

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

Time: 1 hour

Paper Reference

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.
- In Section **A** answer only **one** question from questions 1, 2, 3 **or** 4.
- In Section **B** answer **either** question 5 **or** 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- 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 written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

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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



S 4 1 8 8 2 A 0 3 3 2

(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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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)

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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)

1

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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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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 .

Spelling, punctuation and grammar will be assessed in *(f).

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
war	volcanic	emigration
		forced

(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 .

Spelling, punctuation and grammar will be assessed in *(f).

- 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	America
Gambia	skiing	division	

- (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.

(3)

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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.

(3)

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Edexcel GCSE

Geography A

Unit 3: The Human Environment

Paper 3F and 3H

Sample Assessment Material
Resource Booklet

Paper Reference
5GA3F/01
5GA3H/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

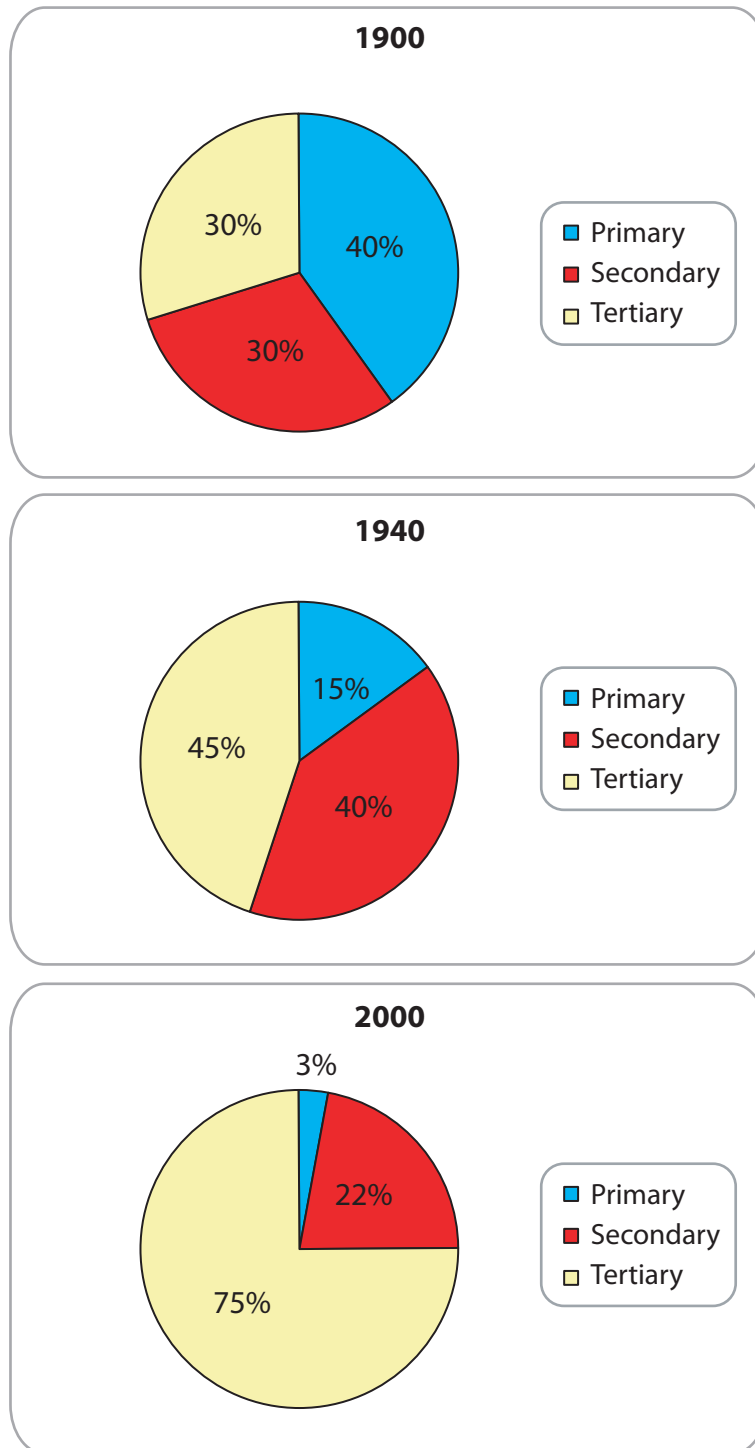
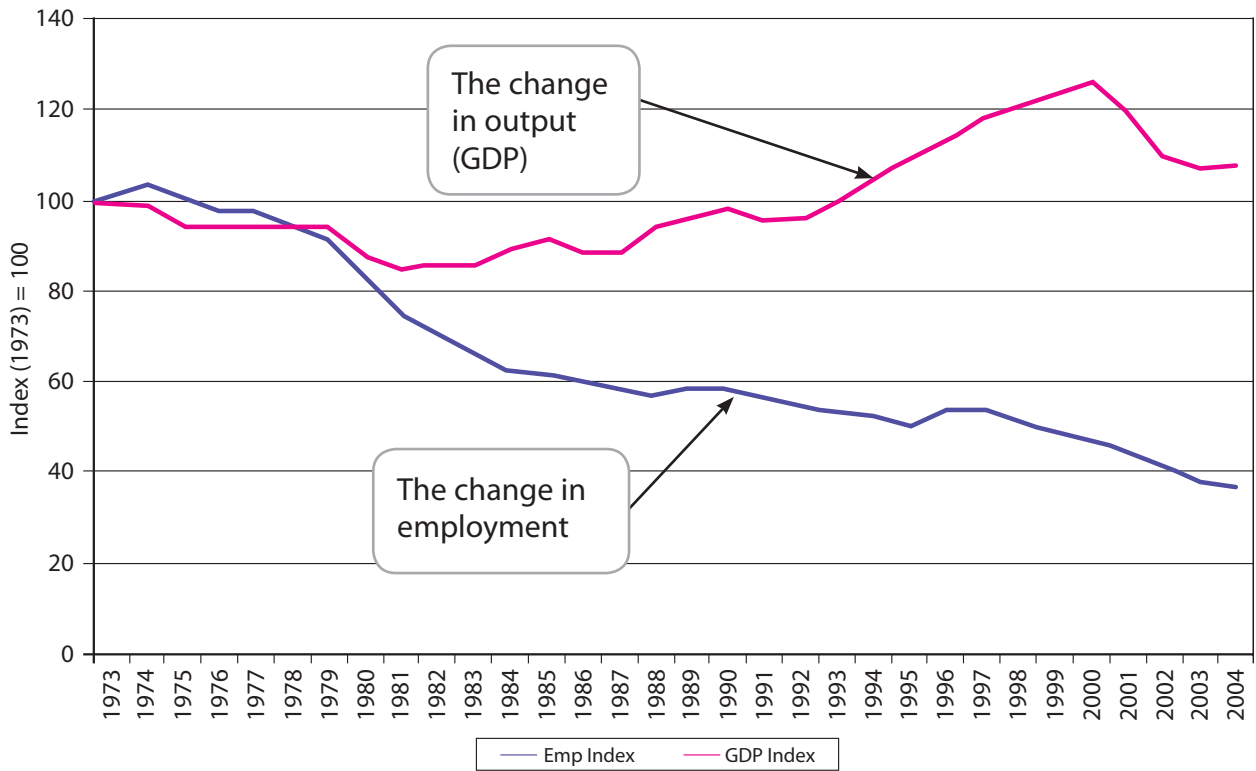


Figure 1a



(Source: Scottish Government)

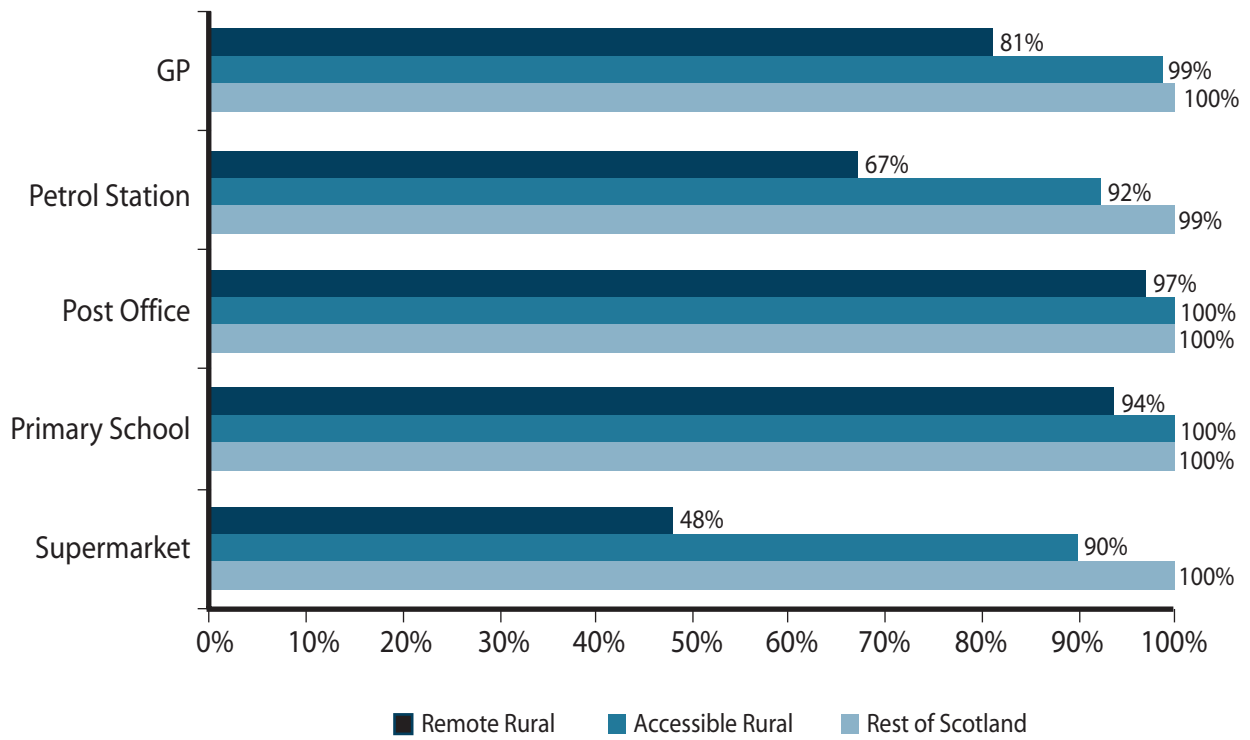
Figure 1b



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

Photograph A

Topic 2: Farming and the Countryside



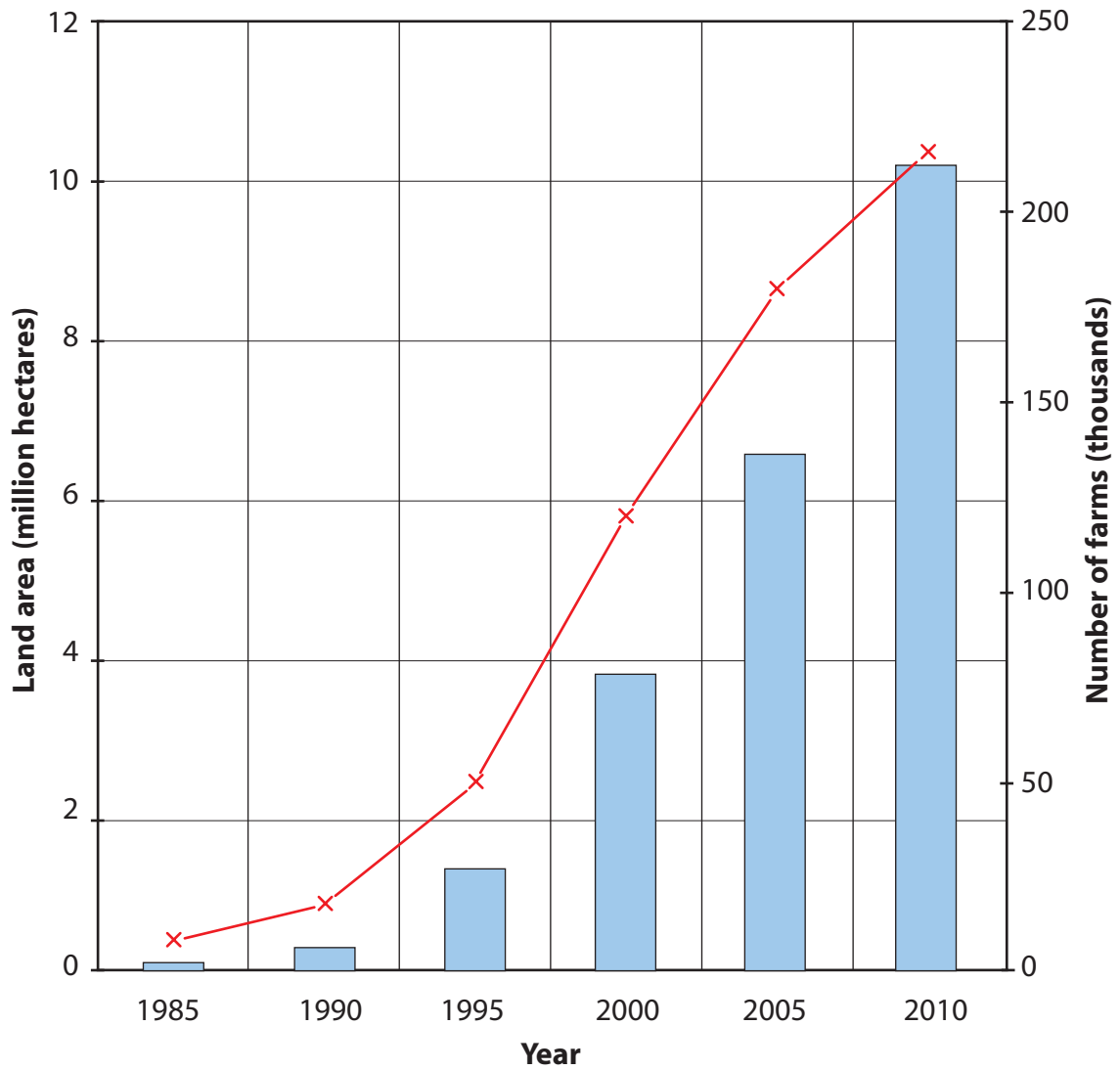
(Source: Scottish Government)

Figure 2a



(Source: S Warren)

Photograph B



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.

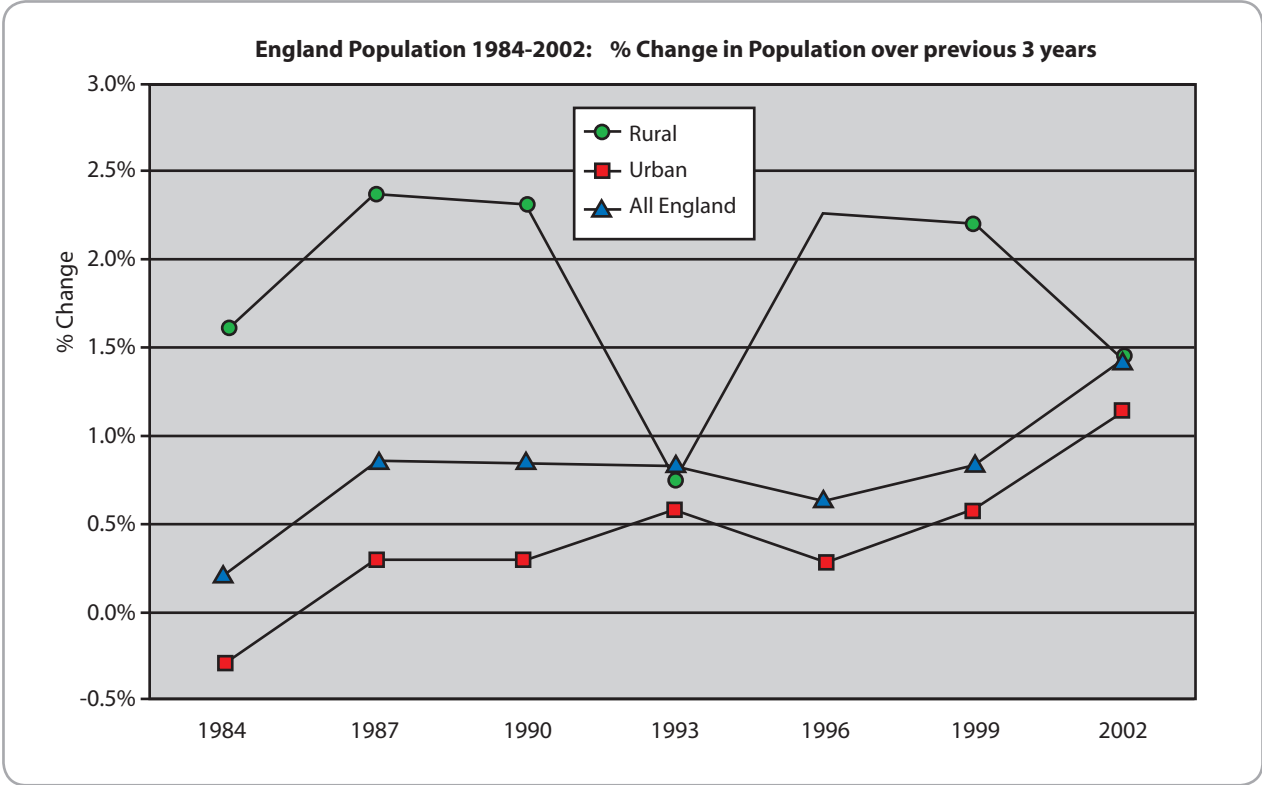
(Source: NASA)

Figure 3a



(Source: M Harcourt)

Photograph C

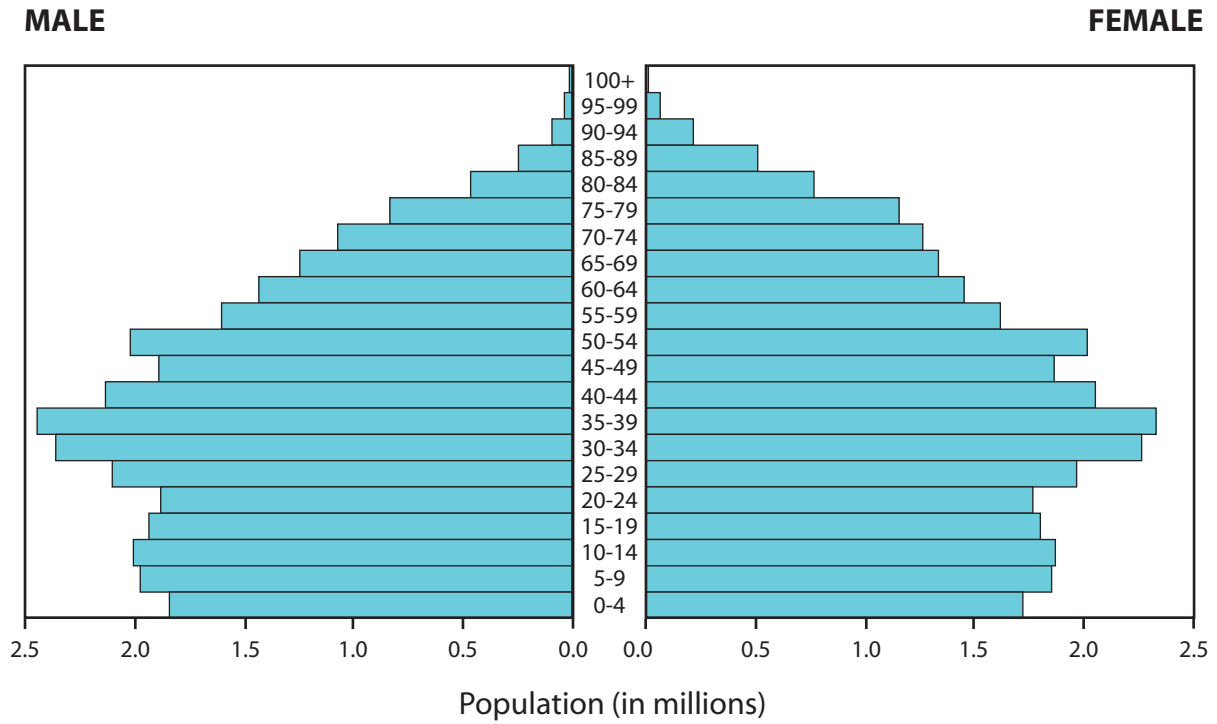


(Source: Countryside Agency)

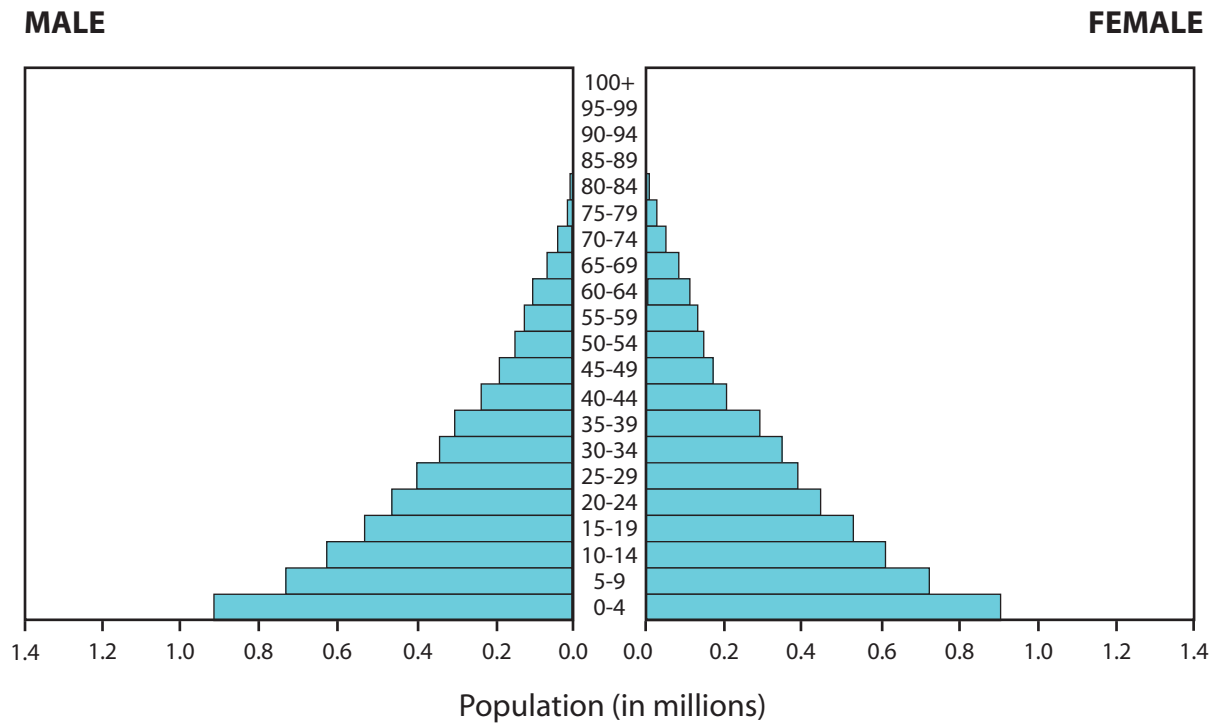
Figure 3b

Topic 4: Population Change

United Kingdom: 2000



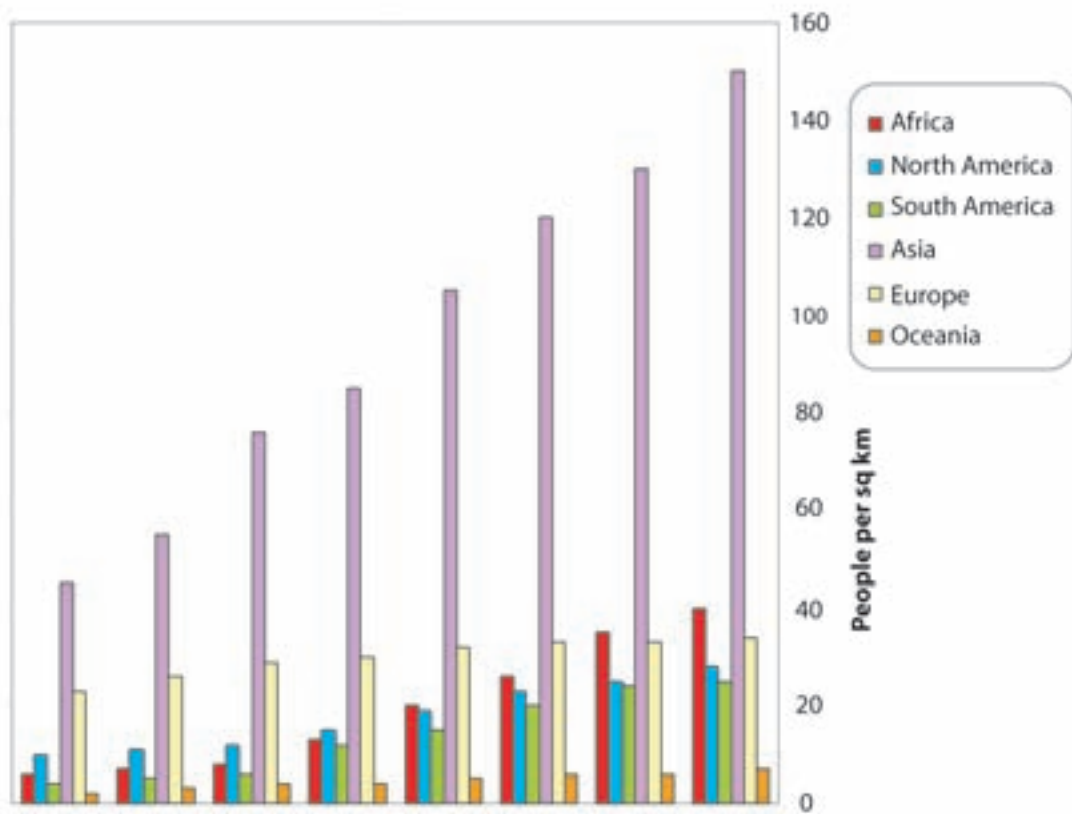
Angola: 2000



(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

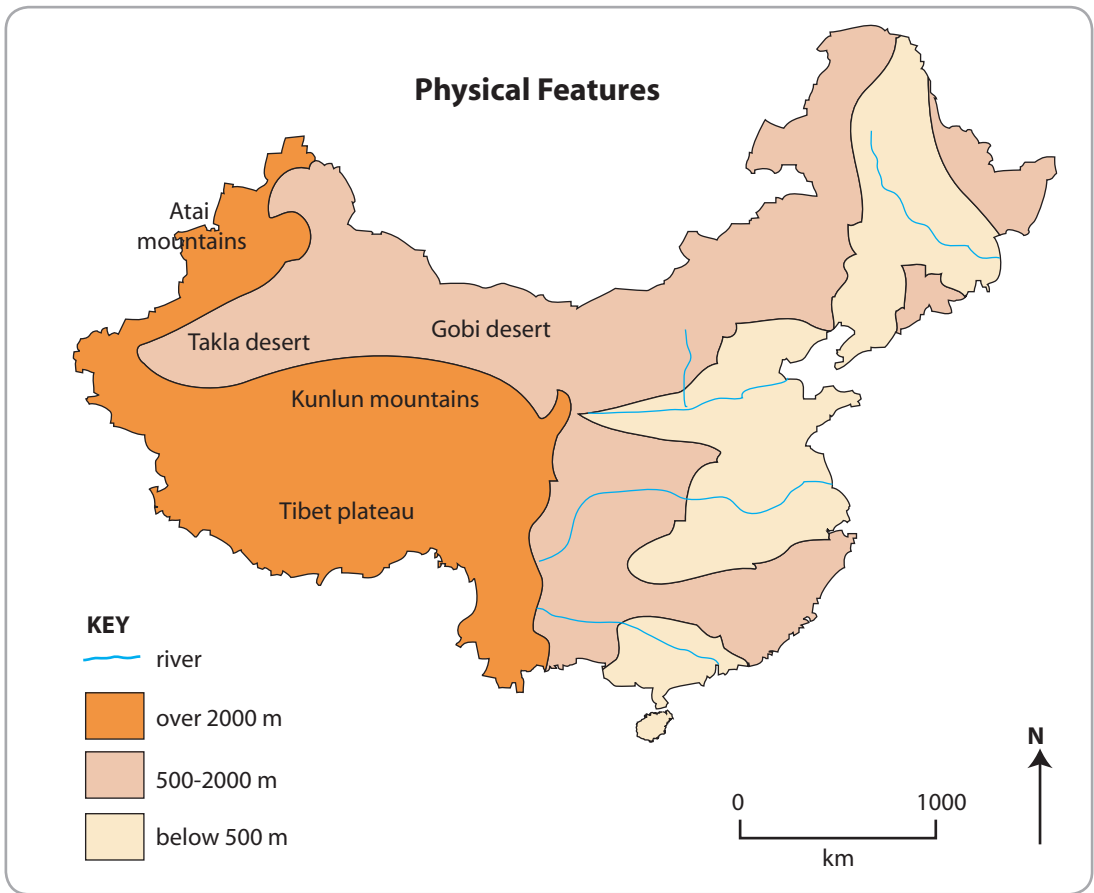
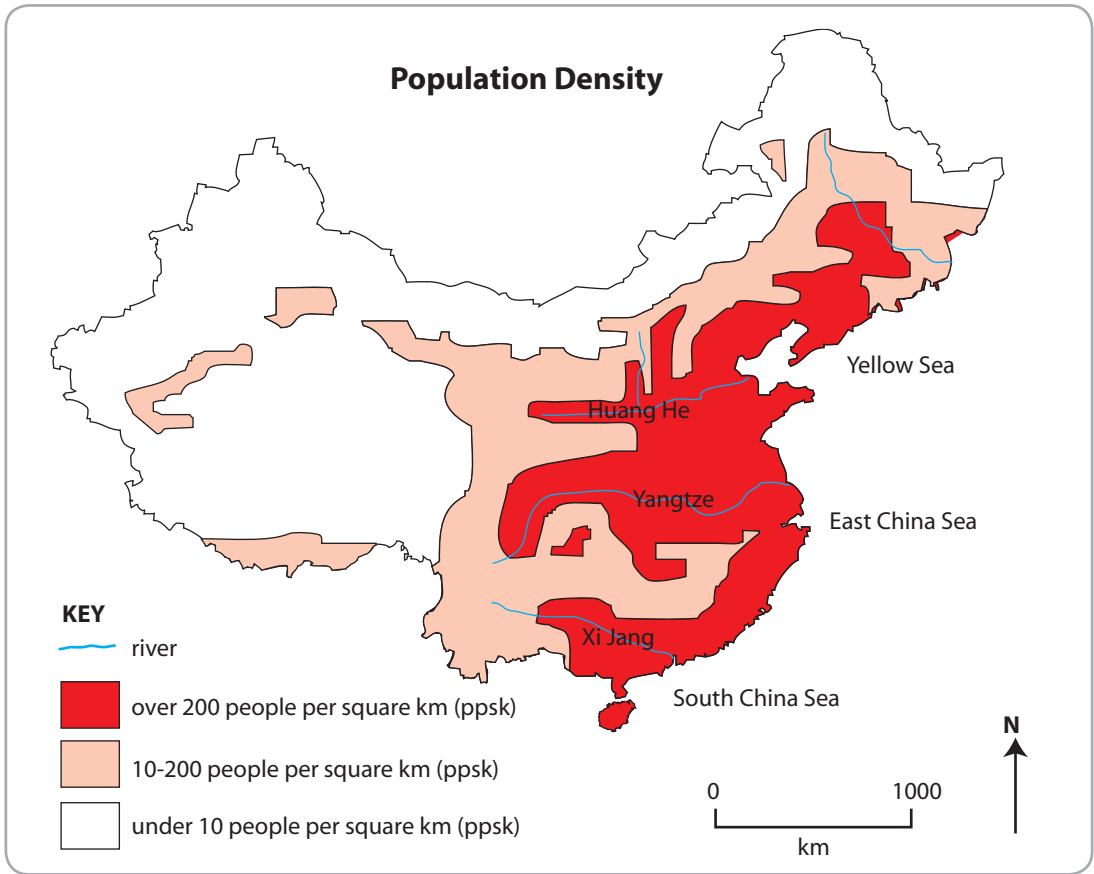


Figure 4c

SECTION B: PEOPLE ISSUES

Topic 5: A Moving World

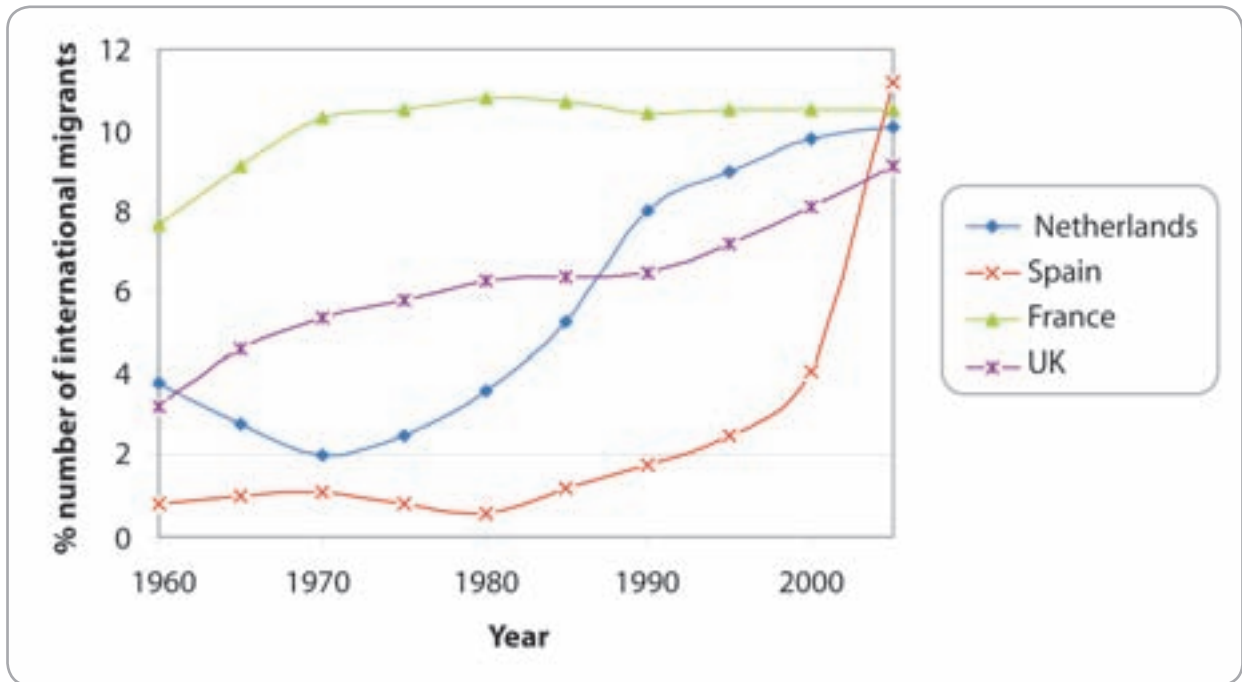
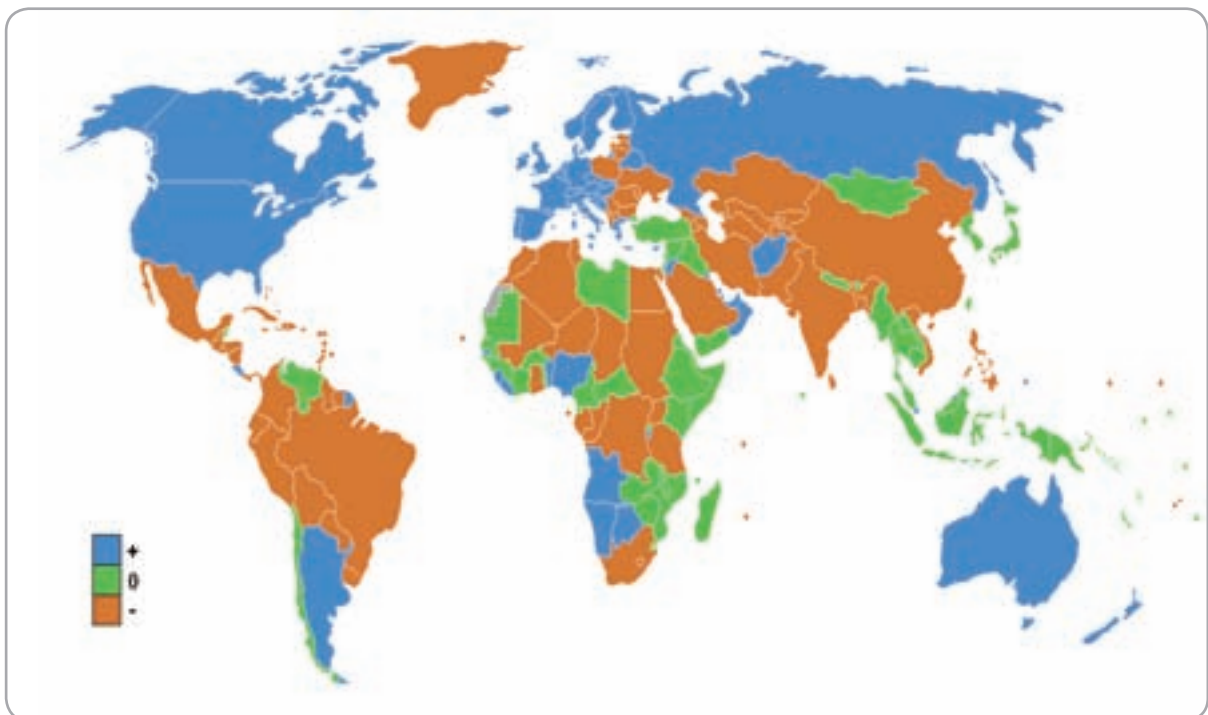


Figure 5a



(Source: Wikipedia)

Figure 5b

Blue = Net gain from migration Green = No change/stable

Orange = Net loss through migration

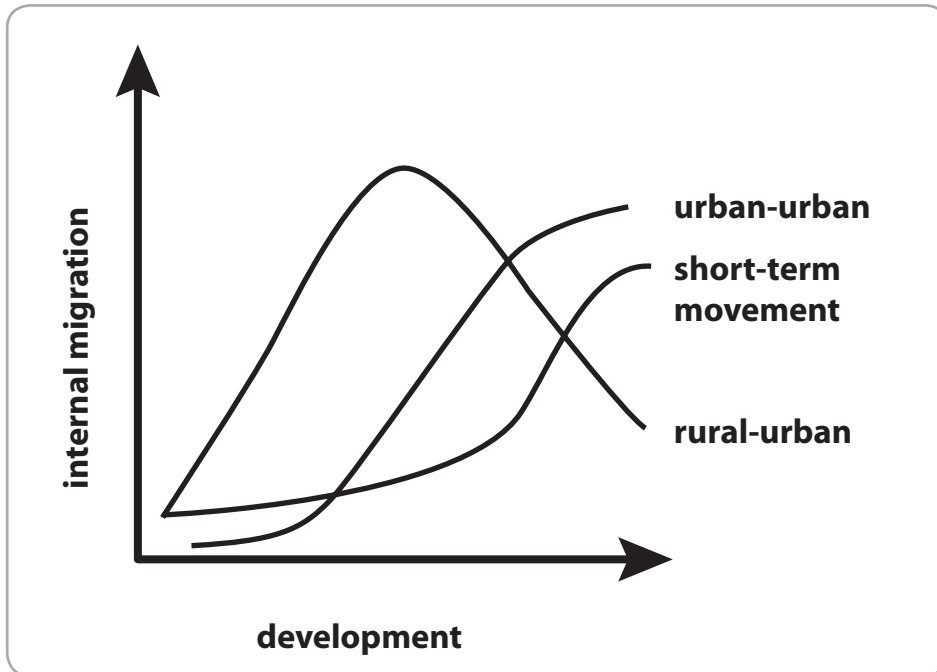
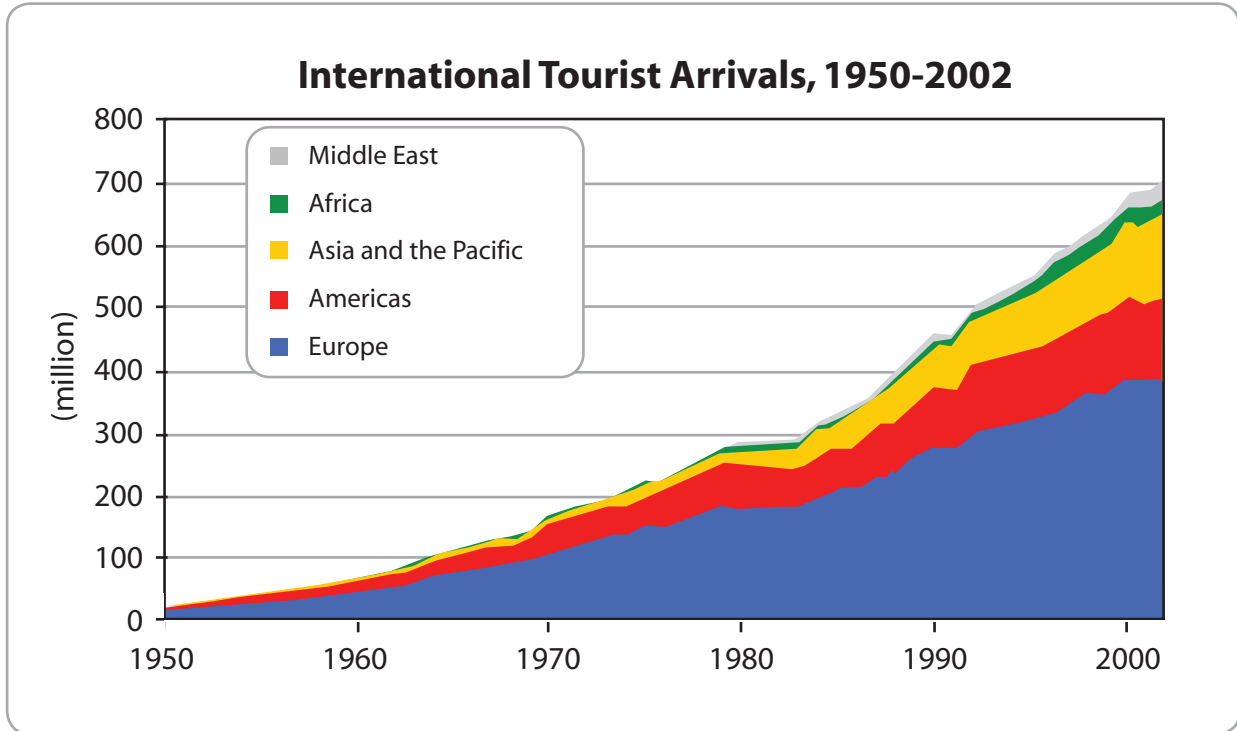


Figure 5d

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.



(Source: M Harcourt)

Photograph D

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.

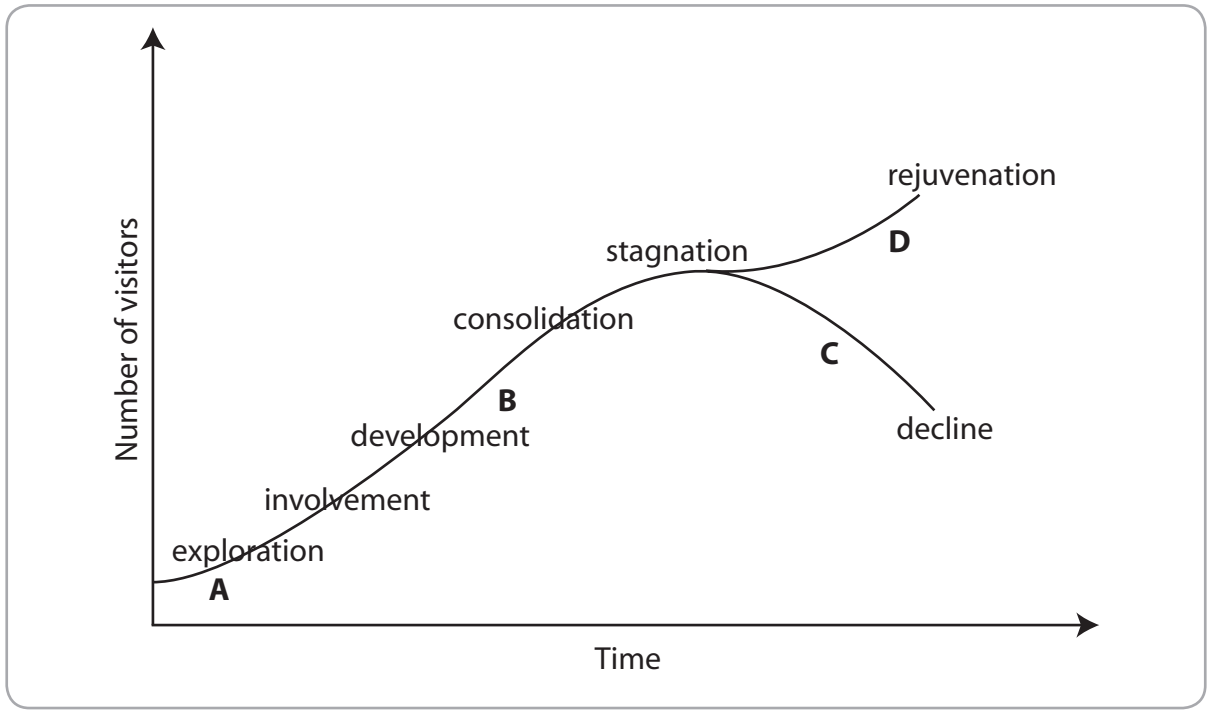


Figure 6c

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Mark Scheme

Sample Assessment Material

GCSE Geography A (5GA3F)
Unit 3: The Human Environment

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Sample Assessment Material

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
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- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
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 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Sample Mark Scheme

Unit 3F: The Human Environment

Question Number	Answer	Mark
1(a)	Decline Secondary Increased Raw materials Service <p style="text-align: right;">(5 x 1)</p>	5

Question Number	Answer	Mark
1(b)(i)	C agriculture	1

Question Number	Answer	Mark
1(b)(ii)	C fast-food worker	1

Question Number	Answer	Mark
1(b)(iii)	B coal mining	1

Question Number	Answer	Mark
1(b)(iv)	D tourism	1

Question Number	Answer	Mark
1(b)(v)	A less than 2%	1

Question Number	Answer	Mark
1(c)(i)	Primary has declined (1), data to illustrate (1), secondary went up then down (1), data to illustrate (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
1(c)(ii)	Rising Incomes (1) Rising leisure time (1) Decline of other industries (1) New technologies (1)	1

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). <p style="text-align: right;">(3 x 1)</p>	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. <p style="text-align: right;">(2 x 2)</p>	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 <p style="text-align: right;">(5 x 1)</p>	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
4(b)(iv)	C birth rate constant but death rate falling	1

Question Number	Answer	Mark
4(b)(v)	B Population density is highest in South-East England	1

Question Number	Answer	Mark
4(c)(i)	Largest cohorts in 30s (1), regressive/undercut at base (1), imbalance males/female in older cohorts (1), uses data to illustrate (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
4(c)(ii)	Many fewer old people as % (1). Larger % of children (1). Pyramid expansive (1). Smaller numbers over all (1). No great gender differences in Angola (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
4(d)(i)	Rises very slowly (1), to 1990 (1), after that even slower (1), gives data to support any one point (1). <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
4(d)(ii)	Africa much faster than Europe (1). Africa starts lower than Europe (1). Africa end higher than Europe (1). Africa grows throughout/Europe stabilises after 1990 (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
5(d)	<p>Civil war (1), so flight to neighbouring country or further(1).</p> <p>Political repression (1), so political refugees leave country.</p> <p>Famine (1), leading to out-migration to find aid (1).</p> <p>AIDs crisis leading to economic problems (1), so out-migration to find jobs.</p> <p>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).</p> <p>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	Indicative content	
5(f) QWC i–ii–iii	<p>Appropriate flow chosen – must be international. Climate is better than at home allowing cheaper living and outdoors life-style. Property prices are lower than at home allowing capital to be released. Established 'ex-pat' community provides 'bridgehead' and avoids issue of language. Lower taxes make income higher. Relatives already established provide link. Health is better in drier and warmer climate, especially arthritis and related diseases.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted to explain one pull factor, but explanation may be very simple, eg 'better climate'. Country identified by no detail. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	One pull factor explained. Attempted to explain a second, but this explanation may not be clear. At least one links with the motivation for migration. Locational detail/data used sparingly. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	There is a good explanation of the reasons (at least two motives fully explained). Answer has good detail of own case study which is clearly related to the question. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Indicative content	
6(f) QWC i-ii-iii	<p>Appropriate chosen area:</p> <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.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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

Time: 1 hour

Paper Reference

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.
- In section **A** answer only **one** question from questions 1, 2, 3 **or** 4.
- In section **B** answer **either** question 5 **or** 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- 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.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

Turn over ►

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PEARSON

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 ☒.

- 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)
.....



(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.

(4)

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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.

(4)

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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.

(3)

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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)

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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.

(3)

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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.

(4)

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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.

(4)

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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)

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(ii) population density. (2)

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(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.

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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.

(4)

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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 .

Spelling, punctuation and grammar will be assessed in *(f).

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)

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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.

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

(4)

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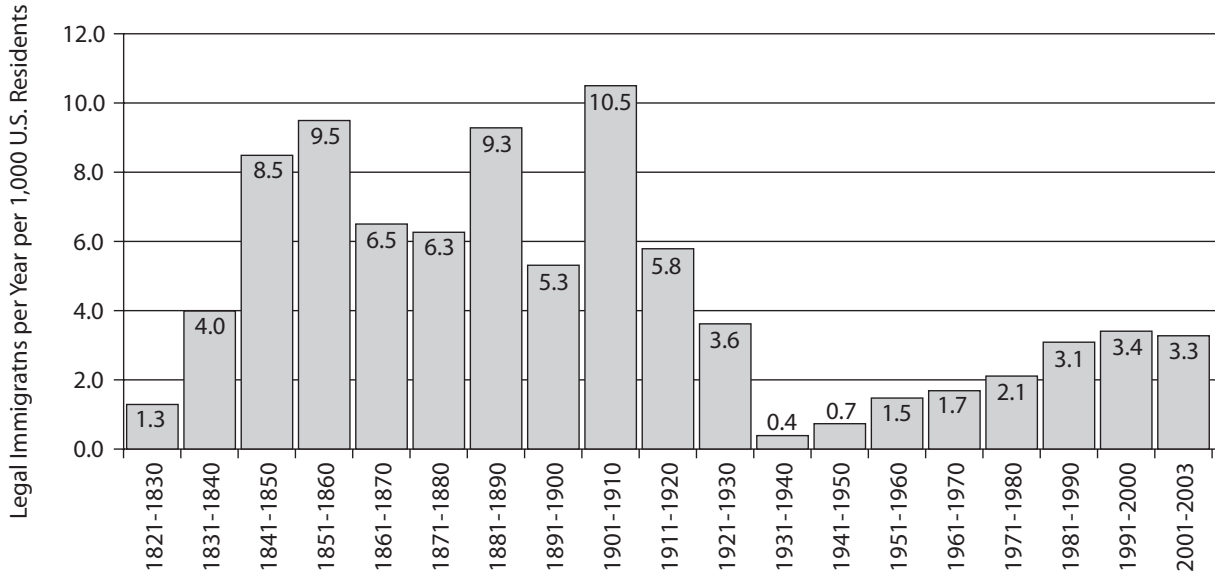
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(e) Study Figure 5c below, which shows the history of migration into the USA in the past 190 years.

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 .

Spelling, punctuation and grammar will be assessed in *(f).

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.

(4)

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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.

(4)

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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.

(3)

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Mark Scheme

Sample Assessment Material

GCSE Geography A (5GA3H)
Unit 3: The Human Environment

Edexcel and BTEC Qualifications

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If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

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Sample Assessment Material

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
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 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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>(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>(3 x 1)</p>	3

Question Number	Indicative content	
1(e) QWC i-ii-iii	<p>Physical factors: 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> <p>Human factors: 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> <p>Good explanation should address: 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.</p>	
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). (2 x 1)	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). (2 x 1)	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. (3 x 1)	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: key players are customers, farmers and the state.</p> <p>Consumers: 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> <p>Farmers: 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> <p>Government: government support/EU support has grown as they sense public concern government agencies point to health risks.</p> <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: 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: rise to begin with followed by a fall in rate.</p> <p>Rise is associated with: 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> <p>Fall is associated with: end of process, 80% urban so slows down some counter-urbanisation takes place planning processes restrict further growth of cities.</p>	
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.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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)	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 style="text-align: right;">(4 x 1)</p>	4
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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.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not

		hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

