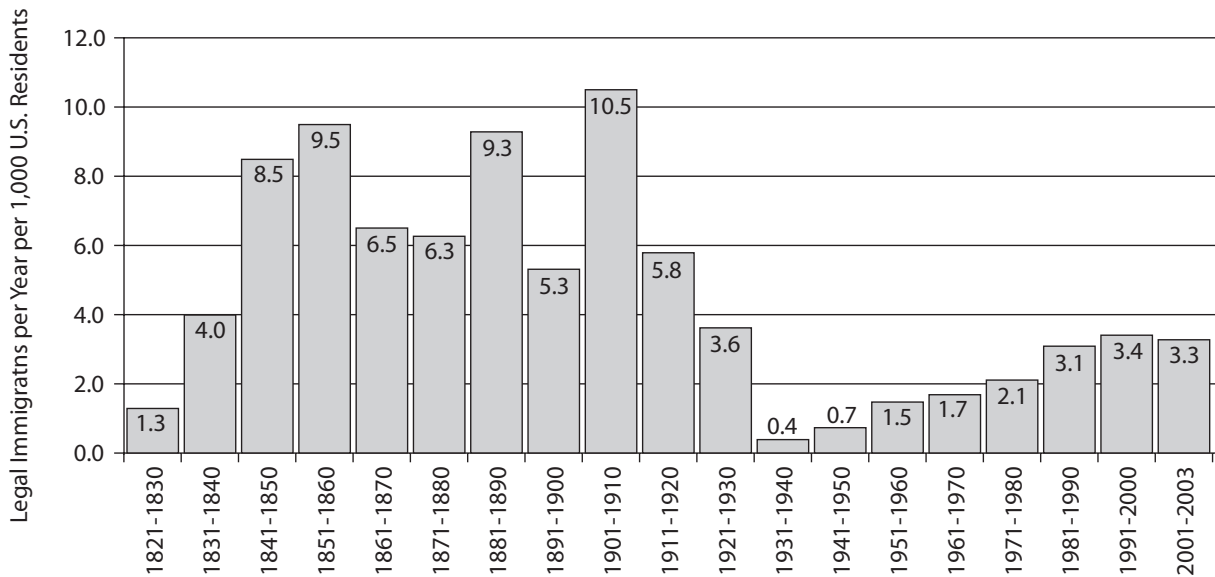
(d) Study Figure 5b in the Resource Booklet. It is a map showing whether countries gain or lose population through migration.

With the use of examples, suggest reasons for the variations shown.

(4)

(e) Study Figure 5c below, which shows the history of migration into the USA in the past 190 years.

Average immigration per year into the USA per thousand of the total population



(Source: U.S. Census Bureau)

Figure 5c

Suggest reasons why a country, such as the USA, welcomes migrants at some times but not at others.

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Topic 6: A Tourist's World

If you answer Question 6 put a cross in the box ☒.

6 (a) Define the following terms:

(i) a package holiday

(2)

(ii) ecotourism.

(2)

(b) Answer the following questions about tourism.

(i) Identify **one** economic reason for the growth in tourism.

(1)

(ii) Name **one** national park in the United Kingdom.

(1)

(iii) Name the process whereby money spent by tourists does not stay in the area where it is spent.

(1)

(iv) Give an example of an **active** holiday.

(1)

(c) Study Figure 6a in the Resource Booklet. It shows the growth of international tourism between 1950 and 2002.

Describe the changes in international tourism between 1950 and 2002.

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(d) Study Figure 6b below, which shows the ten most popular countries for tourists.

2006 rank	Country	Arrivals (millions)		Percent change 2005/2004	Percent change 2006/2005
		2005	2006		
1	France	75.9	79.1	1.0	4.2
2	Spain	55.9	58.5	6.6	4.5
3	United States	49.2	51.1	6.8	3.8
4	China	46.8	49.6	12.1	6.0
5	Italy	36.5	41.1	-1.5	12.4
6	United Kingdom	28.0	30.7	9.2	9.3
7	Germany	21.5	23.6	6.8	9.6
8	Mexico	21.9	21.4	6.3	-2.6
9	Austria	20.0	20.3	3.0	1.5
10	Russian Federation	19.9	20.2	0.5	1.3

Figure 6b

Using Figure 6b, and your own knowledge, explain why the destinations of international tourists change from time to time.

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(e) Study Photograph D in the Resource Booklet.

Using both the photograph, and your own knowledge, explain why mountains such as these are described as fragile environments.

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Sample Mark Scheme

Unit 3H: The Human Environment

Question Number	Answer	Mark
1(a)(i)	Footballer, TV host, film actor, higher professions	1

Question Number	Answer	Mark
1(a)(ii)	Retailing, fast food, servant	1

Question Number	Answer	Mark
1(a)(iii)	Fishing, mining	1

Question Number	Answer	Mark
1(a)(iv)	Agriculture	1

Question Number	Answer	Mark
1(b)(i)	Secondary sector: Industry concerned with manufacturing (1), some products for other industries (1), some for consumers (1), increasingly automated in recent years (1). (2 x 1)	2

Question Number	Answer	Mark
1(b)(ii)	Tertiary sector: Provision of a service (1), high value added (1), example given (1). (2 X 1)	2

Question Number	Answer	Mark
1(c)	<p>Other sectors declined (1), so tertiary increases by default(1). Rapid growth in disposable income (1), so more money to spend on services(1). More leisure time (1), so more time for holidays/leisure activities (1). Retailing/fast food especially fast growing (1), as cheaper eating out has developed (1). Domestic services increased as incomes have increased (1), and globalisation has reduced transport costs (1).</p> <p>1 mark for reason and 1 mark for a further development. Maximum 3 marks for simple list.</p>	4

Question Number	Answer	Mark
1(d)(i)	<p>They run together briefly (1). They diverge considerably between 1980 and 2000 (1). Output ends higher than it begins unlike employment (1). They run together again after 2000 (1). Offer data to support any of above points (1).</p> <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Answer	Mark
1(d)(ii)	<p>High productivity per person (1), because they are highly mechanised so output is high (1), despite few employees (1). Good example to support (1).</p> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Indicative content	
1(e) QWC i-ii-iii	<p>Physical factors:</p> <ul style="list-style-type: none"> • flat sites that are cheaper to develop • water available • proximity to coast to attract labour and for exports • proximity to mountains (ski resorts) to attract labour. <p>Human factors:</p> <ul style="list-style-type: none"> • proximity to major city/cultural centre for labour/management • availability of venture capital for start up capital • proximity to university for contracts/ symbiotic relationship • proximity to other similar companies • proximity to suppliers and contractors. <p>Good explanation should address:</p> <ul style="list-style-type: none"> • the competitive nature of hi-tech businesses • the need to attract the best graduates into R & D • the expectations of the work force and the management requirements both drive the location. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one factor but with no depth given. No locational detail. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	One factor explained, but only partially supported by reasons. Attempted to explain a second factor, but this explanation may not be clear. Some use of examples. Physical and human factors both here. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good explanations convincingly linked to specific detail. Physical and human factors in some detail. Supportive located evidence offered. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a)(i)	Cornwall, Central Wales, Highlands of Scotland	1

Question Number	Answer	Mark
2(a)(ii)	South-West, East Anglia	1

Question Number	Answer	Mark
2(a)(iii)	Corfe Castle and many others	1

Question Number	Answer	Mark
2(a)(iv)	Post office, primary school and many others	1

Question Number	Answer	Mark
2(b)(i)	Commuter settlements include large numbers of people who make a daily return journey (1) to a local city (1) they are frequently found within an hours journey of that city (1) they are often 'wealthy' (1) but have few services (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(b)(ii)	Counter-urbanisation is the process (1) of movement from city to country (1) it involves the growth of villages and small towns (1) at the expense of large cities (1) common in the richer HICs (1) rare in the LICs (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(c)(i)	Explanation to include four points. Suitable responses include: Some services are fewer and further between (1). Some services provided by the state but will have thresholds eg primary schools(1). Some commercial and reliant on turnover thus population density, eg supermarkets (1). No profit for commercial enterprises (1). Different demographics might affect some services, eg primary schools (1). Uses data to illustrate any point (1).	4

Question Number	Answer	Mark
2(c)(ii)	Key is car ownership (1). Older people are disadvantaged (1). The young are disadvantaged (1). The poor are disadvantaged (1). It costs more in time (1) and money (1) to access services. Needs to identify at least one 'group' for 3 marks. <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
2(d)	<p>Explanation of the beneficiaries to include two points given from:</p> <p>People who have a commercial interest in tourism (1), any sensible example (1) and those who have multiple benefits (1).</p> <p>Explanation of costs to include two points given from:</p> <p>Costs born by all, some of whom don't benefit (1), extra pollution/traffic congestion/noise/poorer 'local services (1), may be some who find labour hard to recruit because of competition (1).</p>	4

Question Number	Indicative content	
2(e) QWC i-ii-iii	<p>Reasons:</p> <ul style="list-style-type: none"> key players are customers, farmers and the state. <p>Consumers:</p> <ul style="list-style-type: none"> demand for organic foods has increased as income has increased health scares have driven that change changing customer values about animal welfare, eg battery chickens. <p>Farmers:</p> <ul style="list-style-type: none"> organic food is more expensive so farmers earn more money farmers have become more concerned about the environment cheaper for farmers as oil costs rise impacting on all chemical costs. <p>Government:</p> <ul style="list-style-type: none"> government support/EU support has grown as they sense public concern government agencies point to health risks. <p>Note: Students should have data and detail from 2.1d on specification but may also use data from resource to illustrate answers.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Limited explanation with only one key 'player' identified. Perhaps one or two figures extracted from resource. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Explanation involves more than one player with at least three reasons offered to support. Some independent data/detail as well as use of resource. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good explanation covering two 'players' in some detail of all three with less range. Will illustrate with evidence/data from own sources as well as using resource. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a)(i)	Central Wales, Highlands of Scotland etc.	1

Question Number	Answer	Mark
3(a)(ii)	South-East, South-West, West Midlands etc.	1

Question Number	Answer	Mark
3(a)(iii)	Liverpool, Newcastle etc.	1

Question Number	Answer	Mark
3(a)(iv)	London etc.	1

Question Number	Answer	Mark
3(b)(i)	Physical characteristics of a place (1), including slope (1), altitude (1), aspect (1), drainage (1), any sensible example (1). (2 x 1)	2

Question Number	Answer	Mark
3(b)(ii)	Location of a place (1), with respect to other places (1), distances from key features (1), any sensible example (1). (2 x 1)	2

Question Number	Answer	Mark
3(b)(iii)	Mostly push factors from countryside (1), farming in difficulty (1), debt and commercialisation of agriculture (1), education (1) and health (1). Any further motives (1). Cities attractive because of jobs (1), larger range of employment (1), 'bright' lights (1), family ties (1). (3 x 1)	3

Question Number	Answer	Mark
3(c)	<p>Explanation of growth to include a maximum of two points given from:</p> <p>It has grown a great deal (1), maybe by ten times (1), population grown very rapidly (1), tourist number increased (1).</p> <p>Explanation of effects to include a maximum of three points given from:</p> <p>Water demand will have increased (1), desert area (has been used up with sprawl (1), loss of habitat due to sprawl (1), exacerbated by high numbers of tourists (1), air quality will have reduced with increasing tourist arrivals (1).</p> <p>Maximum of 4 marks overall.</p>	4

Question Number	Answer	Mark
3(d)	<p>Photograph: Marina (1) Golf course (1) Beaches (1)</p> <p>Imported knowledge/understanding might involve general decline of other coastal industries (1), eg fishing (1), ports closing with shift to air transport (1), growth of tourism generally with increased leisure time and income (1).</p> <p>Maximum 4 marks but limit to 3 marks if just giving information from the photograph.</p>	4

Question Number	Indicative content	
3(e) QWC i-ii-iii	Differences between the growth rates: <ul style="list-style-type: none"> • counter-urbanisation leading to growth in 'rural' areas • retirement to rural/coastal areas • re-location of industry to smaller towns and cities leading to slower urban growth • deindustrialisation and loss of jobs from inner cities and suburbs • urban regeneration in recent years leading to some revival of inner city populations especially in London • some students might reflect on difficulty of defining 'urban' and rural' • leading to more rapid rural growth • relatively slower urban growth. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one difference about the population change, but explanation may not be clear. Linked to some aspects of the resource. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	One difference about the population change explained from the resource. One or two examples, eg London added from knowledge. One or two explanatory comments. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good detailed explanation about the population change with illustrative examples of both rural and urban areas. Good comparison of rural and urban. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4(a)(i)	It stays high and constant at about 35/40 per 1000	1

Question Number	Answer	Mark
4(a)(ii)	It falls	1

Question Number	Answer	Mark
4(a)(iii)	End 2/beginning 3	1

Question Number	Answer	Mark
4(a)(iv)	Stage 4	1

Question Number	Answer	Mark
4(b)(i)	Birth rate: Number of births per 1000 (1) per year (1).	2

Question Number	Answer	Mark
4(b)(ii)	Population density: Number of people living in an area (1) per unit area eg, sq. km (1).	2

Question Number	Answer	Mark
4(c)(i)	Pyramid 'undercut' (1), so suggests falling birth rate (1), largest cohort 35-39 (1), fewer people coming through to reproductive years (1), suggests numbers born will go on falling (1), therefore ageing population (1), significant numbers in 65+ cohorts (1), use of data to support any one point (1). <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Answer	Mark
4(c)(ii)	Wide base (1), large numbers of children (1), these children will enter reproductive life soon (1), therefore number of births will be high (1), even if fertility rate/birth rate falls (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
4(d)	<p>Europe has slowed down (1). Africa has grown very fast (1). Data to illustrate (1).</p> <p>Maximum 2 marks for comparison.</p> <p>Reasons - low level BR/DR differences (1). Reasons for those differences, affluence/poverty (1), status of women (1), education levels (1).</p> <p>Maximum 2 marks for reasons. 4th mark only awarded for a higher level 'explanation'.</p>	4

Question Number	Indicative content	
4(e) QWC i-ii-iii	<p>Explanation should include:</p> <ul style="list-style-type: none"> • population decreases with altitude because of reduction of TGS and climate change • population decreases away from coasts because of continentality - extreme climate of interior - which also limits TGS • population decreases away from fertile coastal plains and river floodplains link between carrying capacity and historical populations • trade -recent growth of ports such as Shanghai needs attention • title asks for 'relationship' to be explained so relationship will need establishing. <p>Note this is a compulsory case-study and students will have knowledge and detail to bring to their answers.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain the relationship, giving a few simple statements about better soils, better climate etc. No locational detail beyond that from 4c. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	At least two points used to explain the relationship. Explanations tend to be stated with processes. One or two pieces of learned information about places. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good range (at least three) points used to explain the relationship, linked to several processes explained. Good locational detail drawn from knowledge. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
5(a)(i)	International forced migration: International crosses a border (1) forced is against the will of the migrants (1) .	2

Question Number	Answer	Mark
5(a)(ii)	Temporary migration: Movement in which there is no intention to stay for long period (1), migration for a short period, only for a short time (1), use of example to illustrate definition. Allow 1 mark for 'not permanent' .	(2 x 1) 2

Question Number	Answer	Mark
5(b)(i)	Jobs/promotion/more money	1

Question Number	Answer	Mark
5(b)(ii)	Education/marriage/health/persecution	1

Question Number	Answer	Mark
5(b)(iii)	Any eastern European country is most likely	1

Question Number	Answer	Mark
5(b)(iv)	France/UK/Germany/Italy	1

Question Number	Answer	Mark
5(c)	Suitable responses include: Closer to 'donor' countries, eg from Spain to North Africa (1). Different immigration policies that are more or less tightly controlling in-migration(1). Different natural population change eg fertility making need for economic migrants uneven(1). Different needs for specialist labour (1). Colonial responsibilities and ties (1). Different economic conditions, at least as they are perceived by potential migrants (1).	(3 x 1) 3

Question Number	Answer	Mark
5(d)	<p>Reasons for loss: Civil war driving people out (1). Refugees from tribal persecution or political isolation (1). Famine leading to cross-border movement for relief (1). AIDs crisis leading to economic migrancy (1). Lack of employment in failing economies (1). Traditional with wealthier country (1).</p> <p>Maximum 2 marks.</p> <p>Reasons for gain: Relative stability compared with neighbours, eg South Africa/Zimbabwe (1). Neighbours with 'problem' state. Economic growth and job opportunities compared with neighbours (1). 'En route' to somewhere else, eg Algeria/Morocco (1).</p> <p>Maximum 2 marks.</p> <p>Reserve 4th mark for proper attention to variations'.</p>	4

Question Number	Answer	Mark
5(e)	<p>Largely related to labour market which fluctuates according to economic growth (1). Depression of 30s - migration was low (1). Internal demographics - BR decline may lead to labour shortages (1). Also relates to 'drying' up of supply (1). 1939-45 war (1). Internal political attitudes/racism change over time (1).</p> <p>Only required to suggest reasons so do not expect detailed USA knowledge.</p> <p>(4 x 1)</p>	4

Question Number	Indicative content	
5(f) QWC i-ii-iii	<p>The changes in the rate of movement:</p> <ul style="list-style-type: none"> • rise to begin with • followed by a fall in rate. <p>Rise is associated with:</p> <ul style="list-style-type: none"> • industrialisation which 'explains' the rise • concentration of population in 'new' cities/towns which grew near power sources/resources • changes in rural areas as agriculture commercialised leading to out-migration. <p>Fall is associated with:</p> <ul style="list-style-type: none"> • end of process, 80% urban so slows down • some counter-urbanisation takes place • planning processes restrict further growth of cities. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one change about rise and fall. Only simple statement of 'growth of towns/urbanisation'. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Either rising rate of falling rate explained. Reasons will go beyond the basic to the processes that drive change. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Both rise and fall explained with processes identified and illustrated with examples. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)(i)	A package holiday: A holiday in which travel, transfers and accommodation (1) are booked together (1).	2

Question Number	Answer	Mark
6(a)(ii)	Eco-tourism: Tourism that involves both the appreciation of nature (1) and its conservation and protection (1).	2

Question Number	Answer	Mark
6(b)(i)	Higher incomes/cheaper travel	1

Question Number	Answer	Mark
6(b)(ii)	Lake District etc	1

Question Number	Answer	Mark
6(b)(iii)	Leakage	1

Question Number	Answer	Mark
6(b)(iv)	Surfing etc	1

Question Number	Answer	Mark
6(c)	<p>Two changes - volume and destination</p> <p>Overall Volume: Gone up (1), at an increasing rate (1), short period of no change in early 80s (1), small blips in 90s and 2000 (1). Any data to support one point (1).</p> <p>Maximum 2 marks.</p> <p>Specific destination: Europe dominates throughout (1), but less so now than earlier (1), emergence of new destinations (1), specifically Asia and Americas (1). Any data to support one point (1).</p> <p>Maximum 2 marks.</p> <p style="text-align: right;">(2 + 2)</p>	4

Question Number	Answer	Mark
6(d)	<p>International political tensions, eg Madrid bombings (1), emerging destinations, eg China (1), changing economic climate (recession) making home holidays more attractive (1), key events, eg Olympics (1), fashion/advertising (1), increasing incomes making distant destinations more affordable, eg rise of China (1), travel industry developments (1). Any example of one point (1).</p> <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Answer	Mark
6(e)	Impact is direct and indirect both from tourist usage (photograph) and from servicing that tourist economy (1). Fragility is a function of steep slopes, what goes down tends to stay down (1). Of severe and unpredictable climate, heavy rain/snow/flash floods and avalanches (1). Of rarity of species of fauna and flora which are easily disturbed (1). (3 x 1)	3

Question Number	Indicative content	
6(f) QCW i-ii-iii	<p>Stagnation is:</p> <ul style="list-style-type: none"> • when a phase of growth ends • a resort appears tired and the infrastructure shows strain • the resort is no longer fashionable • it isn't clear who it appeals to - it has lost at least one of its traditional markets. <p>Strategy involves:</p> <ul style="list-style-type: none"> • rebranding to attract new (and better off) clients/customers • finding new image that will drive the regeneration process • identifying the new market • often trying to redefine 'up market' • reducing numbers but increasing 'spend' • finding investors to help drive this process. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Explains stagnation as end of a period of growth but doesn't address strategies. Has no additional knowledge of place to offer. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Attempts to explain strategies, but they are stated rather than developed, eg 'it needs to rebrand' without any detail as to how it does so. Examples are limited and lack detail, simply named places, eg Blackpool. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Explains a good range of strategies, which are developed in some detail identifying processes. Locational detail is convincing and relevant. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

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Geography A

Unit 3: The Human Environment

Paper 3F and 3H

Sample Assessment Material

Resource Booklet

Paper Reference

5GB3F/01

5GB3H/01

Do not return the Resource Booklet with the question paper

Instructions

This resource booklet contains diagrams, photographs and images needed for use with the Unit 3: Human Environment examination. This resource booklet is for use with both foundation and higher tiers.

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SECTION A – THE HUMAN WORLD

Topic 1: Economic change

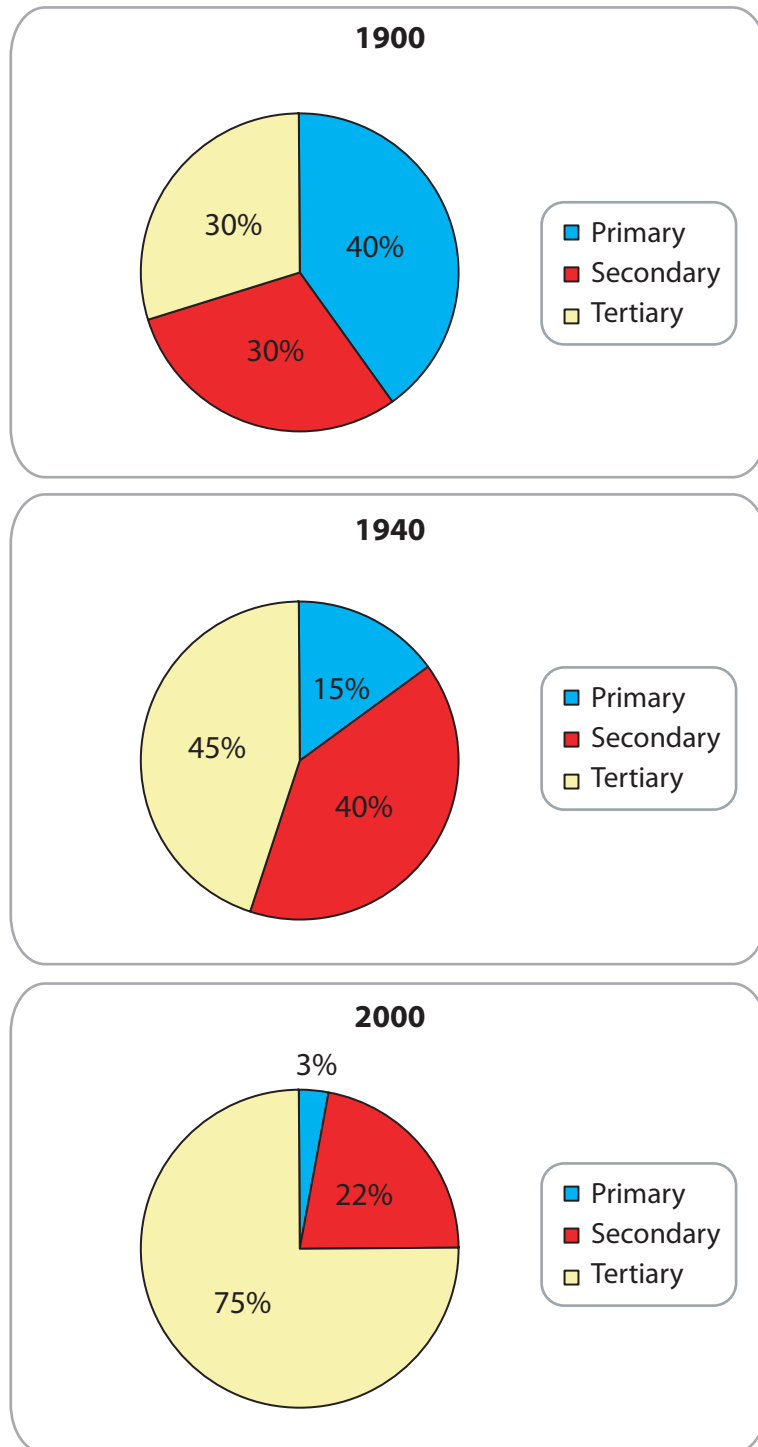
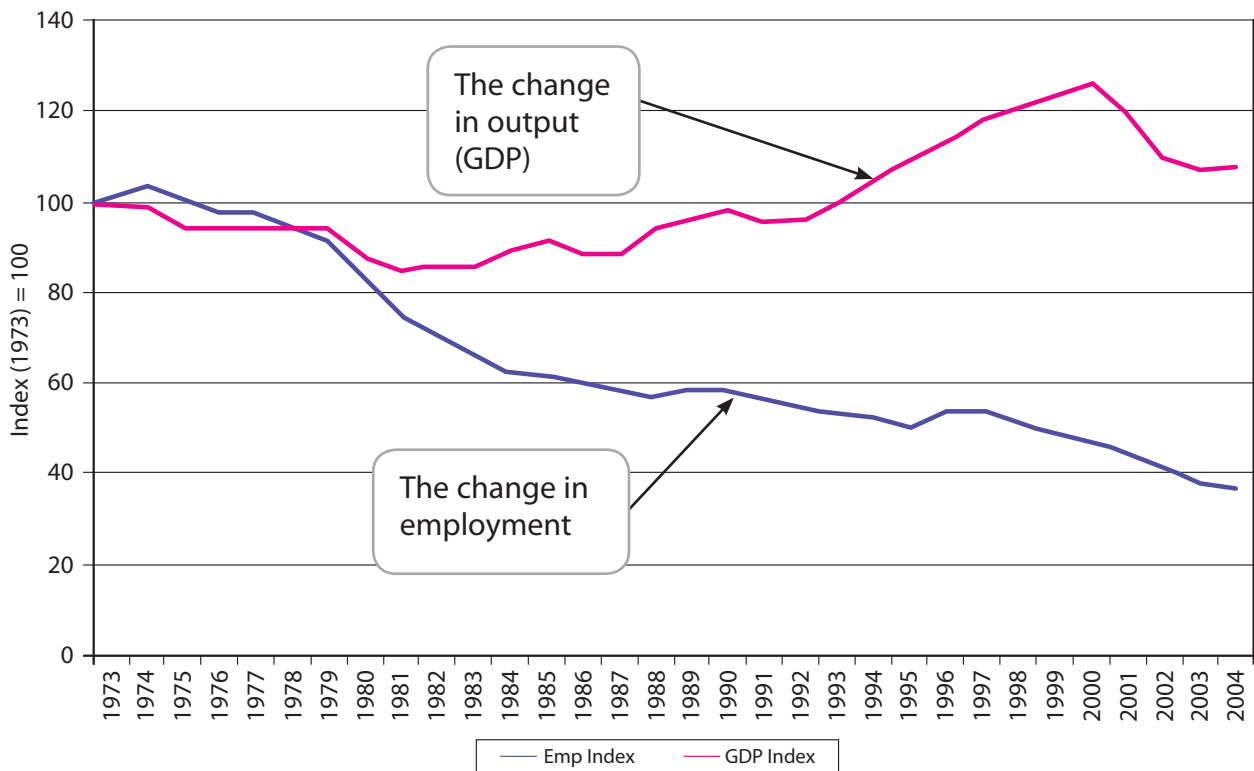


Figure 1a



(Source: Scottish Government)

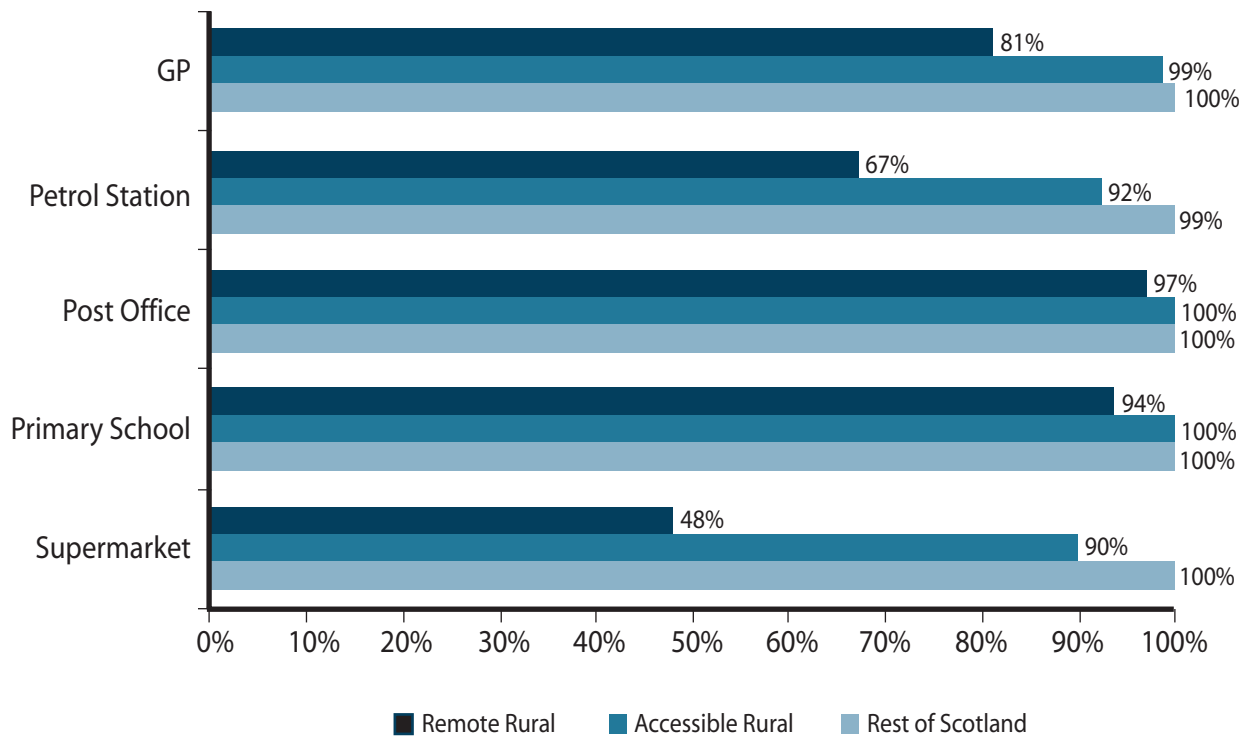
Figure 1b



(Source: <http://techtiteasy.org/2007/02/13/>)

Photograph A

Topic 2: Farming and the Countryside



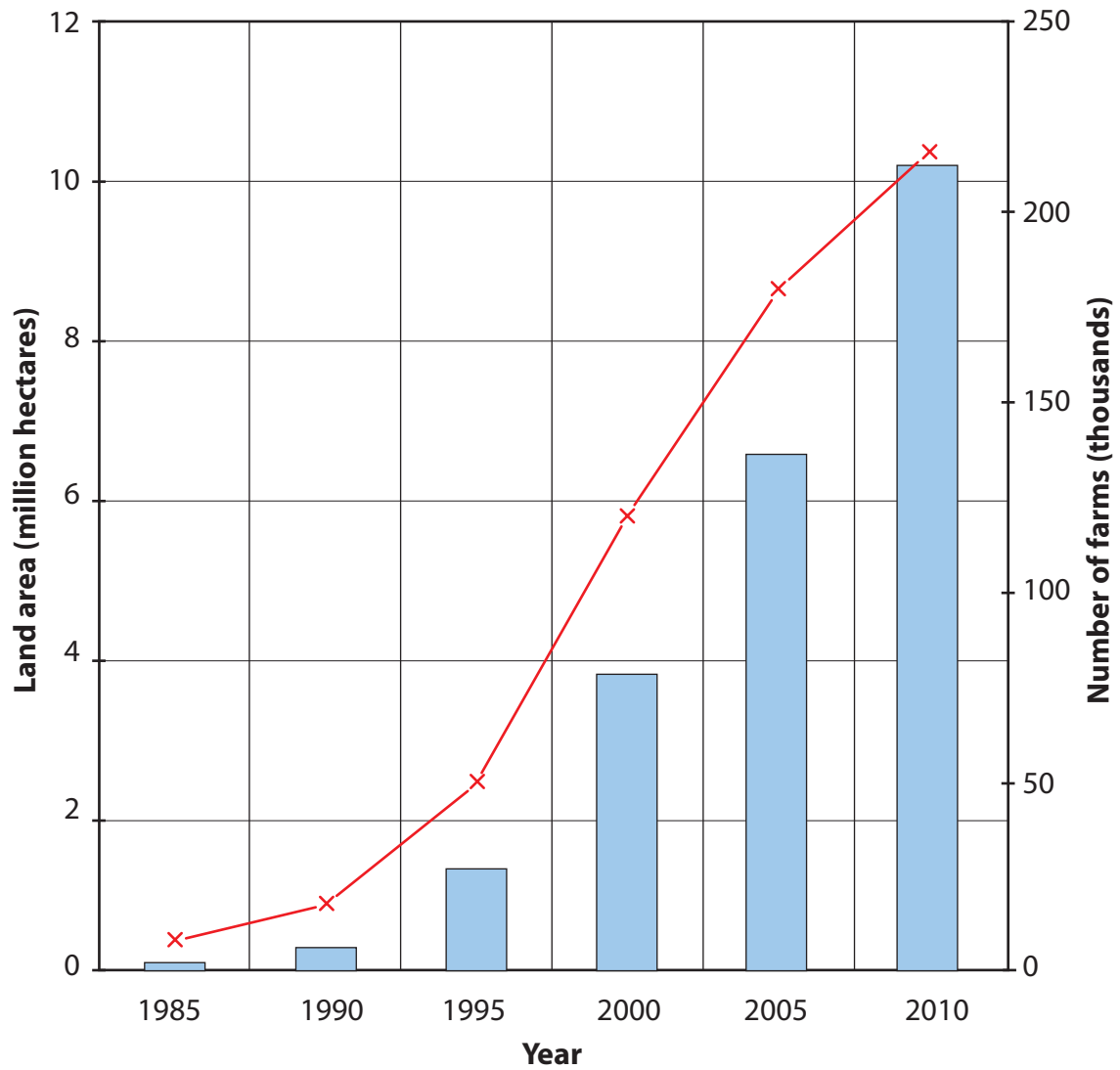
(Source: Scottish Government)

Figure 2a



Photograph B

(Source: S Warren)



Key

The line graph represents the number of organic farms
 The bar chart represents the land area

Topic 3: Settlement Change



Las Vegas in 1973 – populated areas appear shaded green.

Total population; 358,400

Las Vegas is situated in the south-west corner of Nevada, USA on the edge of the Mojave Desert.



Las Vegas in 2006 – populated areas appear as green shades.

Total population: 2,013,267

Las Vegas is the world's second most important tourist destination attracting over 36 million visitors a year.

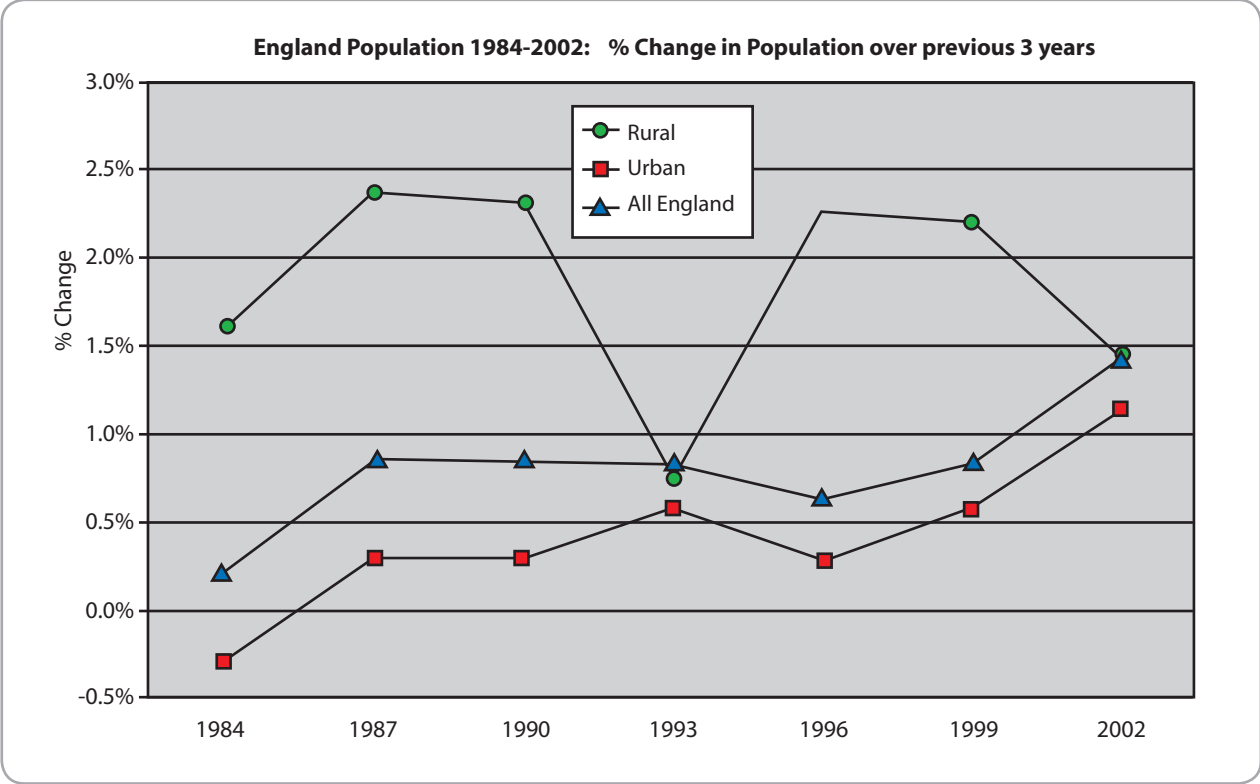
(Source: NASA)

Figure 3a



(Source: M Harcourt)

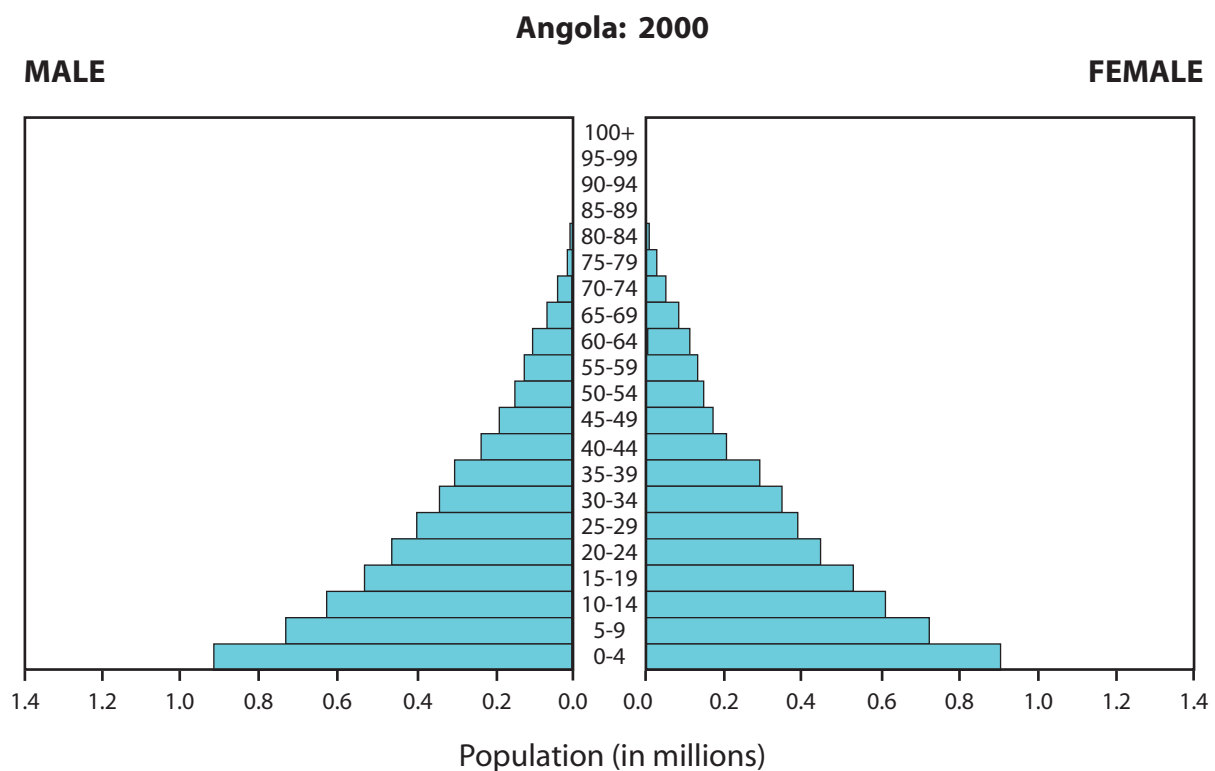
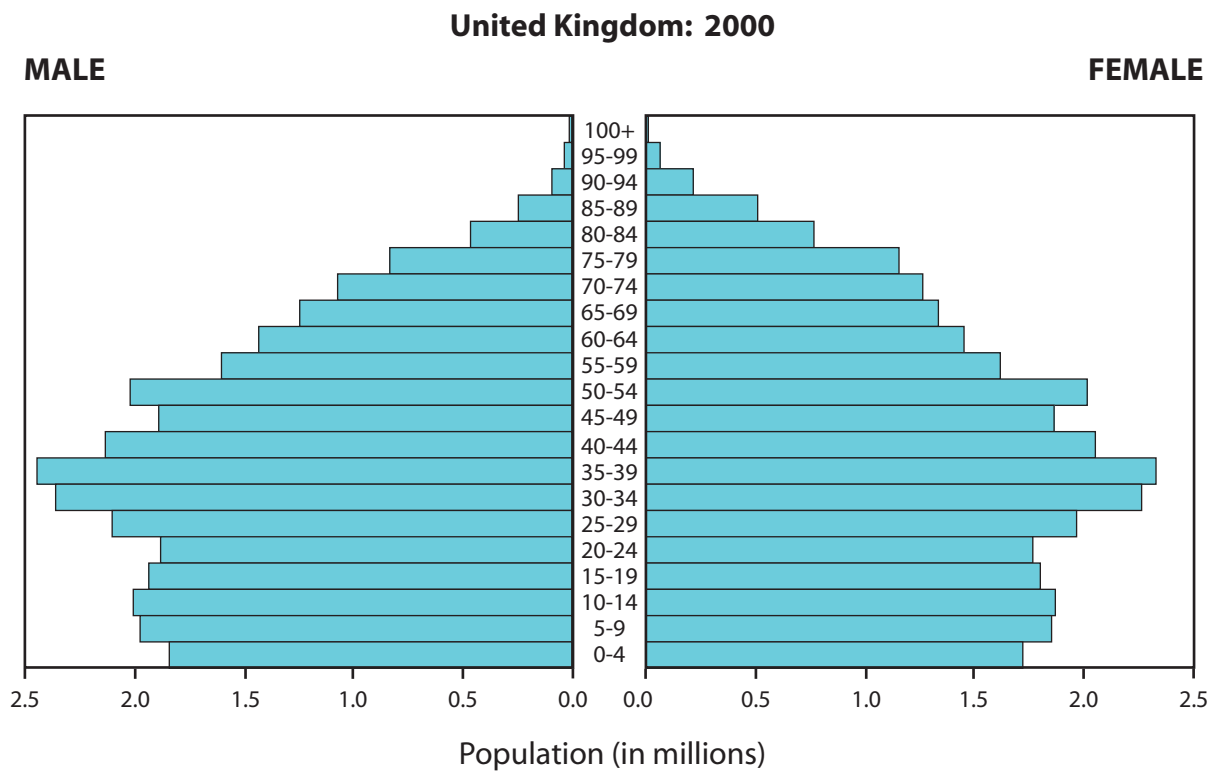
Photograph C



(Source: Countryside Agency)

Figure 3b

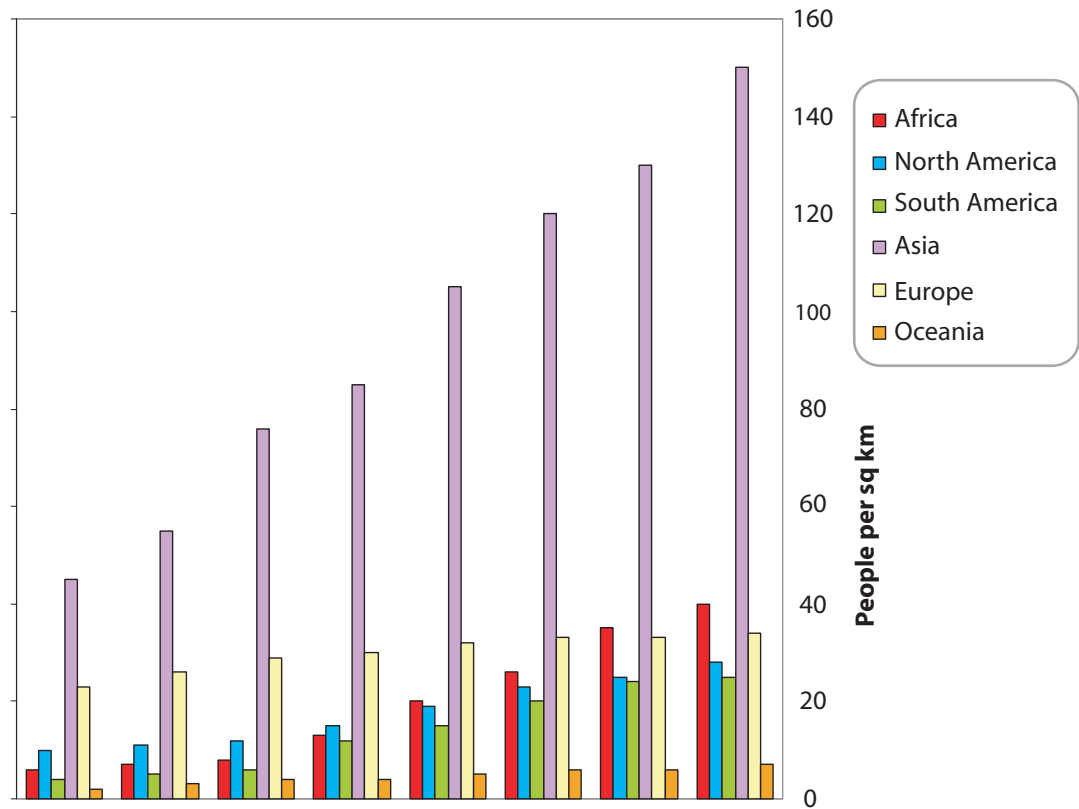
Topic 4: Population Change



(Source: US Census Bureau)

Figure 4a

Population Density in People per sq km



	1950	1960	1970	1980	1990	2000	2010	2020
■ Africa	6	7	8	13	20	26	35	40
■ North America	10	11	12	15	19	23	25	28
■ South America	4	5	6	12	15	20	24	25
■ Asia	45	55	76	85	105	120	130	150
■ Europe	23	26	29	30	32	33	33	34
■ Oceania	2	3	4	4	5	6	6	7

Figure 4b

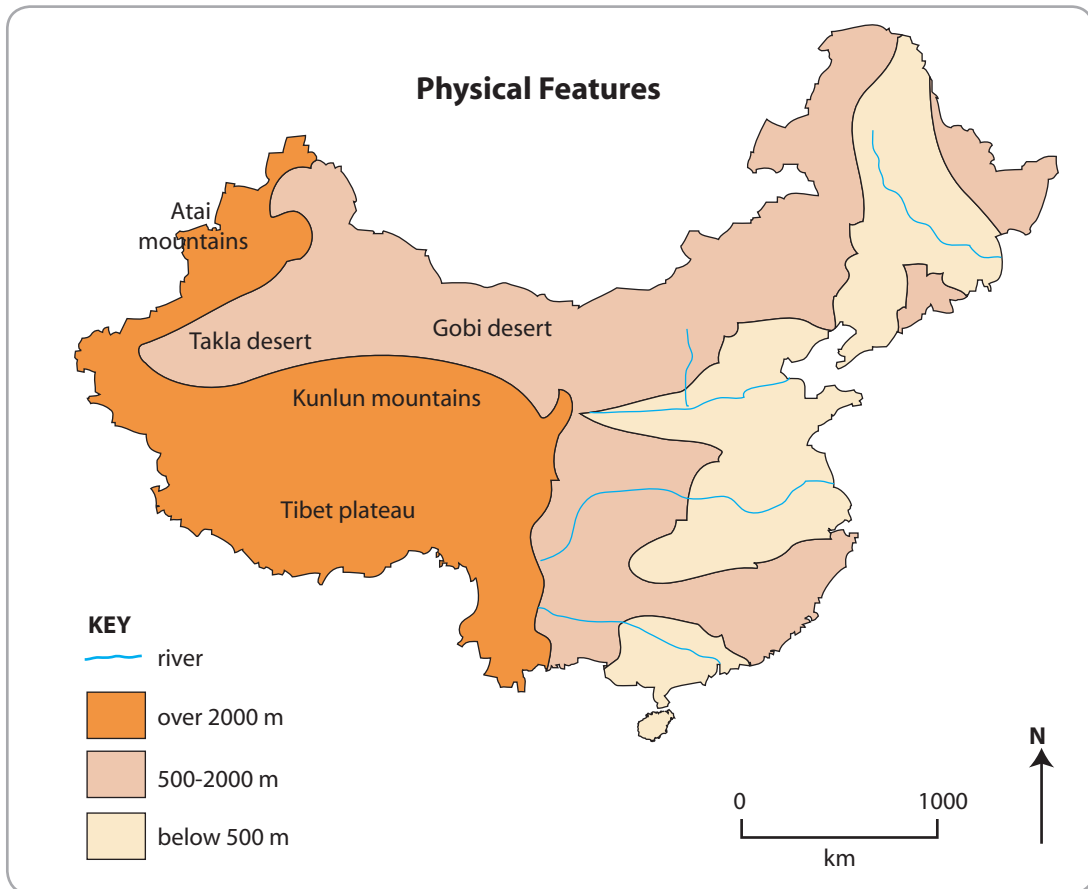
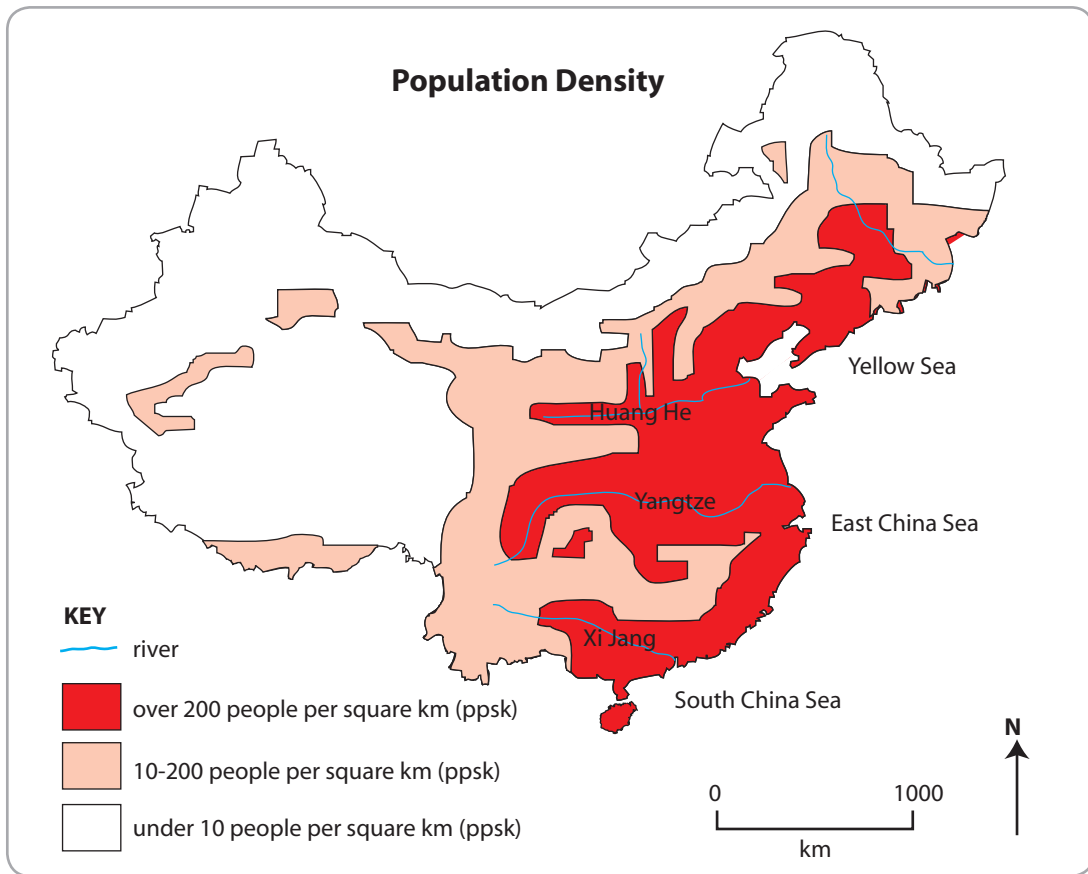


Figure 4c

SECTION B: PEOPLE ISSUES

Topic 5: A Moving World

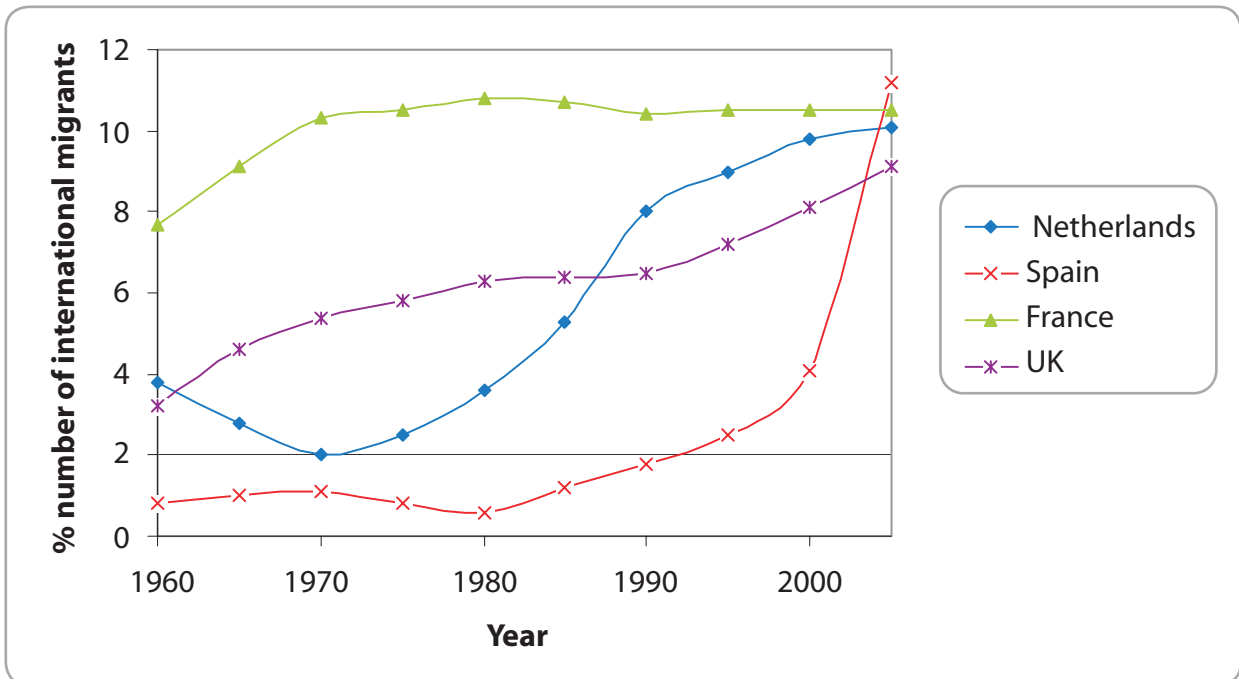
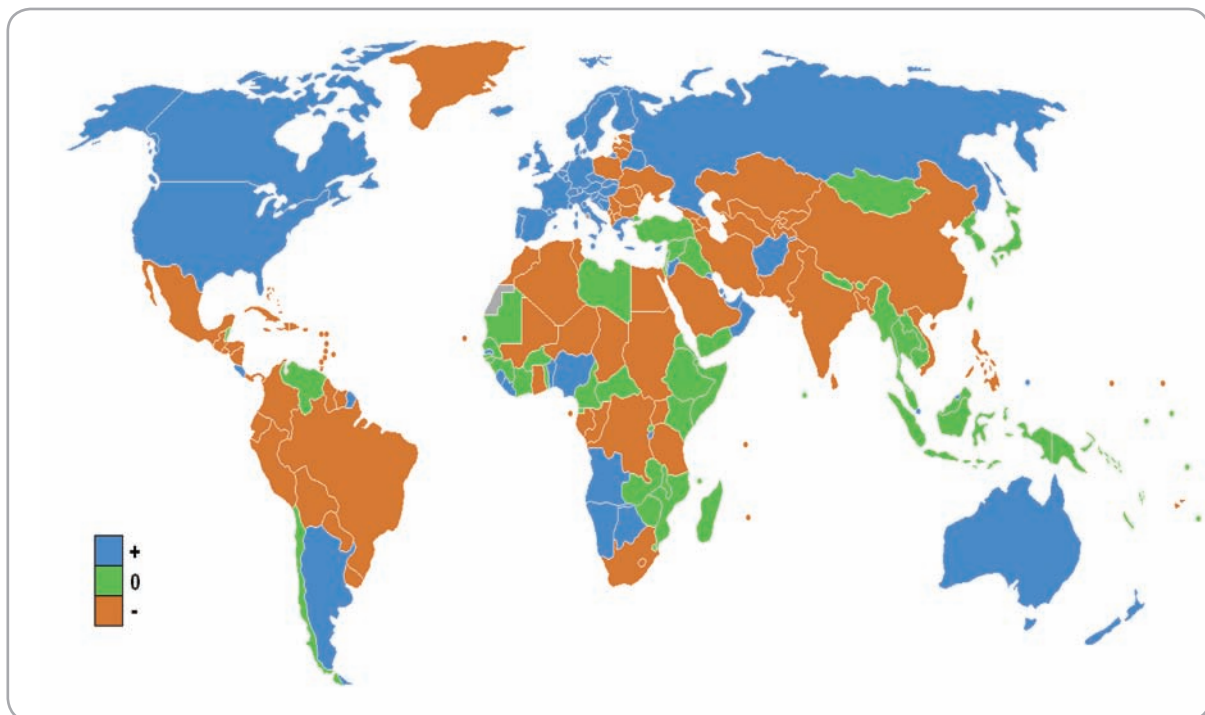


Figure 5a



(Source: Wikipedia)

Figure 5b

Blue = Net gain from migration
 Green = No change/stable
 Orange = Net loss through migration

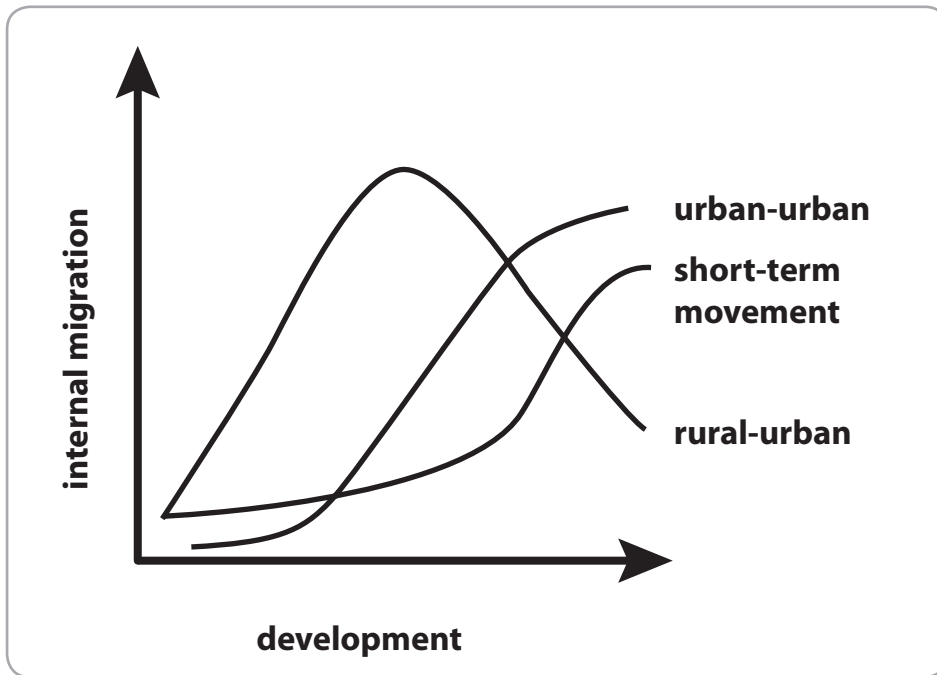
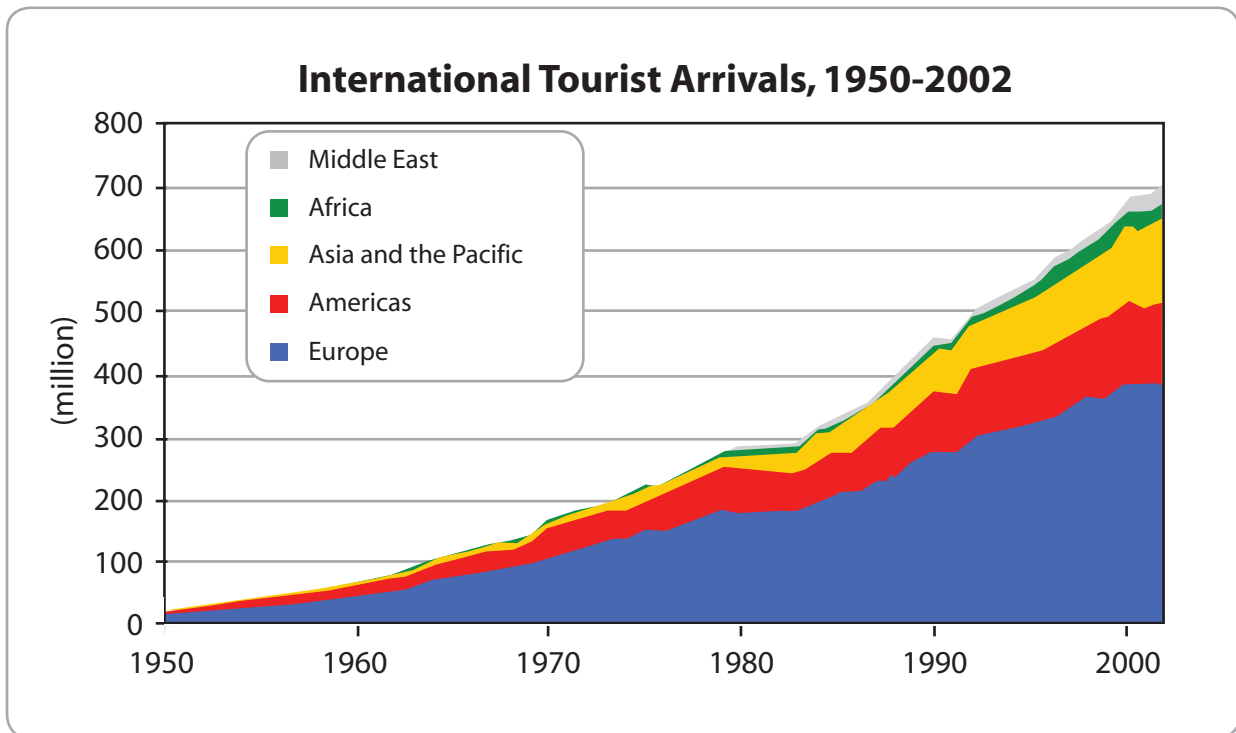


Figure 5d

Topic 6: A Tourist's World



(Source: World Tourist Organisation)

Figure 6a

New roads have been built to improve access to the area.

Woodland has been cut down to build new hotels.



Pylons and ski lifts destroy the view.

Ski lift operators only have employment in the skiing season.

New sports centre built which the locals can use.

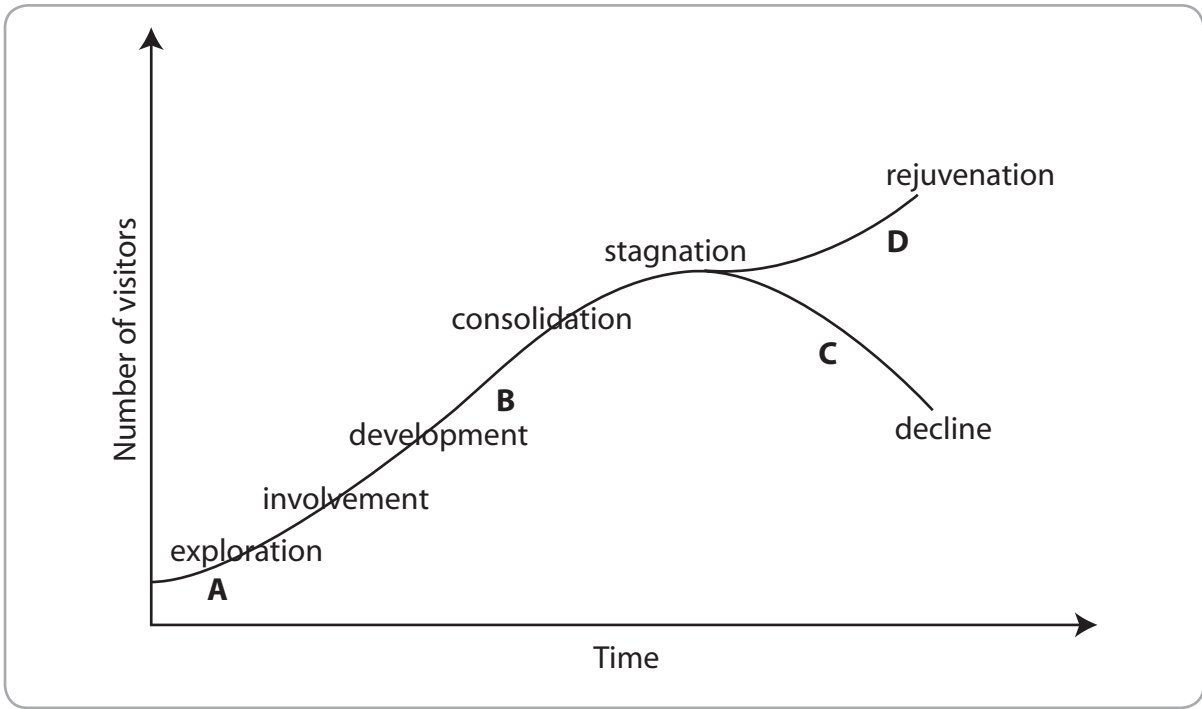


Figure 6c

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Geography A

Unit 4: Investigating Geography

Theme: Coasts

Sample Controlled Assessment Material

Paper Reference

5GA04/01

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THEME: Coasts

Task question: How effective is the coastal management at your chosen location?

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Contemporary

Sample Controlled Assessment Material

Paper Reference

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THEME: Contemporary

Task question: Explain the differences in recycling rates of paper and glass between two administrative areas.

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Countryside

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THEME: Countryside

Task question: How has service provision changed in your chosen rural area?

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Environmental

Sample Controlled Assessment Material

Paper Reference

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THEME: Environmental

Task question: How does the environment vary along a transect from the CBD to the city edge?

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Rivers

Sample Controlled Assessment Material

Paper Reference

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THEME: Rivers

Task question: How do channel characteristics vary along your chosen river?

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Tourism

Sample Controlled Assessment Material

Paper Reference

5GA04/01

You do not need any other materials.

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THEME: Tourism

Task question: How has tourism affected the environment of your chosen location?

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Transport

Sample Controlled Assessment Material

Paper Reference

5GA04/01

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THEME: Transport

Task question: Explain the differences in traffic volume around the CBD of your chosen urban area.

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Geography A

Unit 4: Investigating Geography

Theme: Urban areas

Sample Controlled Assessment Material

Paper Reference

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You do need any other materials.

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THEME: Urban areas

Task question: To delimit the area of your chosen urban area's CBD.

a. Purpose of investigation

High level of control. Suggested timing 3 hours.

- Your fieldwork investigation will need to have a focus concept linked to the task question. This may include different environmental damage to the location, such as footpath erosion, visual and noise pollution.
- Begin the initial background research into the topic area. You can use any resources normally available in your school or college.

b. Methods of collecting data

Fieldwork – Limited level of control. Suggested timing 1 day.

Write-up – High level of control. Suggested timing 3 hours.

- Decide how you will collect the data for your fieldwork investigation.
- When you carry out your fieldwork investigation you will be working as a team to collect your data. Your findings must be recorded accurately and reliably.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps.
- Explain the methods you used, suggesting why particular techniques were chosen.

c. Methods of presenting data

High level of control. Suggested timing 6 hours.

- Decide how you will present the data in your fieldwork investigation report.
- Use a range of appropriate techniques to refine and display your data, results and findings.

d. Analysis and conclusions

High level of control. Suggested timing 5 hours.

- Carry out the analysis of your data. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data.
- Explain your conclusions.
- Explain how far you agree with the statement given in the task question. Draw on the evidence collected, both primary and secondary data.

e. Evaluation

High level of control. Suggested timing 2 hours.

- Explain how accurate and reliable your results are.
- Explain what you might do differently if you were going to repeat the investigation and how that may help you to improve the results collected, or the reliability and accuracy of your data.

f. Planning and organisation

High level of control. Suggested timing ongoing throughout plus 1 hour to organise the report.

- Decide how to structure your report and which sections to include.
- Ensure that you communicate your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

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Assessment criteria

Assessment criterion a – purpose of investigation

Mark range	Descriptor
0	No location or issue identified.
1-2	Issue or question is weakly identified. Location is mentioned but unclear.
3-4	A clear statement identifies the issue or question. Location is established.
5-6	A focused statement identifies and evaluates the issue or question. Location is focused on the place of the investigation.

Assessment criterion b – methods of collecting data

Mark range	Descriptor
0	There is no evidence of data collected or method(s) of collection.
1-3	There is limited evidence of data collected. The methods used to collect the data are briefly described. There is no explanation of the methods used to collect the data.
4-6	The evidence collected is appropriate for the investigation. The method(s) used to collect the data are clearly described. There is some explanation of the method(s) used.
7-9	The evidence is accurately collected and is appropriate for the investigation. The method(s) used to collect the data are described in detail. There is detailed explanation of the method(s) used.

Assessment criterion c – methods of presenting data

Mark range	Descriptor
0	There is no evidence of data presentation.
1-4	A limited range of basic presentation techniques is used. The methods used are usually not appropriate.
5-8	A range of mainly appropriate data-presentation techniques are used. Techniques are well presented, with scales and titles present on most techniques. At the top of this level, some of the techniques should be more sophisticated.
9-11	A wide range of presentation techniques are used, which are well presented and appropriate. Techniques are well presented, with scales and titles present on most techniques. A number of the presentation methods will be more sophisticated.

Assessment criterion d – analysis and conclusions

Mark range	Descriptor
0	There is no analysis or conclusion.
1-3	Data has been extracted and described. Some basic conclusions have been drawn which vaguely relate to the question or issue investigated.
4-6	Data is described in some detail with analytical comments. Plausible conclusions are reached using the evidence which is presented in the investigation report
7-9	There are analytical comments, which draw together the student's findings. The conclusions are accurate and substantiated and refer to the correct theory where appropriate.

Assessment criterion e – evaluation

Mark range	Descriptor
0	There is no evaluation.
1-3	There is limited evaluation of the investigation. Either all aspects of the investigation have been evaluated in limited detail or some aspects of the investigation have been evaluated in more detail.
4-6	There is evaluation of the investigation which varies in completeness between the aspects. Some of the limitations of the evidence collected have been recognised.
7-9	There is detailed evaluation of the investigation which reflects on the limitations of the evidence collected.

Assessment criterion f* – planning and organisation

Mark range	Descriptor
0	The investigation report lacks any planning or organisation.
1-2	The work may be incomplete and not organised into a logical sequence. Geographical terminology may not be used accurately or appropriately.
3-4	There is a sequence of enquiry in the investigation report. Content is clear, for example page numbers, are all present The student spells, punctuates and uses the rules of grammar with some accuracy. Geographical terminology is used appropriately in the investigation report.
5-6	The sequence of the enquiry in the investigation report is well established. Diagrams are integrated into the text with appropriate sub-headings. The student spells, punctuates and uses the rules of grammar with accuracy. There is accurate and appropriate use of geographical terminology.

*Opportunity for students to be assessed on quality of written communication strands:

- 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.

