

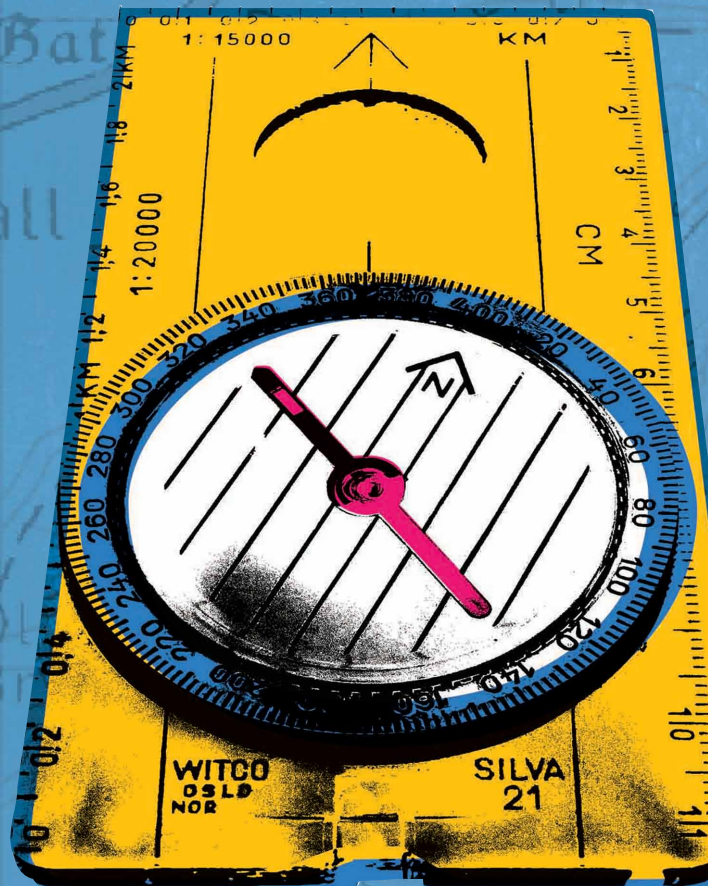
Sample Assessment Materials

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
- Supported controlled assessment information including sample tasks and assessment criteria to share with students

For assessment from 2014 onwards



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General Marking Guidance

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

Placing a mark within a level mark band

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

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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 54.
- 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 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.
- 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 extract inserted in the Resource Booklet.

The following questions are multiple choice. 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 spend a day touring the area by car.

They set off from Corfe Castle (9681).

The day out is described in the paragraph below.

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

(5)

east

coniferous

deciduous

Swanage

Ballard

B3351

west

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 Castle through the villages of Langton Matravers

and Kingston on the

(c) Use both the Ordnance Survey (OS) map extract and Photograph A in the Resource Booklet.

Identify **two** coastal features found in the area of Swanage Bay.

(2)

1

2

(d) Describe how you might use GIS (Geographical Information Systems) to collect more information about the physical geography of the Swanage Bay area.

(3)

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(Total for Question 1 = 13 marks)

2 Study Figure 2 in the Resource Booklet.

(a) Describe the changes in pedestrian movements **towards the beach** between 12:30 and 14:59.

(2)

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(b) Sketch a diagram to show how you would present the data (**towards the beach** between 12:30 and 14:59).

(2)

(c) Suggest **one** possible reason for one of the differences in the movement of people on 15 May 2011.

(2)

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(Total for Question 2 = 6 marks)

***3** Study Figures 3a and 3b in the Resource Booklet.

Describe the research that you would carry out to investigate the growth of Swanage and changes to its population.

(6)

Growth of Swanage

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Changes to its population

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(Total for Question 3 = 6 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B – CHALLENGES FOR THE PLANET

Answer ALL questions in this section.

Spelling, punctuation and grammar will be assessed in 5 *(b).

- 4** (a) The paragraph below is about the Earth's changing climate over time.

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

(5)

ice	colder	Amazon	flooded	methane
Bronze	warmer	Thames	froze	monoxide

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 about the human contribution to greenhouse gas levels.

The burning of fossil fuels and car exhausts produces mainly carbon dioxide whilst farm animals produce large quantities of

(b) The following questions are multiple choice. 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** Falling sea level

(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** Farmers cutting them down
- B** Changing patterns of sunshine hours
- C** Deforestation by large companies for profit
- D** The 'hole' in the ozone layer

(c) (i) Outline **one** natural process that causes climate change. (2)

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

Choose **one** of the photographs.

Describe how the process shown may contribute to global warming.

(2)

Chosen photograph

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(d) Study Photographs D and E in the Resource Booklet.

(i) Which **two** of the following have been linked to reduction in number of coral species?

(2)

- A** Bleaching effects
- B** Earthquake activity
- C** Cooling of seas
- D** Warming of seas
- E** Volcanic activity
- F** Increased rainfall runoff into seas

(ii) Other than the sea level rising, describe some of the impacts of climate change.

(3)

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(Total for Question 4 = 17 marks)

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Question Number	Answer	Mark
1 (d)	<p>One mark for a basic idea describing how GIS can collect more information about Swanage Bay.</p> <p>One mark for each point up to a maximum of 3.</p> <ul style="list-style-type: none"> • Use of old maps illustrating change of the coastline. • Maps at different scales showing particular features of the coastline. • Geological maps superimposed on the photograph, relating rock type and physical features. • Photographs of particular features, both aerial and ground. • Allow relationship of settlement/vegetation development to particular physical features. • Allow 1 for statements of how the data might be collected – 'Aegis', Google, etc. <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
2 (a)	<ul style="list-style-type: none"> • Description of trend, i.e. starts low, then rises, then falls (1) or it reaches a peak in middle of the period (1) at 13.30–13.59 (1). • Any data mentioned (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2 (b)	<p>The best method is probably a bar chart but other approaches may be relevant, e.g. flow lines on a map, a pie chart, line graphs, etc.</p> <ul style="list-style-type: none"> • Appropriate method which includes idea of time and towards beach (1). • Correct labelling of an axis/appropriate title (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2 (c)	<p>1 mark for identified difference in movement + 1 mark for reason.</p> <ul style="list-style-type: none"> • More tourists in the town because of time of year (1), still cool near the sea at 12.30, could suggest weather type (coastal sea mist/fog) (1). • Different weather conditions (1), temperature in May still quite cool so beach attractive only at warmest part of the day – mid-afternoon (1). <p>(2 x 1)</p>	2

Question Number	Indicative content	
*3 QWC i-ii-iii	<p>Description needed, such as:</p> <ul style="list-style-type: none"> • establish the population size of Swanage using National Statistics Online, e.g. Neighbourhood Statistics • research population pyramids for comparable places – coastal and non-coastal locations • may use local studies library, local archive, oral evidence to investigate growth patterns and population changes • use Google Earth (or other GIS or historical map source) to establish patterns of growth and rate of development • could use fieldwork or primary evidence to see changes in land use etc, linked to development. <p>Credit other sensible suggestions.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Some suggestions as to the different information required. Sources not clearly identified. Very basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Describes some research linked to growth and/or population. Likely to be unbalanced in coverage. Generally clearly communicated, but with limited use of geographical terminology. Candidates spell, punctuate and use the rules of grammar with considerable accuracy.
Level 3	5-6	Clearly outlined, workable research programme. Sources identified and appropriate for both growth and population structure. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4 (a)	ice (1) warmer (1) Thames (1) froze (1) methane (1) (5 x 1)	5

Question Number	Answer	Mark
4 (b) (i)	B = Rising sea level	1

Question Number	Answer	Mark
4 (b) (ii)	D = Not spoiling the opportunities of future generations	1

Question Number	Answer	Mark
4 (b) (iii)	C = Deforestation by large companies for profit	1

Question Number	Answer	Mark
4 (c) (i)	<ul style="list-style-type: none"> • Volcanic eruptions (1) emit ash, gases and dust that block incoming radiation (1). • Solar output/sunspot activity (1) causes variations in solar energy from the Sun (1). • Changing orbital geometry (1) cause more/less energy received from the Sun (1). <p>Only one cause required.</p> <p>(2 x 1)</p>	2

Question Number	Answer	Mark
4 (c) (ii)	<p>Photograph B – A coal-fired power station. Burning of coal, produces carbon dioxide (1), which is a major greenhouse gas (1), this traps heat/energy (1) causes global warming (1).</p> <p>OR</p> <p>Photograph C – Car exhaust emissions. Exhaust gases contain pollutants/greenhouse gases (1) which react/mix/go into the atmosphere and cause global warming (1).</p> <p>(2 x 1)</p>	2

Question Number	Answer	Mark
4 (d) (i)	A = Bleaching effects D = Warming of seas	2

Question Number	Answer	Mark
4 (d) (ii)	<p>This could be three separate points or it could be one developed point and one other reference.</p> <p>For example:</p> <ul style="list-style-type: none"> • melting of glaciers (1) and the resultant increase in the sea level (1), threats to low-lying land, such as islands in the Pacific (1) • decrease in food yields (1), decline in yields in tropical areas of Africa (1) and in the main wheat belts of Russia etc (1) • more rainfall in some areas (1) increase with higher temperatures increase crop pests and diseases (1) • increase in health risks owing to malnutrition (1). <p>Allow reference to positive effects.</p> <p>Accept other reasonable suggestions.</p>	3

Question Number	Answer	Mark
5 (a)	<p>Responses may include any of the following points up to a maximum of two.</p> <ul style="list-style-type: none"> • Mainly around the equator (1), e.g. Brazil, Nigeria, Indonesia and Southeast Asia (1). • Uneven as not everywhere on/close to equator has tropical rainforest (1). • Some tropical rainforests are not distributed on or close to the equator (1), north of the equator in Southeast Asia or Indonesia (1), south India, Burma and Thailand, Southeast China (1). <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Indicative content	
*5 (b) QWC i-ii-iii	<p>Managing the impacts of resource extraction:</p> <ul style="list-style-type: none"> • replanting of species in logged areas • selective logging rather than clear-cutting, which is damaging to the whole eco-system and unsustainable, as well as reducing the impact of soil erosion • minimise the impact of extraction on the environment – clean up oil spills and remove waste products • protection of some species, e.g. hardwoods, such as mahogany • conflict resolution between developers and indigenous groups • ensuring biodiversity of an area is not lost • establishing/protecting land rights of local people • licensing only the companies that buy from sustainable forestry projects • encouraging diversification from forestry to eco-tourism and crafts, to limit dependency on timber • examples should be included, e.g. oil extraction in El Oriente, Ecuador, and palm oil in New Guinea are listed in the specification, but could also add timber clearance for cattle grazing in northern Brazil and the purchase of freehold ownership by Non-governmental Organisation (RSPB) of tracts of tropical forest in Sumatra to conserve biodiversity. <p>Explanation requires reasons for management strategy and benefits of implementation:</p> <ul style="list-style-type: none"> • selective logging rather than clear-cutting keeps key trees to provide some canopy cover. This avoids damaging the whole eco-system, as well as reducing the impact of rainfall on the soil, which washes out nutrients and causes soil erosion. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A list of actions with one or two briefly described. Explanation is either not attempted or unclear. Use of geographical terminology tends to be basic.
Level 2	3–4	An attempt to explain one approach to managing the effects of resource extraction with reference to other approaches, though explanation is minimal or unclear. Reference to a case study but it is not necessarily linked to explanation. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Two or more approaches to managing the effects of resource extraction are well explained. A case study is used to illustrate one or more of the explanations. Well communicated with good use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2-3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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 54.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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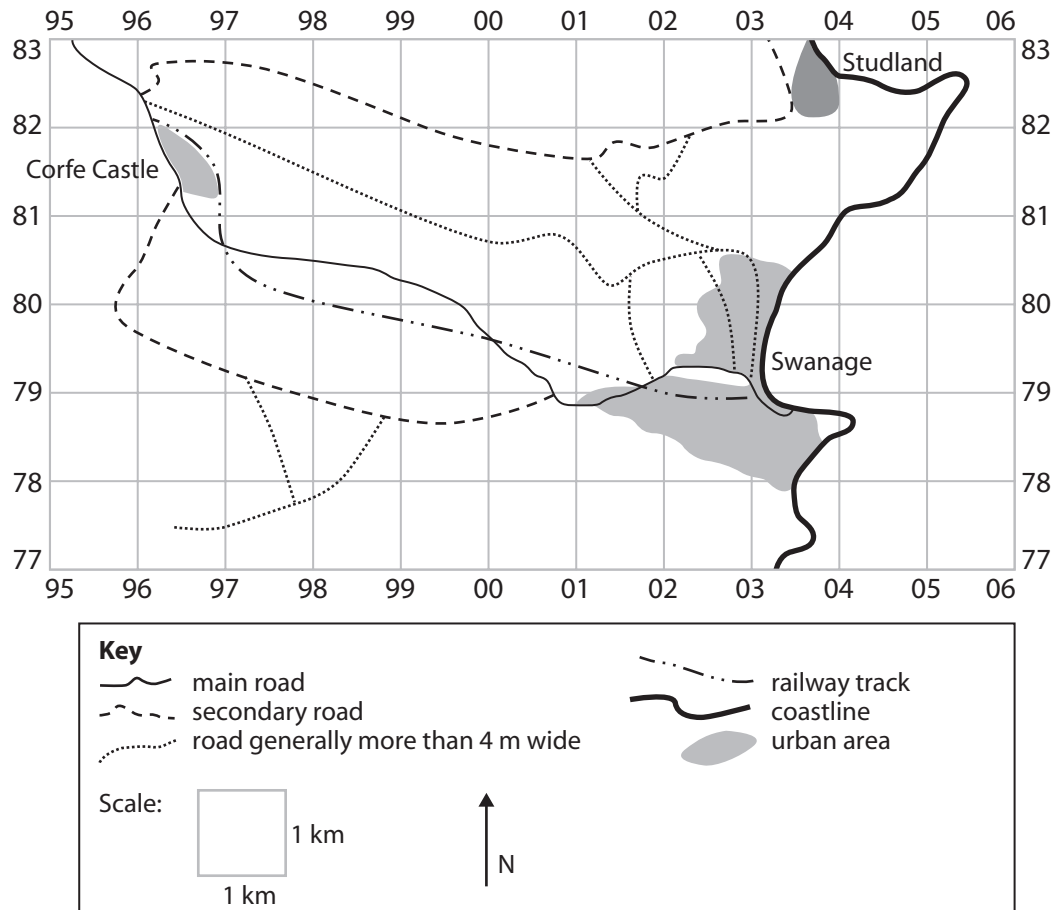
PEARSON

SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section.

- 1 Study the Ordnance Survey (OS) map extract inserted 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.



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

(1)

(b) On Figure 1 (from the previous page):

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

(ii) What is the distance along the A351 road between its start in Swanage and the church in Corfe Castle? (1)

..... km

(d) Describe the coastline found in Swanage Bay using **both** the OS map extract and Photograph A. (2)

(e) Describe how you might use GIS (Geographical Information Systems) to collect more information about the physical geography of the Swanage Bay area. (3)

(Total for Question 1 = 10 marks)

2 (a) Study Figure 2 in the Resource Booklet.

(i) Compare the patterns of movement of pedestrians on Sunday 15 May 2011.

(3)

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(ii) Suggest **one** reason for the patterns of movement shown.

(2)

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(b) Sketch a diagram to show how you would present the data in Figure 2.

(4)

(Total for Question 3 = 9 marks)

SECTION B – CHALLENGES FOR THE PLANET

Answer ALL questions in this section.

Spelling, punctuation and grammar will be assessed in 5 *(b).

4 (a) (i) Outline **one** natural process that causes climate change.

(2)

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

Explain why emissions from these two sources are thought to be a major contributor to global warming.

(4)

Photograph B

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Photograph C

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(b) Study Photographs D and E in the Resource Booklet.

(i) State **two** ways in which coral reefs are being damaged by global warming. (2)

1

2

(ii) Explain how global warming may contribute to rising sea levels. (4)

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(Total for Question 4 = 12 marks)

5 Study Figure 4 in the Resource Booklet.

(a) Suggest **two** causes for the reduction in the area of tropical rainforest between 2000 and 2010.

(4)

1

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2

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Sample Mark Scheme

Unit 1H: Geographical Skills and Challenges

Question Number	Answer	Mark
1 (a)	031785 Allow +/- 1 on 3rd and 6th 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) (i)	<ul style="list-style-type: none"> • SSW (1) • 200° (1) • S20°W (1) <p>Allow SW and anything between 190° and 225° or equivalent.</p>	1

Question Number	Answer	Mark
1 (c) (ii)	8.7 km Accept anything within the range of 8.0–9.5 km.	1

Question Number	Answer	Mark
1 (d)	<p>Ideas/evidence must come from both the map (M) and the photograph (P) to get maximum mark.</p> <p>Indication of curved (1 M or P). Comments relating to the cliffs, i.e. shape/steepness/vegetation etc (1 P only). Beaches (1 M or P) faces east or SE (1 M only) etc. (2 x 1)</p>	2

Question Number	Answer	Mark
1 (e)	<ul style="list-style-type: none"> • Further information could be more detail, form of the cliffs or the beach (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). • Information about geology (1) and also heights (1). <p>Any three single points or allow credit for development.</p> <p style="text-align: right;">(3 x 1 or 1+2)</p>	3

Question Number	Answer	Mark
2 (a) (i)	<ul style="list-style-type: none"> • Comment relating to towards the beach, i.e. maximum and minimum flows, etc (must use data from table) (1). • Comment relating to towards the town, i.e. maximum and minimum flows, etc (must use data from table) (1). <p>For maximum marks, answer must include a comparator or connective to link the two sets, e.g. 'whereas', 'however', 'also', 'unlike', 'alternatively'.</p> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
2 (a) (ii)	<p>Time of day (1) people want to eat lunch at the beach (1).</p> <p>OR</p> <p>In the morning people want to go shopping (1), people leaving the beach to go home (1).</p> <p>Allow one reason only – it must be developed for maximum marks.</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2 (b)	<p>The best method is probably a bar chart, but other approaches may be relevant, e.g. flow lines on a map, a pie chart, line graphs, etc.</p> <p>Appropriate method which includes idea of time and towards town (1) and towards beach (1). Correct labelling of at least one axis (1). Title/indication of what is being shown (1).</p> <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Indicative content	
*3 QWC i-ii-iii	<p>Description needed, such as:</p> <ul style="list-style-type: none"> • establish the population size of Swanage using national statistics online, e.g. Neighbourhood Statistics • research population pyramids for a number of comparable places – coastal and non-coastal location • may use local studies library, local archive, oral evidence, paintings, town/tourist travel leaflets and posters to investigate growth patterns and population changes. • use Google Earth (or other GIS or historical map source) to establish patterns of growth and rate of development • could use fieldwork or primary evidence to see changes in land use, etc, linked to development. <p>Credit other sensible suggestions.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Sources not clearly identified, e.g. internet. Very limited range of sources. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3–4	Describes some research linked to growth and/or population in detail. Generally clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5–6	Clearly outlined, workable research programme. Names relevant internet sites. Deals with both growth and population. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4 (a) (i)	Volcanoes (1) emitting dust that blocks incoming radiation (1). Orbital geometry (1) that changes the amount of solar energy received from the Sun (1). Sunspot activity/solar output (1) affects amount of solar energy emitted (1). (2 x 1)	2

Question Number	Answer	Mark
4 (a) (ii)	Photograph B – A coal-fired power station. Carbon dioxide from combustion coal is a major greenhouse gas (1) that traps heat/energy and causes warming (1). Photograph C – Car exhaust emissions. Exhaust gases contain pollutants, including CO ₂ and Nitrous Oxide/greenhouse gases (1) which react/mix/go into the atmosphere and cause warming (1). (2 x 2)	4

Question Number	Answer	Mark
4 (b) (i)	<ul style="list-style-type: none"> • Rising sea temperatures cause bleaching (1). • Temperature rise causes general ecosystem stress (1)/stress to fish, etc (1). • Changes in ocean circulation affect coral health (1). • May cause increases in the amount of disease (1). (2 x 1)	2

Question Number	Answer	Mark
4 (b) (ii)	Responses must include at least one fully-explained statement, or two briefly-explained statements. For example: <ul style="list-style-type: none"> • Global warming leads to melting of ice, e.g. in Antarctica/Greenland (1), and water is discharged into oceans (1). • Higher temperatures lead to thermal expansion of seawater (1) and melting of the Antarctic ice (1). Don't credit 'more water'. (4 x 1 or 2 x 2)	4

Question Number	Answer	Mark
5 (a)	<p>A number of causes:</p> <ul style="list-style-type: none"> • Road construction (1) for access to resources that are increasingly in demand (1). • Mining activities (1) for resources that are increasingly in demand (1). • For timber (1) which is profitable and in demand (1). • Growth of settlement(s) (1) because of rising population/displaced population (1). • Increased land needed for farming (1) because of larger populations/more affluent populations/western lifestyle/demanding more meat in diet, etc (1). • Development of biofuels (1), because of energy crisis/oil costs (1). <p>Two marks are given for two different causes. Allow second mark for a developed point.</p> <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Indicative content	
*5 (b) QWC i-ii-iii	<p>Range of ideas come under the sustainable theme:</p> <ul style="list-style-type: none"> • selective logging rather than clear-cutting, which is damaging to whole eco-system and unsustainable • protection for some hardwoods, such as mahogany • licensing only the companies that buy from sustainable forestry projects • empowering local communities by establishing land rights and ownership • encouraging diversification, from eco-tourism to crafts, to limit dependency on timber • examples should be included, e.g. in the Amazon forest 91 areas have been designated for protection • The Living Rainforest Foundation promotes conservation in the eco-park outside Manaus. <p>Credit other sensible ideas, include relevant case studies which are not mentioned within the specification.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	One or two basic ideas, with very limited linkage to eco-system management. Descriptive only. Sustainability does not form part of the response. Basic use of geographical terminology.
Level 2	4-6	At least one example provided, tends to be mostly descriptive about management lacking either range and/or depth. Only a partial link to sustainability. Generally clearly communicated but with limited use of geographical terminology.
Level 3	7-9	A clear discussion approach to two or more examples of management with an obvious link to sustainability. Ideas supported by clear and relevant case study knowledge. Well communicated with a good use of geographical terminology.

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	2-3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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

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Information

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This Resource Booklet is for use with both Foundation and Higher Tiers.

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PEARSON

Section A – Geographical Skills

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

Photograph A. A view of Swanage.

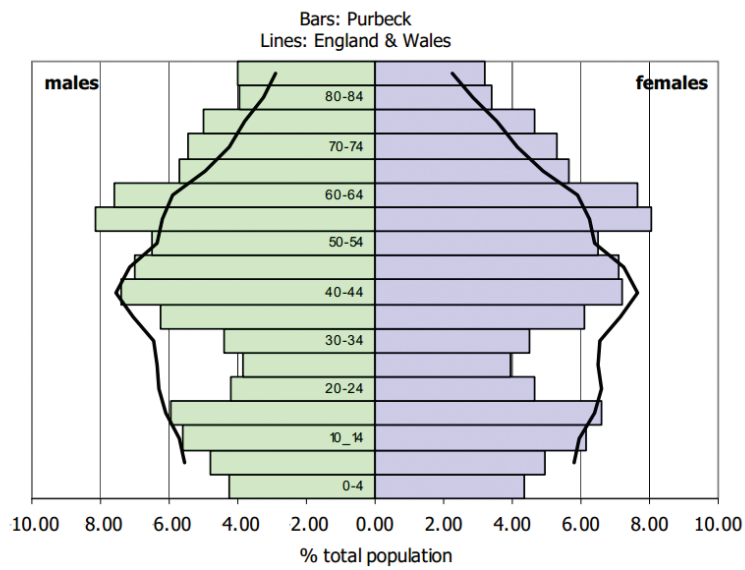


(Source: Copyright Alan Smain)

Figure 2. Different pedestrian movements in Swanage on Sunday 15 May 2011.

Time	Pedestrian movements on Sunday 15 May 2011	
	Towards the beach	Towards the town
12:30 – 12:59	140	290
13:00 – 13:29	180	260
13:30 – 13:59	230	185
14:00 – 14:29	220	195
14:30 – 14:59	130	300
TOTAL	900	1230

Figure 3a. A population pyramid of Swanage (Purbeck) 2006 estimate and England and Wales (estimate).



(Source: Purbeck District Population Profile 2008)

Figure 3b. An old Ordnance Survey map from Swanage in the 1930s.



Section B – Challenges for the Planet

Photograph B. A coal-fired power station.



(Source: Wikipedia)

Photograph C. Car exhaust emissions.



(Source: Wikipedia)

Photograph D. A healthy coral reef ecosystem.



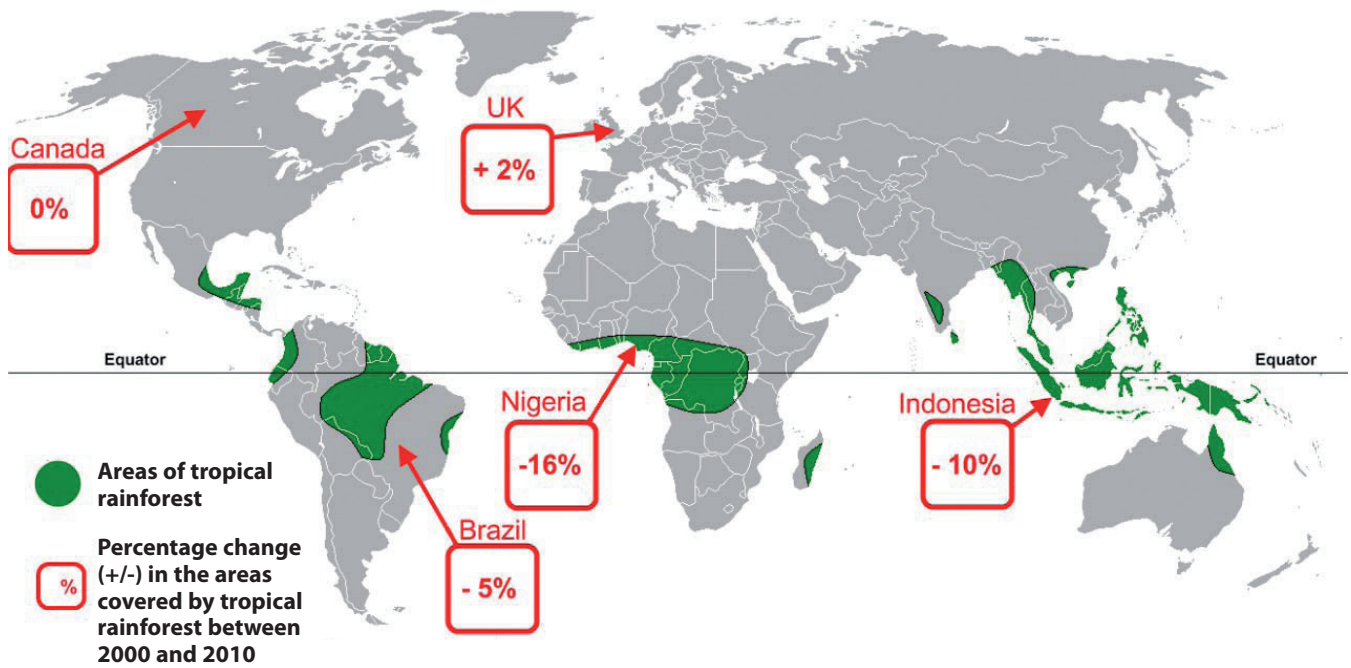
(Source: T Hudson)

Photograph E. An unhealthy coral reef ecosystem.



(Source: J Roff)

Figure 4. The distribution of tropical rainforest and the percentage change of loss of forest for different regions (2000–2010).



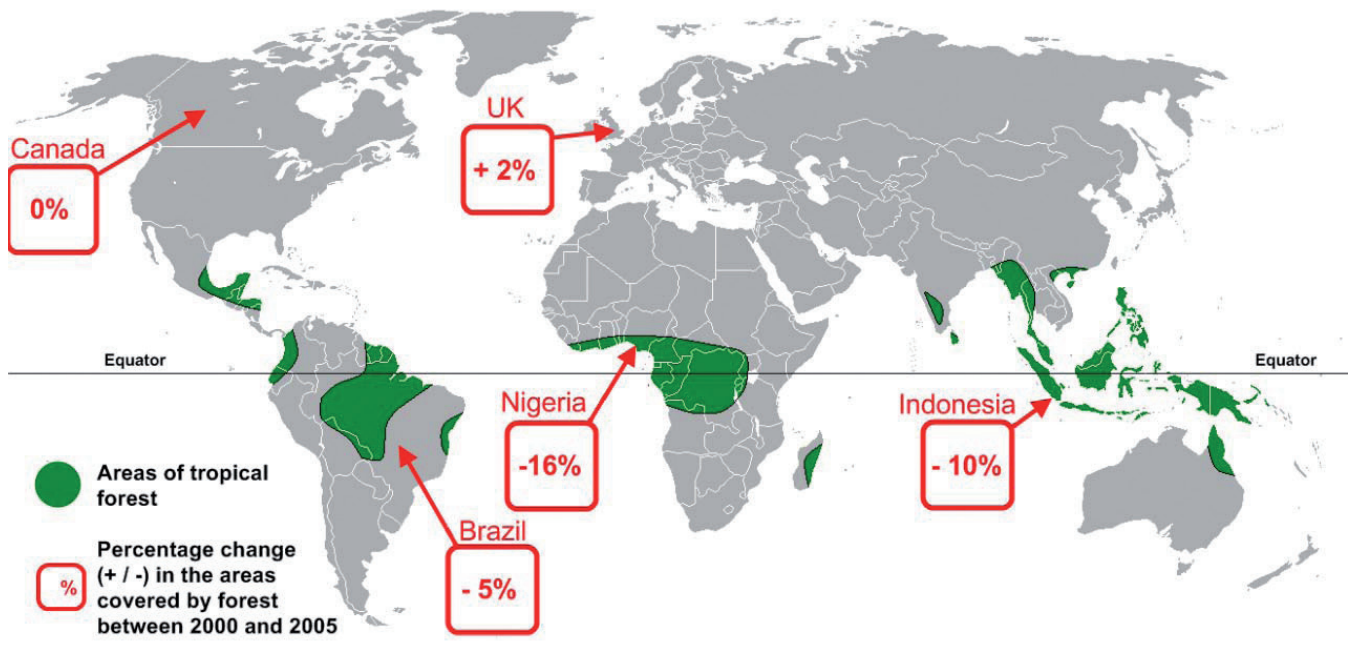


Figure 5

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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

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ROADS AND PATHS

Not necessarily rights of way

- Motorway (dual carriageway)
- Primary Route (recommended through route)
- Main road
- Main road under construction
- Secondary road
- Narrow road with passing places
- Road generally more than 4m wide
- Road generally less than 4m wide
- Path / Other road, drive or track
- Gradient: steeper than 20% (1 in 5), 14% to 20% (1 in 7 to 1 in 5)
- Gates / Road tunnel
- Ferry (passenger) / Ferry (vehicle)

RAILWAYS

- Track multiple or single
- Track under construction
- Siding
- Tunnel, cuttings
- Light rapid transit system, narrow gauge or tramway
- Bridges / Footbridge
- Level crossing
- Viaduct, embankment
- Station, (a) principal
- Light rapid transit system station

WATER FEATURES

HEIGHTS

1 metre = 3.2808 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

ROCK FEATURES

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

OTHER PUBLIC ACCESS

- Other route with public access (not normally shown in urban areas). Alignments are based on the best information available. These routes are not shown on maps of Scotland.
- On-road cycle route
- Traffic-free cycle route
- National Cycle Network number
- Regional Cycle Network number
- National Trail, European Long Distance Path, Long Distance Route, selected Recreational Routes

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

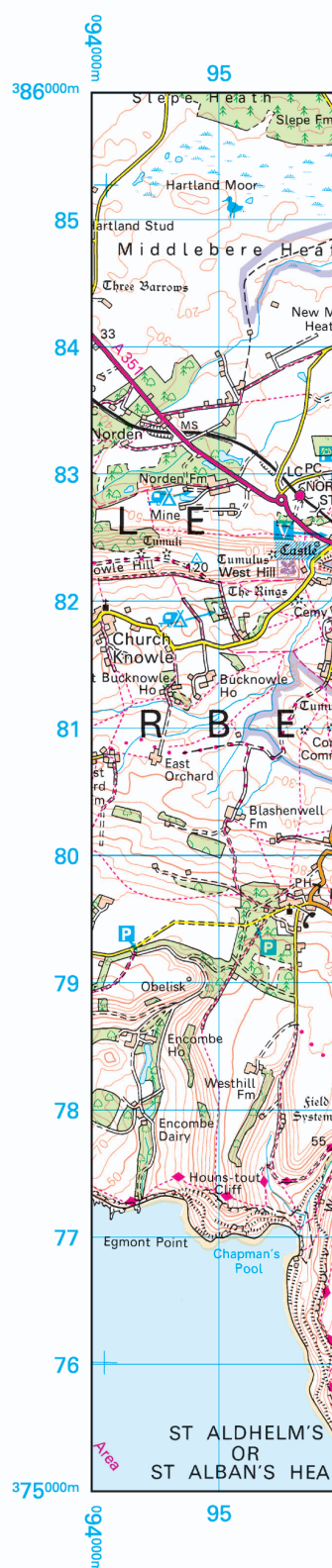
- Camp site / caravan site
- Garden
- Golf course or links
- Information centre (all year / seasonal)
- Nature reserve
- Parking, Park and ride (all year / seasonal)
- Picnic site
- Recreation / leisure / sports centre
- Selected places of tourist interest
- Telephone, public / roadside assistance
- 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)
- ruin
- Buildings
- Important building (selected)
- Bus or coach station
- Current or former place of worship (with tower, with 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

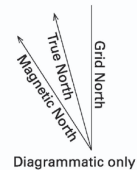
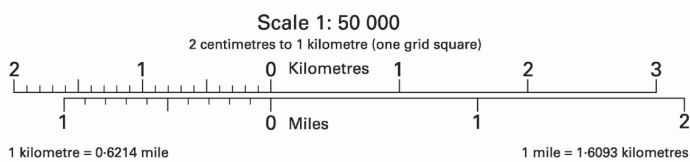


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Four colours should appear above; if not then please return to the invigilator.
 Four colours should appear above; if not then please return to the invigilator.



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 15 minutes

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.
- In Section A answer **all** questions.
- In Section B answer **either** question 4 or 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- 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 PHYSICAL WORLD

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 ☒.

Topic 1: Coastal Landscapes

1 (a) Study Figure 1a below.

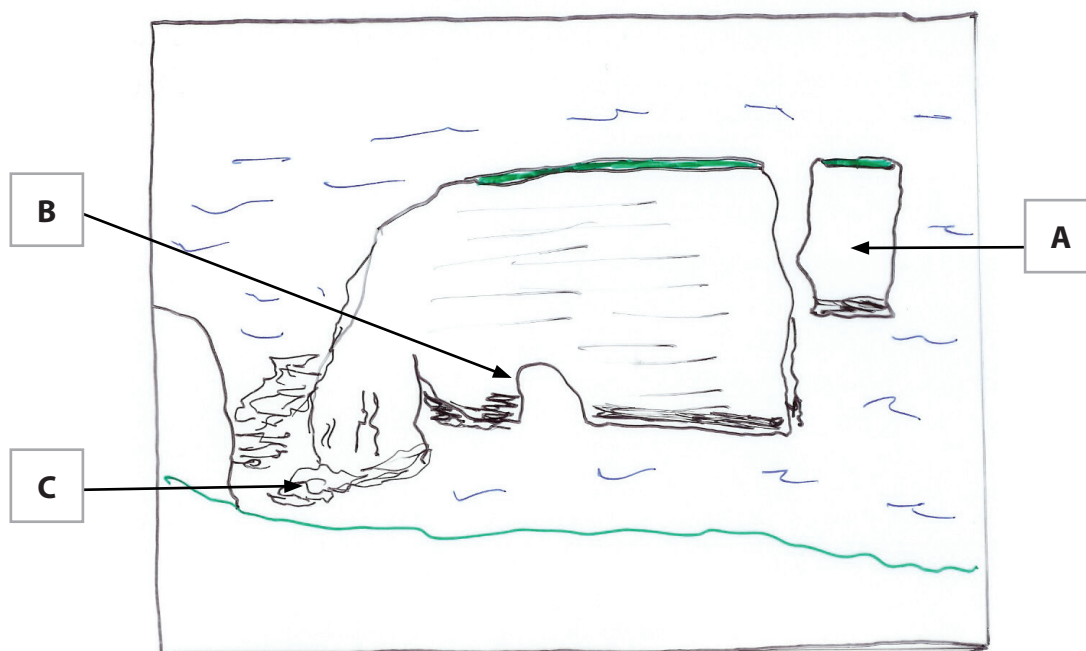


Figure 1a – A field sketch of a coastal landscape.

(i) Which of the following describes the landform at A?

(1)

- A a stack
- B a cliff
- C a stump
- D a spit

- (ii) Which of the following is the best description of the landform found at B? (1)
- A** a small notch in the face of a cliff
 - B** a flat surface formed by wave erosion
 - C** an opening that develops from caves
 - D** an area where material has been deposited

- (iii) Which of the following is the best explanation of how landform C is created? (1)
- A** rock fall from the cliff collects at the base of the cliff
 - B** chemical weathering lowers the level of the beach
 - C** as the cliff retreats, waves create a platform through abrasion
 - D** longshore drift leads to deposited material collecting here

(b) Complete the following sentences that describe and explain a coastal process.

Use some of the words or phrases in the box below. (4)

erosion	abrasion	deposition
backwash	longshore drift	swash
constructive waves	angle	spit
		beach profile

The process that moves material along a beach is known as
 Material is washed up the beach as waves
 break at an; a process known as
 Once the wave has broken, the water returns
 down the beach at right angles to the shoreline; a process known as
 As a result, material is moved along the beach.

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

Describe **one** way in which mass movement causes cliffs to retreat.

(2)

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(ii) Describe **one** way in which cliff erosion can affect the economy of a local area.

(2)

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Topic 2: River Landscapes

2 (a) Study Figure 2a below.

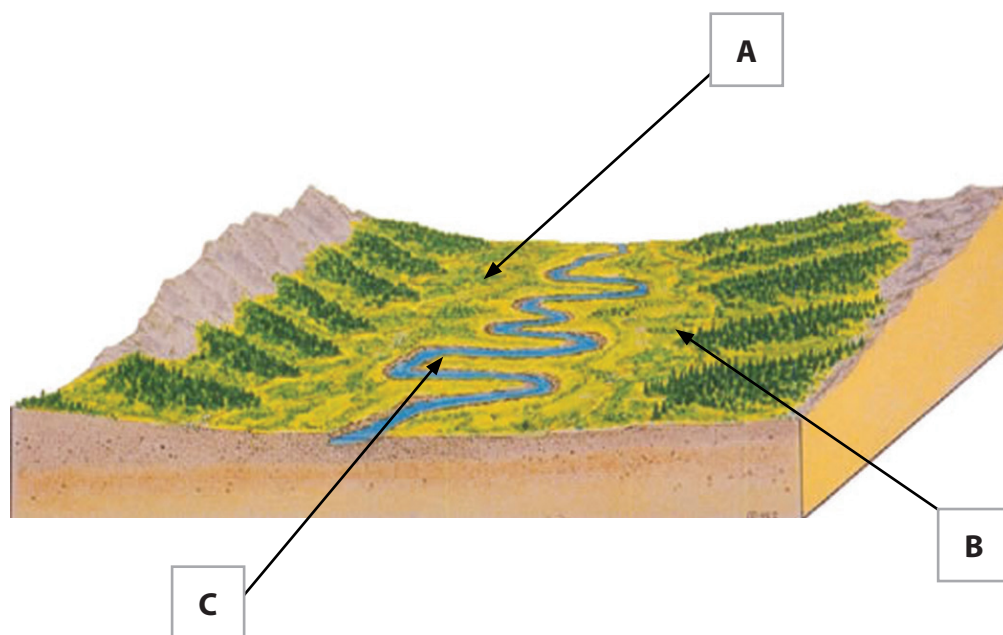


Figure 2a – A section of a river valley.

(Source: Rosgen, www.fgmorph.com)

(i) Which of the following describes the landform at A?

(1)

- A** a flood plain
- B** a waterfall
- C** a meander
- D** a bluff line

(ii) Which of the following is the best description of the landform found at B?

(1)

- A** the inside of a meander bend
- B** an area that the river is eroding now
- C** the bluff line at the edge of the flood plain
- D** an area where the river is depositing material

(iii) Which of the following is the best explanation of how landform C is created?

(1)

- A** the river has eroded here forming a cliff which then collapses
- B** chemical weathering increases the depth of the river
- C** erosion on one side of a bend with deposition on the other side
- D** the river floods creating a lake on the valley floor

(b) Complete the following sentences that describe and explain a river feature.

Use some of the words in the box below.

(4)

weaker	abrasion	stronger	waterfall
downstream	hydraulic action	attrition	plunge
	upstream	undercutting	

When a river passes over layers 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 plunge pool is formed and as the processes continue the waterfall retreats in an direction.

(c) Study Photograph B in the Resource Booklet.

(i) Outline **one** possible effect of this flood on the area.

(2)

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(ii) Suggest **one** human action that may have increased flood risk in areas such as this.

(2)

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(d) Study Figure 2b in the Resource Booklet.

For a river that you have studied, explain why some areas are at risk from flooding.

(4)

Named river

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(Total for Question 2 = 15 marks)

Topic 3: Tectonic Landscapes

3 Study Figure 3a below.

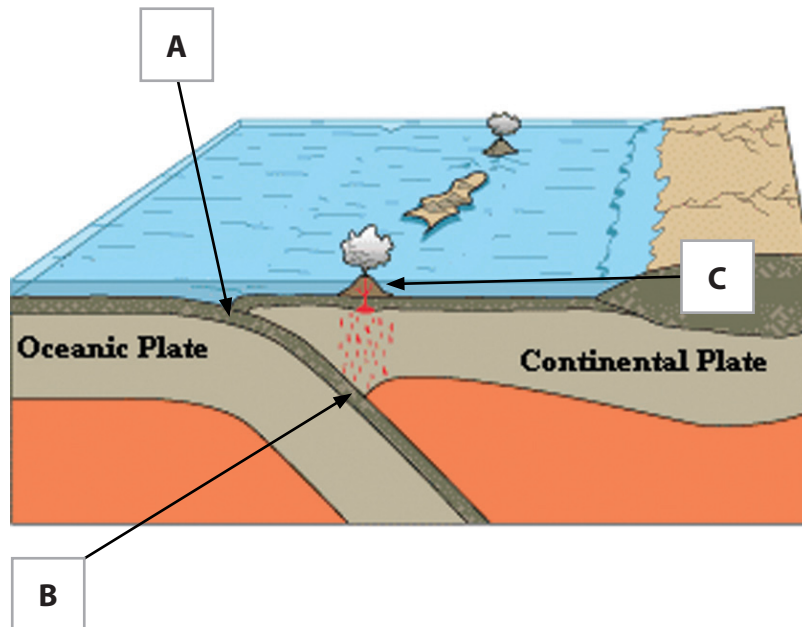


Figure 3a – The boundary of two tectonic plates.

- (a) (i) Which of the following describes the landform at A? (1)
- A** a constructive boundary
 - B** deposition of material on the valley bottom
 - C** an ocean trench
 - D** a hotspot
- (ii) Which of the following is the best description of the process that takes place at B? (1)
- A** an area where volcanoes are created
 - B** an area where ocean plate starts to melt
 - C** an area where continental crust starts to form
 - D** an area where new material is made

(iii) Which of the following is the best explanation of how landform C is created?

(1)

- A** colliding plates cause buckling in the continental plate and melting
- B** melting continental plate rises and melts the oceanic plate and magma erupts
- C** melting oceanic plate rises, melts the continental plate and magma erupts
- D** colliding plates cause buckling in the oceanic plate and melting

(b) The paragraph below explains why earthquakes occur.

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

(4)

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

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 Richter scale and is very powerful, although the shaking rarely lasts for more than

(c) Study Figure 3b in the Resource Booklet.

(i) Outline **one** reason why the distribution of volcanoes is very uneven.

(2)

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(ii) Suggest **one** way in which living close to volcanoes might be useful for people.

(2)

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(d) Study Photograph C in the Resource Booklet.

Explain why the effects of volcanic eruptions are often serious for people living close by.

(4)

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(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 45 MARKS

Section B – Environmental Issues

Answer EITHER Question 4 or Question 5.

Topic 4: A Wasteful World

Spelling, punctuation and grammar will be assessed in 4*(e).

- 4 (a) (i) Which of the following is a type of non-renewable energy? (1)
- A solar power
 - B wind power
 - C tidal power
 - D coal
- (ii) Which of the following is the best definition of renewable energy? (1)
- A energy that will ultimately run out
 - B energy that is cheap and easy to find
 - C energy that is expensive and hard to renew
 - D energy that will not run out
- (iii) Which of the following is the best definition of recycling? (1)
- A taking all waste products to a dump
 - B changing urban transport systems
 - C saving materials that can be used again
 - D a way of making life more pleasant
- (iv) Which of the following is the best definition of a carbon footprint? (1)
- A 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

(b) Suggest **one** reason why wind farms, such as that shown in Photograph D in the Resource Booklet, are unpopular with some people.

(2)

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(c) Study Figure 4a below.

Country	Percentage recovered by recycling					Percent of total waste recycled
	Glass	Plastics	Paper and board	Metals	Wood	
Denmark	95	97	99	40	44	89
Germany	92	77	93	83	77	88
Spain	38	34	62	47	41	48
UK	37	33	74	41	54	53

Figure 4a – The recycling record of selected European countries

(i) Compare the recycling record of the UK and Germany.

(2)

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(ii) Study Figure 4b in the Resource Booklet.

Explain **one** way that a named HIC disposes of its waste.

(2)

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(d) Study Figure 4b in the Resource Booklet.

Suggest **one** advantage and **one** disadvantage of schemes such as this one.

(4)

Advantage

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Disadvantage

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Topic 5: A Watery World

Spelling, punctuation and grammar will be assessed in 5*(e).

- 5 (a) (i) Which of the following is a major way in which water is wasted in HICs? (1)
- A irrigating agricultural crops
 - B using it in manufacturing
 - C through broken pipes
 - D pollution in urban areas
- (ii) Which of the following is the best definition of an underground store of water? (1)
- A spring water
 - B well water
 - C groundwater
 - D river water
- (iii) Which of the following is the major problem of water supply in most LICs? (1)
- A water is far too expensive
 - B rainfall is unreliable
 - C there are no wells
 - D clean water is rarely available
- (iv) Which of the following has the highest consumption of water per person? (1)
- A the USA
 - B Ecuador
 - C Iraq
 - D India

(b) Study Photograph E in the Resource Booklet.

Suggest **one** reason why water supply is sometimes unreliable.

(2)

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(c) Study Figure 5a below.

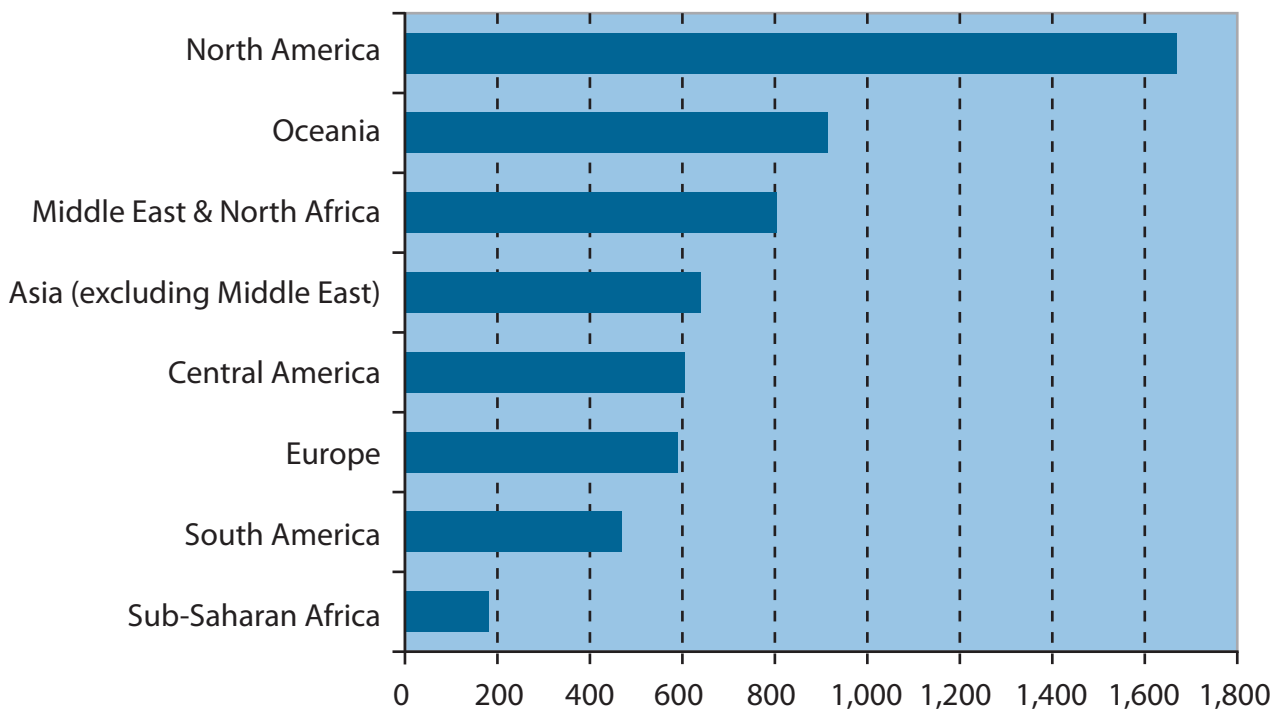


Figure 5a – The amount of water (in cubic metres) used per person per year for selected global regions.

(i) Compare the amount of water used per person in North, Central and South America.

(2)

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(ii) Suggest **one** reason why water used per person varies between global regions.

(2)

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(d) For a water-management scheme you have studied explain **two** main features of the scheme.

(4)

Chosen scheme

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2

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Sample Mark Scheme

Unit 2F: The Natural Environment

Question Number	Answer	Mark
1 (a) (i)	A = a stack	1

Question Number	Answer	Mark
1 (a) (ii)	C = an opening that develops from caves	1

Question Number	Answer	Mark
1 (a) (iii)	C = as the cliff retreats, waves create a platform through abrasion	1

Question Number	Answer	Mark
1 (b)	longshore drift angle swash backwash (1+1+1+1)	4

Question Number	Answer	Mark
1 (c) (i)	Might be any one of: <ul style="list-style-type: none"> • rockfall • slumping • sliding • flow. <p>Any one process described, e.g. 'rocks loosened by weathering (1) and then fall by gravity' (1).</p> <p>Allow any other process identified (1).</p>	2 1+1

Question Number	Answer	Mark
1 (c) (ii)	<ul style="list-style-type: none"> • Loss of property/land (1). • Increasing insurance issues (1). • Loss of businesses (1). • Costs of closing beaches (1). • Any other legitimate explanation (1). <p>Any one point can be expanded by extra detail which might be through example/case study (1) or more detail of the process.</p>	2 (1+1)

Question Number	Answer	Mark
1 (d)	<p>Depends on case study but 'variety of methods' likely to include:</p> <ul style="list-style-type: none"> • groynes, as on photograph (1) • other types of hard engineering – sea walls, etc (1) • soft engineering such as beach replenishment (1) • managed retreat or 'do nothing' approaches (1) • method chosen depends on needs of area/section (1) • usually determined by economic value of that area/section (1). <p>For each method a second mark for explanation of why method is chosen (1).</p>	4 (1+1) + (1+1) or (1+1) + 1+1

Question Number	Answer	Mark
2 (a) (i)	A = a flood plain	1

Question Number	Answer	Mark
2 (a) (ii)	C = the bluff line at the edge of the flood plain	1

Question Number	Answer	Mark
2 (a) (iii)	C = erosion on one side of a bend with deposition on the other side	1

Question Number	Answer	Mark
2 (b)	<p>weaker abrasion undercutting upstream</p> <p style="text-align: right;">(1+1+1+1)</p>	4

Question Number	Answer	Mark
2 (c) (i)	<ul style="list-style-type: none"> • 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) • Damage to wildlife (1) • Loss of habitat (1) • Schools closed (1) • Impossible to access hospitals (1) <p>Any one point can be developed by an example or detail of impact on economy (1).</p>	2 1+1

Question Number	Answer	Mark
2 (c) (ii)	<p>Human actions include:</p> <ul style="list-style-type: none"> • urbanisation (1) • river management (1) • agricultural changes (1) • global warming issues (1). <p>Any one point can be expanded by extra detail which might be through example/case study (1) or more detail of process.</p>	2 1+1

Question Number	Indicative content:	Mark
2 (d)	<p>Risk will be broadly determined by:</p> <ul style="list-style-type: none"> • physical factors • quality of management/flood protection. <p>For example:</p> <ul style="list-style-type: none"> • position on flood plain (1), so lower lying puts area at greater risk (1) • building on flood plain (1), so risk is exacerbated on some parts of the flood plain (1) • flood defence systems in place in some areas and not others (1), so some places better protected (1) • flood defences elsewhere in the basin (1) so the protection of some places may make problem worse elsewhere (1) • variable prediction (1), so some areas may have longer to take precautions (1) <p>For each method a second mark for either an example/location detail or further detail, e.g. cost (1).</p>	4 (1+1) + (1+1) or (1+1) + 1+1

Question Number	Answer	Mark
3 (a) (i)	C = an ocean trench	1

Question Number	Answer	Mark
3 (a) (ii)	B = an area where ocean plate starts to melt	1

Question Number	Answer	Mark
3 (a) (iii)	C = melting oceanic plate rises and melts the continental plate and magma erupts	1

Question Number	Answer	Mark
3 (b)	crust plate pressure 30 seconds (1+1+1+1)	4

Question Number	Answer	Mark
3 (c) (i)	<ul style="list-style-type: none"> • Uneven because they occur at plate boundaries (1), gives example and/or more detail about distribution of boundaries (1). • Plate boundaries are linear hence lines of volcanoes (1), gives example (1). • Plate boundaries often close to continental margins (1), which are not evenly distributed (1). • Constructive margins are often in mid-ocean (1), gives example (1). <p>Student gives a basic point plus development for the second mark.</p>	2 (1+1)

Question Number	Answer	Mark
3 (c) (ii)	<ul style="list-style-type: none"> • Volcanic soils are fertile (1) so excellent crop yields (1). • Might produce geothermal energy (1) to provide energy (1). • Tourists (1) to provide jobs/income (1). <p>One mark per basic point plus development for the second mark.</p>	2 (1+1)

Question Number	Indicative content	Mark
3 (d)	<p>One mark for basic point, one mark for development. Maximum of three marks for basic points without development.</p> <p>Suitable responses include:</p> <ul style="list-style-type: none"> • very high energy events (1) pyroclastics deadly (1) • loss of life, injuries and loss of farmland (1) leading to reduced output and GDP (1) • destruction of infrastructure, e.g. roads, power stations (1), leading to disruption of public services • fragility of both rural and urban economy in LICs (1) costs of rebuild (1). 	4 (1+1) + (1+1) or (1+1) + 1+1

Question Number	Answer	Mark
4 (a) (i)	D = coal	1

Question Number	Answer	Mark
4 (a) (ii)	D = energy that will not run out	1

Question Number	Answer	Mark
4 (a) (iii)	C = saving materials that can be used again	1

Question Number	Answer	Mark
4 (a) (iv)	B = a measure of the impact human activities have on the environment	1

Question Number	Answer	Mark
4 (b)	<ul style="list-style-type: none"> • They are ugly (1) as they intrude into beautiful landscape (1). • They are unnecessary (1); global warming is exaggerated (1). • They always need backup (1) because it isn't always windy (1). • They are not cost effective (1) compared to other renewable methods (1). • They reduce property values (1) in the immediate area (1). <p>Each of these can be extended by examples or further detail (1).</p>	2 (1+1)

Question Number	Answer	Mark
4 (c) (i)	<ul style="list-style-type: none"> Germany is better than the UK (1); total data supports this (88/53) (1). Germany better in all individual categories – any one or more might be named (1) data to support (1). <p>Expect proper comparison for 2 marks – keep to one if answer is just statements without comparative language.</p>	2 (1+1)

Question Number	Answer	Mark
4 (c) (ii)	<p>Depends on case study but for each expect a basic point (1) and further development through detail of process/location (1).</p> <ul style="list-style-type: none"> Landfill (1), development through detail of process/location (1). Incineration (1), development through detail of process/location (1). Recycling (1), development through detail of process/location (1) or uses resource for data (1). Dumping offshore (1), development through detail of process/location (1). 	2 (1+1)

Question Number	Answer	Mark
4 (d)	<p>Advantages:</p> <ul style="list-style-type: none"> even less landfill (1) so some people benefit/good for environment (1) (opportunity of) savings elsewhere (1) in terms of electricity generation (1) more electricity (1) which stimulates economic growth (1). <p>Disadvantages:</p> <ul style="list-style-type: none"> (already) emitting fumes (1) so problems for health (1) (already) generating traffic (1) which causes time loss/economic costs (going to become worse when plant gets bigger) (1) property values decline (1) which is a loss for locals (1) political costs (1) which are unpopular with locals (1). 	4 (1+1) + (1+1)

Question Number	Indicative content	Mark
*4 (e) QWC i-ii-iii	Material might include: <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 • biggest footprint is based on consumption so the wealthiest countries have a bigger carbon footprint • individual awareness increases as societies develop • many dirty industries are exported (e.g. to China) • some exceptions though if governments/populations show great awareness (e.g. Scandinavian states). 	6
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A simple descriptive point about carbon footprints. Names countries but minimal development. There is a basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3–4	Some descriptive points about carbon footprint variations. No explanation of variation. Clearly communicated but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5–6	Good descriptive points about carbon footprint variations. Makes assertions explaining variation. Some locational/data support. Has data and detail to support argument with evidence. 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 candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2–3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Mark
5 (a) (i)	C = through broken pipes	1

Question Number	Answer	Mark
5 (a) (ii)	C = groundwater	1

Question Number	Answer	Mark
5 (a) (iii)	D = clean water is rarely available	1

Question Number	Answer	Mark
5 (a) (iv)	A = the USA	1

Question Number	Answer	Mark
5 (b)	<ul style="list-style-type: none"> • Leakages/lots of water is lost (1) because of old/bad pipes (1). • Pollution/some water supplies (1) are affected by toxic groundwater/mining waste/nitrates (1). • Shortages/arid areas (1) mean water tables/ivers are overused (1). • Costs (1): water is getting expensive in some areas (1). <p>One mark for a basic point, plus development for the second mark.</p>	2 (1+1)

Question Number	Answer	Mark
5 (c) (i)	<ul style="list-style-type: none"> • North America is by far the heaviest user (1), gives data to support (1). • Central America and South America have similar usage (1), gives data to support (1). <p>Expect proper comparison for two marks – keep to one if answer includes just statements without comparative language. No marks if offers only one of the three regions.</p>	2 (1+1)

Question Number	Answer	Mark
5 (c) (ii)	<ul style="list-style-type: none"> • Wealthy countries have high demand (1) because of ability to pay (1). • 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), e.g. many households in the USA have dishwashers, power showers, etc (1). • Supply issues may control consumption (1), e.g. Sub-Saharan Africa (1). 	2 (1+1)

Question Number	Answer	Mark
5 (d)	<p>Identifiable scheme.</p> <p>Feature of scheme (1) extension through detail of process or data/location to support (1).</p> <p>If the water-management scheme is not identifiable, limit the mark to (1) + (1).</p>	4 (1+1) + (1+1)

Question Number	Indicative content	Mark
*5 (e) QWC i-ii-iii	<p>Not very reliable:</p> <ul style="list-style-type: none"> • average around 400 – 500 mm • range from 800 mm down to 250 mm • 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 is a low figure in any case so shortages likely • have to provide alternatives • loss of habitat • changing fauna and flora. 	6
Level	Marks	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	At least one simple descriptive point about rainfall variations. Limited grasp of idea of unreliability. Little or no data offered. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3–4	Some descriptive points about rainfall variations. Grasp of variability but limited explanation linking variations to people and environment. Some locational/data support. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5–6	Good descriptive points about rainfall variations and/or impacts. Makes assertions linking rainfall variations and problems for people and environment. Uses data to support the argument. 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 candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2–3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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

Time: 1 hour 15 minutes

Paper Reference

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.
- In Section A answer **all** questions.
- In Section B answer **either** question 4 or 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- 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 Physical World

Answer ALL questions from Section A.

Topic 1: Coastal landscapes

1 Study Figure 1a below.

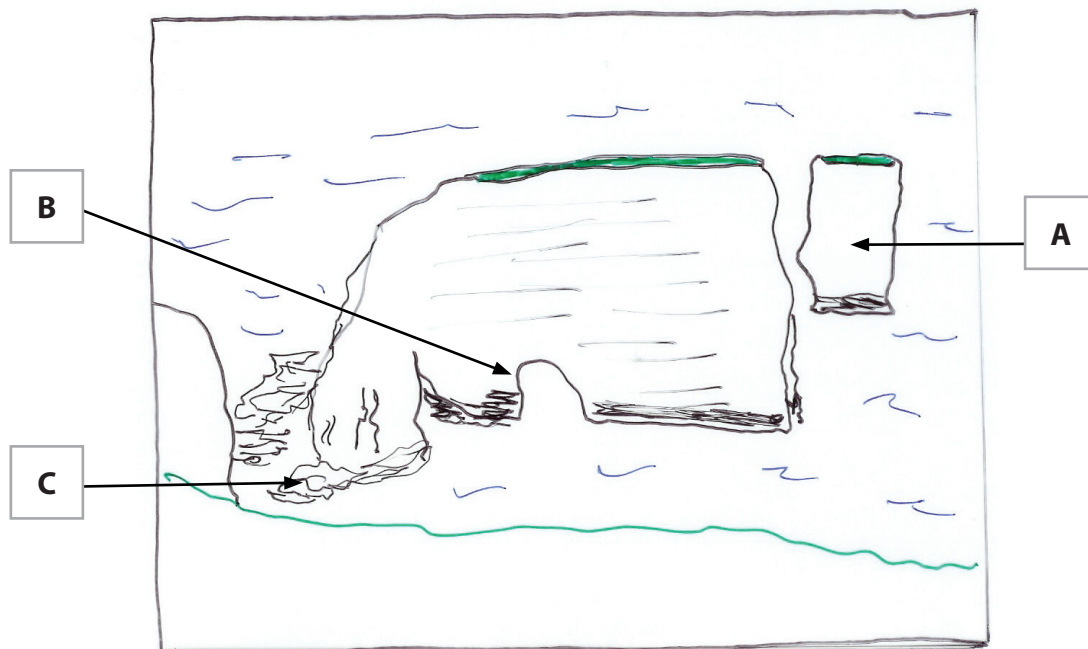


Figure 1a – A field sketch of a coastal landscape.

(a) Identify landforms A, B and C.

(3)

A

B

C

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

(i) Outline **one** way in which mass movement causes cliffs to retreat.

(2)

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(ii) Explain how cliff erosion can affect the economy of a local area.

(4)

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Topic 2: River Landscapes

2 Study Figure 2a below.

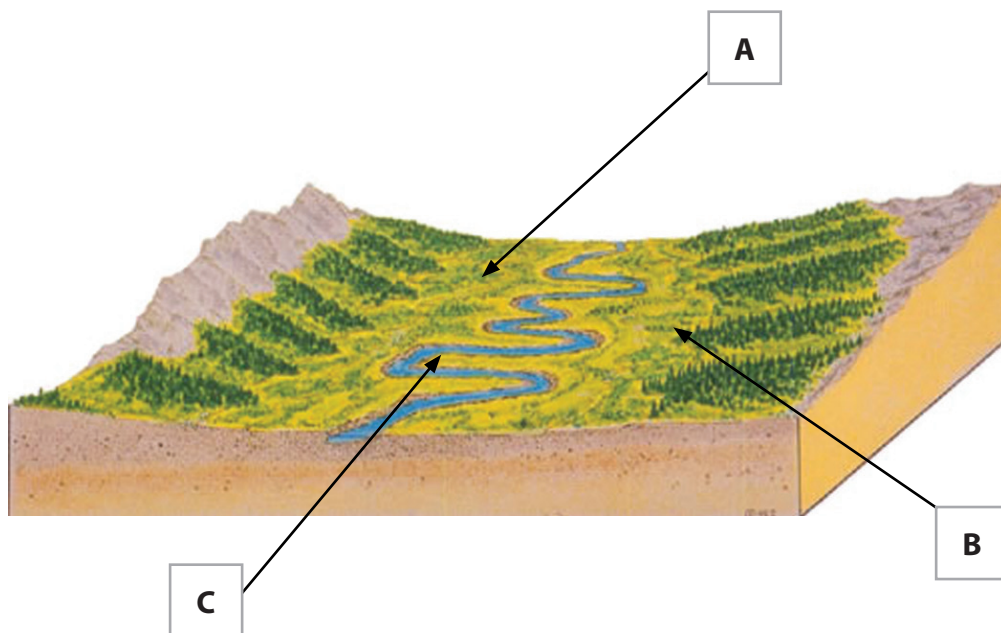


Figure 2a – A section of a river valley.

(Source: Rosgen, www.fgmorph.com)

(a) Identify the landforms A, B and C.

(3)

A

B

C

(b) Study Photograph B in the Resource Booklet.

(i) Outline **one** possible effect of this flood on the economy of the area.

(2)

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

(4)

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Topic 3: Tectonic Landscapes

3 Study Figure 3a below.

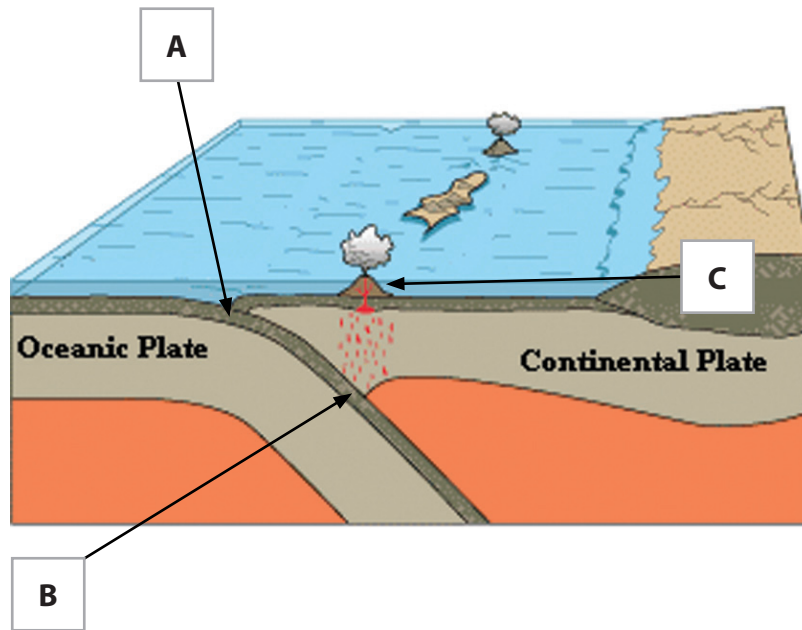


Figure 3a – The boundary of two tectonic plates.

(a) Identify the tectonic features A, B and C.

(3)

- A
- B
- C

(b) Outline **one** difference between destructive and constructive plate boundaries.

(2)

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(c) Study Figure 3b in the Resource Booklet.

Explain why the distribution of active volcanoes is very uneven.

(4)

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Section B – Environmental Issues

Answer EITHER Question 4 or Question 5.

Topic 4: A Wasteful World

Spelling, punctuation and grammar will be assessed in 4*(d).

4 (a) (i) Identify **one** example of a fossil fuel used in power stations. (1)

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(ii) Define the term 'renewable energy'. (2)

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(iii) Suggest **three** reasons why wind farms, such as that shown in Photograph D in the Resource Booklet, are unpopular with some people. (3)

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(b) Study Figure 4a below.

Country	Percentage recovered by recycling					Percent of total waste recycled
	Glass	Plastics	Paper and board	Metals	Wood	
Denmark	95	97	99	40	44	89
Germany	92	77	93	83	77	88
Spain	38	34	62	47	41	48
UK	37	33	74	41	54	53

Figure 4a – The recycling record of selected European countries.

(4)

Suggest reasons why some countries are better than others at recycling materials.

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(c) Study Figure 4b in the Resource Booklet.

Explain the advantages and disadvantages of schemes such as these for the local community.

(4)

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Topic 5: A Watery World

Spelling, punctuation and grammar will be assessed in 5*(d).

5 (a) (i) Identify **one** use of water that is much more common in HICs than in LICs. (1)

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(ii) Define the term 'irrigation'. (2)

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(iii) Study Photograph E in the Resource Booklet.

Suggest **three** reasons why water supply is not always reliable. (3)

1

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2

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3

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(b) Study Figure 5a below.

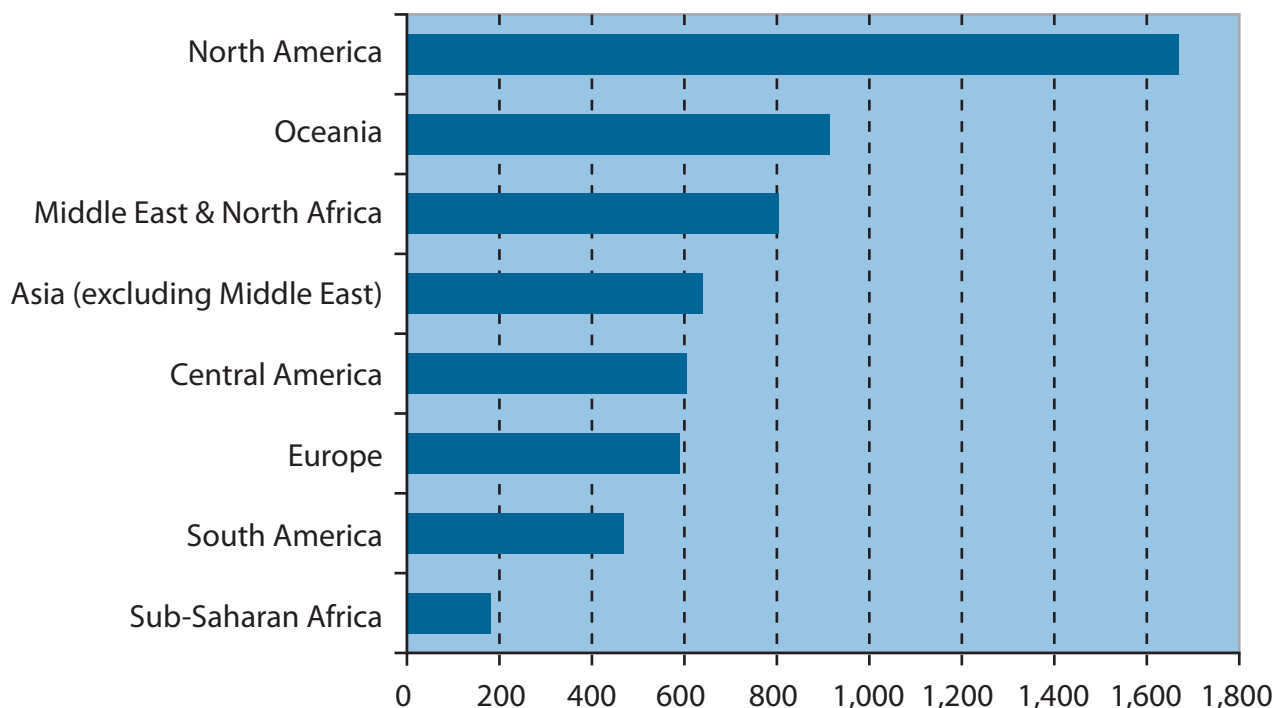


Figure 5a – The amount of water (in cubic metres) used per person per year for selected global regions.

Using Figure 5a, explain the variations in the consumption of water for different global regions.

(4)

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

(4)

Chosen scheme:

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Sample Mark Scheme

Unit 2H: The Natural Environment

Question Number	Answer	Mark
1 (a)	A = Stack (1) B = Cave or arch (1) C = Wave-cut platform or equivalent (1)	3 1+1+1

Question Number	Answer	Mark
1 (b) (i)	Might be any one of: <ul style="list-style-type: none"> • rockfall • slumping • sliding • flow. <p>Any one process described, e.g. 'rocks loosened by weathering (1) and then fall by gravity' (1).</p> <p>Allow any other process identified (1).</p>	2 1+1

Question Number	Answer	Mark
1 (b) (ii)	<ul style="list-style-type: none"> • Loss of property/land (1). • Increasing insurance issues (1). • Loss of businesses (1). • Costs of closing beaches (1). • Any other legitimate explanation (1). <p>Any one point can be expanded by extra detail, which might be through example/case study, or more detail of process (1).</p> <p>Limit to three marks if the answer is just a list with no one point extended.</p>	4 (1+1) + (1+1) or (1+1) + 1 + 1

Question Number	Indicative content	Mark
1 (c)	<p>Depends on case study but 'variety of methods' 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. <p>Focus is on 'why a variety', suggesting that different areas need different methods.</p>	6
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Description of one or two methods of coastal management including groynes (resource). Location is named but no more. No concept of variation.
Level 2	3-4	Good description of methods. Detail of one of these methods. An assertion of 'why varied' but not supported.
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. Good focus on 'why a variety'.

Question Number	Answer	Mark
2 (a)	<p>A = Flood plain (1). B = Bluff line/valley side or equivalent (1). C = Meander (1).</p>	3 1+1+1

Question Number	Answer	Mark
2 (b) (i)	<ul style="list-style-type: none"> • 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>Any one point can be developed by an example or detail of impact on economy (1).</p>	2 1+1

Question Number	Answer	Mark
2 (b) (ii)	<p>Human actions include:</p> <ul style="list-style-type: none"> • urbanisation (1) • river management (1) • agricultural changes (1) • global warming issues (1). <p>Any one point can be expanded by extra detail, which might be through example/case study or more detail of process (1).</p> <p>Limit to three marks if the answer is just a list with no one point extended.</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1)+1+1</p>

Question Number	Indicative content:	Mark
2 (c)	<p>Risk will be broadly determined by:</p> <ul style="list-style-type: none"> • physical factors • quality of management/flood protection. <p>In detail determined by the following factors:</p> <ul style="list-style-type: none"> • position on flood plain, so lower lying puts area at greater risk • building on flood plain, so risk is exacerbated on some parts of the flood plain • flood-defence systems in place in some areas and not others, so some places are 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>Focus is on reasons for variation so expect comparative language.</p>	6

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Describes one or two ways of managing floods. No clear focus on title. No locational detail of chosen case study except name of place.
Level 2	3–4	Good description of methods of management. An assertion about why risk is affected. Some local locational detail/data.
Level 3	5–6	Good range of factors explained. At least two well linked with risk. Effective use of local data/detail.

Question Number	Answer	Mark
3 (a)	A = Ocean trench (1). B = Subduction zone and/or area of crustal melting (1). C = Volcano and/or island arc (1).	3 1+1+1

Question Number	Answer	Mark
3 (b)	<ul style="list-style-type: none"> Type of volcano (1) shield/composite or explosivity of volcanoes (1). Location (1) edge of continent/mid-ocean (1). Type of material (1) granitic/basaltic (1). Trench (1) no trench (1). Fold mountains (1) no fold mountains (1). 	2 1+1

Question Number	Answer	Mark
3 (c)	<p>One mark for basic point, one mark for development. Maximum of three marks for basic points without development.</p> <ul style="list-style-type: none"> Distribution is uneven because they occur at plate boundaries (1), gives example and/or more detail about distribution of boundaries (1). Plate boundaries are linear, hence lines of volcanoes (1), gives example (1). Plate boundaries are often close to continental margins (1), which are not evenly distributed (1). Constructive margins often in mid-ocean (1), gives example (1). 	4 (1+1) + (1+1) or (1+1)+1+1

Question Number	Indicative content	Mark
3 (d)	<p>Suitable responses include:</p> <ul style="list-style-type: none"> • loss of farmland leading to reduced output and GDP • destruction of infrastructure, e.g. roads, hotels, power stations, results in drain on resources during rebuild • loss of trading opportunities, e.g. tourism, export of raw materials • limited ability to recover, constrained by limited resources • fragility of both rural and urban economy, especially the former. <p>Focus is on the impact of LICs, with the key idea being the low income and limited ability to respond positively to disaster.</p>	6
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Some descriptive points about either/or severity of disasters and nature of LICs. No explanation linking economy with severity of disaster.
Level 2	3–4	Good descriptive points about either/or severity of disasters and nature of LICs. Asserts reasons why they are serious.
Level 3	5–6	Excellent descriptive points about either/or severity of disasters and nature of LICs. Well-developed reasons why they are serious.

Question Number	Answer	Mark
4 (a) (i)	Choices are: <ul style="list-style-type: none"> • coal (1) • oil (1) • gas (1) • peat (1). 	1

Question Number	Answer	Mark
4 (a) (ii)	Energy sources that can be regenerated (1), do not run out because they are dependent on extra-terrestrial forces (1), gives example (1).	2 1+1

Question Number	Answer	Mark
4 (a) (iii)	<ul style="list-style-type: none"> • They are ugly (1). • They are unnecessary as global warming is exaggerated (1). • They always need backup because it is not always windy (1). • They are not cost effective compared to other renewable methods (1). • They reduce property values (1). 	3 1+1+1

Question Number	Answer	Mark
4 (b)	<ul style="list-style-type: none"> • Richer (1) 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). • Easier to organise (1), because of denser populations (1). <p>Allow any one point to be extended by an appropriate example either from the table or own knowledge (1).</p>	4 (1+1) + (1+1) or (1+1) + 1 + 1

Question Number	Answer	Mark
4 (c)	<p>Disadvantages to include a maximum of three points given from:</p> <ul style="list-style-type: none"> • already emitting fumes (1) • already generating traffic (1) • going to become worse when plant bigger (1) • political costs if unpopular with locals (1). <p>Advantages to include a maximum of three points given from:</p> <ul style="list-style-type: none"> • even less landfill (1) • opportunity cost of savings elsewhere in terms of electricity generation (1) • more electricity (1). <p>Four marks can be made up from three disadvantages and one advantage, or one disadvantage and three advantages.</p>	<p>4 (1+1) + (1+1) or (1+1) + 1 + 1</p>

Question Number	Indicative content	Mark
*4 (d) QWC i-ii-iii	<p>Material might include:</p> <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 a measure of both economic and social 'progress' • dirtiest societies are countries that are industrialising fast • biggest footprint is based on consumption, so the wealthiest countries have a bigger carbon footprint • some exceptions, though, if governments/populations show great awareness (e.g. Scandinavian states) • general rule is that the two are positively correlated. <p>Focus is on impact of development.</p>	6

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Some descriptive points about carbon footprint variations. No explanation linking development and footprint. Names countries but minimal development. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3–4	Good descriptive points about carbon footprint variations. Makes assertions linking development and footprint. Some locational/data support. Clearly communicated but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5–6	Excellent descriptive points about carbon footprint variations. Good explanation linking development and footprint. Has data and detail to support argument with evidence. 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 candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2-3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<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
5 (a) (i)	<ul style="list-style-type: none"> • Bathing (1). • Drinking (1). • Sewage disposal (1). • Watering vegetables (1). 	1

Question Number	Answer	Mark
5 (a) (ii)	Providing water (1) for agriculture (1)/to supplement natural supply (1)/pumped from rivers (1).	2 1+1

Question Number	Answer	Mark
5 (a) (iii)	Any three from: <ul style="list-style-type: none"> • Leakages/lots of water is lost because of old/bad pipes (1). • Pollution/some water supplies are affected by toxic groundwater/mining waste/nitrates (1). • Shortages/arid areas mean water tables/ivers are overused (1). • Costs/water is getting expensive in some areas (1). 	3 1+1+1

Question Number	Answer	Mark
5 (b)	Suitable responses include: <ul style="list-style-type: none"> • wealthy countries have a high demand (1) because of ability to pay (1) • 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), e.g. many households in the USA have dishwashers, power showers, etc (1) • supply issues may control consumption (1), e.g. Sub-Saharan Africa (1). 	4 (1+1) + (1+1) or (1+1)+1+1

Question Number	Answer	Mark
5 (c)	Identifiable scheme. Basic reason for scheme, i.e. the motivation (1), any development through data/detail of that pressure/stimulus (1). Allow either two basic points, both with development or three basic points with only one developed.	4 (1+1) + (1+1) or (1+1) + 1 + 1

Question Number	Indicative content	Mark
*5 (d) QCW i, ii, iii	<p>Not very reliable:</p> <ul style="list-style-type: none"> • average around 400 – 500 mm • range from 800 mm down to 250 mm • moving average unpredictable too • no trend, therefore it is 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. <p>Focus is on linking and the problem of planning.</p>	6
Level	Marks	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Some descriptive points about rainfall variations. No explanation linking variations to people. Little or no data offered. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3–4	Good descriptive points about rainfall variations and/or impacts. Makes assertions linking rainfall variations and problems for people. Some locational/data support. Clearly communicated but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5–6	Excellent descriptive points about rainfall variations and impacts. Good explanation linking rainfall variations and problems for people. Uses data to support the argument. 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 candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2-3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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.

Information

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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PEARSON

Section A – The Physical World

Topic 1: Coastal Landscapes

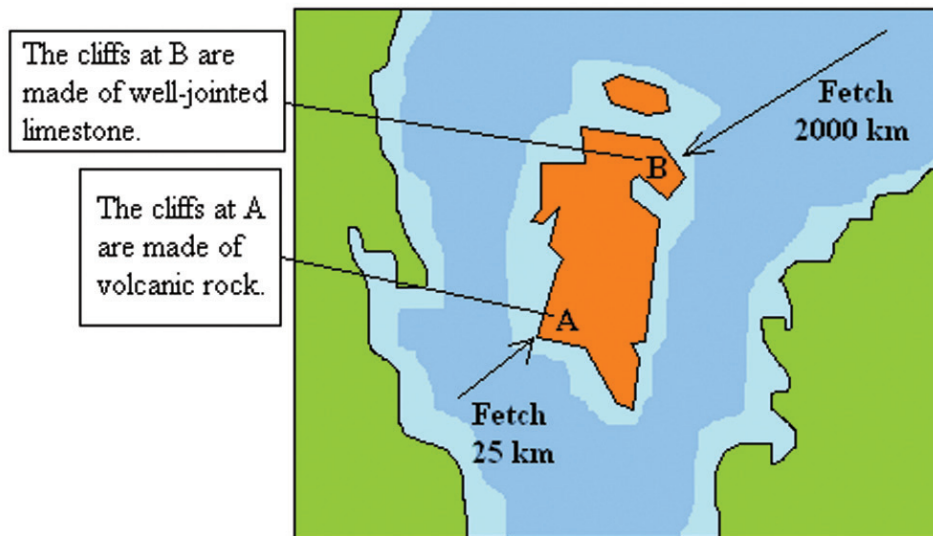


Figure 1b – Rock types and fetch distances at a coast

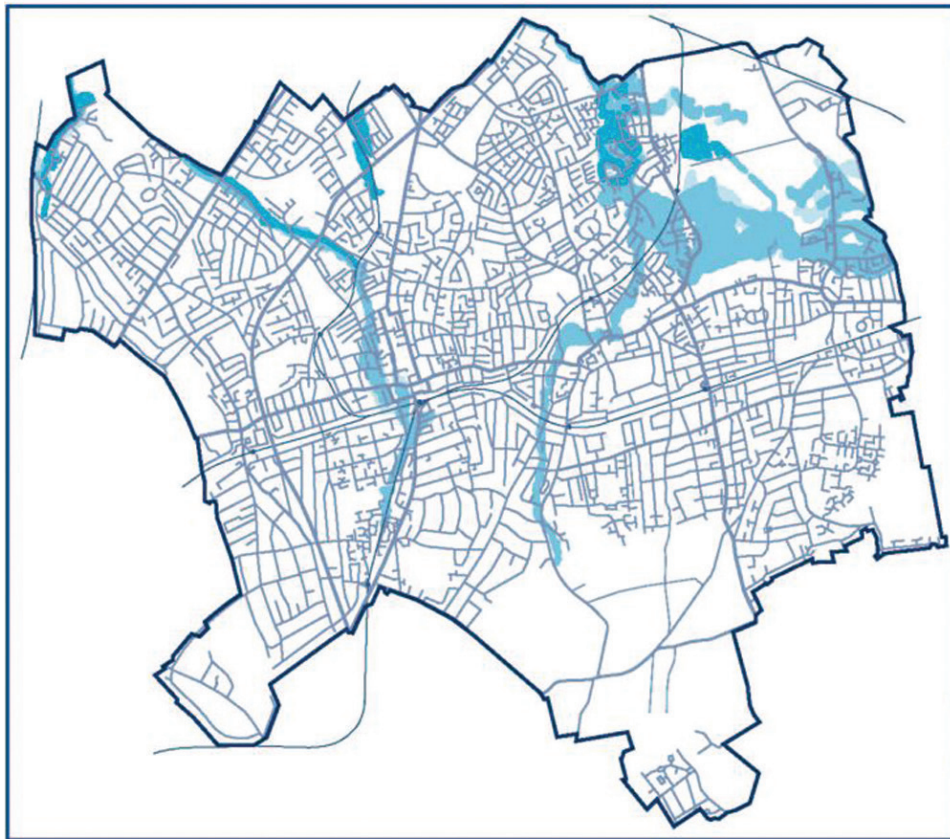


Photograph A. Students studying groynes, an example of hard engineering at the coast.

Topic 2: River Landscapes



Photograph B. Flooding in Alicante, Spain.



<p>Medium probability of flooding Likely to flood once every 100 to 1000 years.</p>	<p>High probability of flooding Likely to flood more than once every 100 years.</p>	<p>Flood plain Likely to flood once every 20 years. Use to store flood waters.</p>

Figure 2b – A flood-risk map of Sutton in south London.

Topic 3: Tectonic Landscapes



Key: ▲ volcanoes

Figure 3b – The global distribution of active volcanoes.



Photograph C. An area that has been affected by a volcanic eruption in a low-income country (LIC).

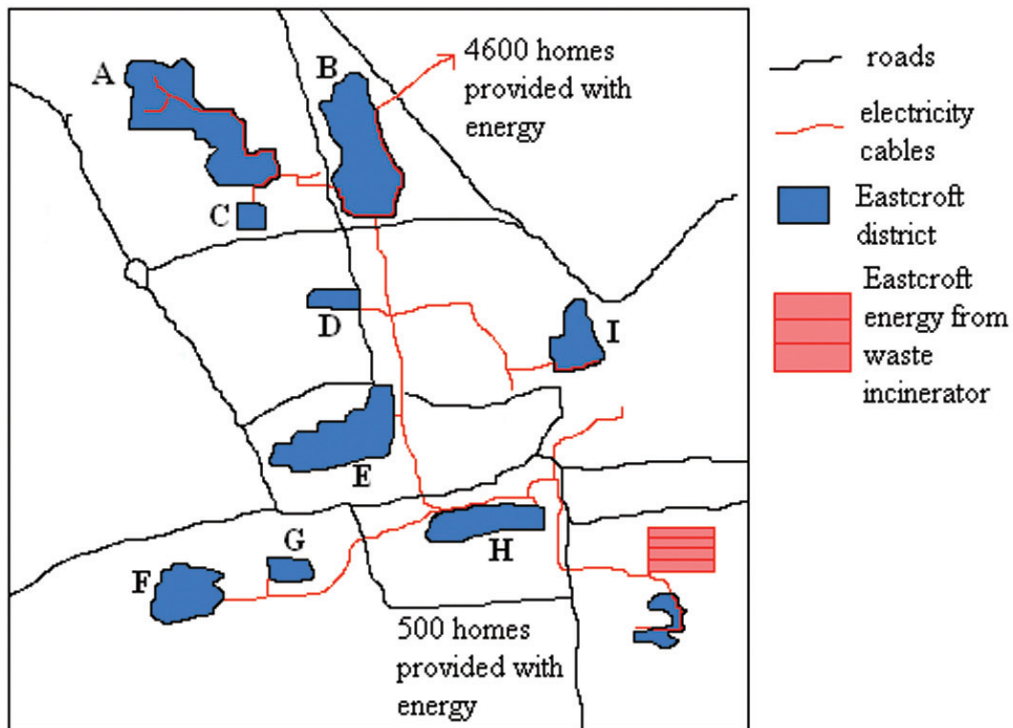
(Source: courtesy of the U.S. Geological Survey)

Section B – Environmental Issues

Topic 4: A Wasteful World



Photograph D. A wind farm in rural England.



Key

A – Nottingham Trent University
 C – Theatre Royal
 E – Broadmarsh shopping centre
 G – Magistrates court
 I – Ice stadium

B – Victoria shopping centre
 D – Old Market Square shops
 F – Inland Revenue
 H – Capital One offices

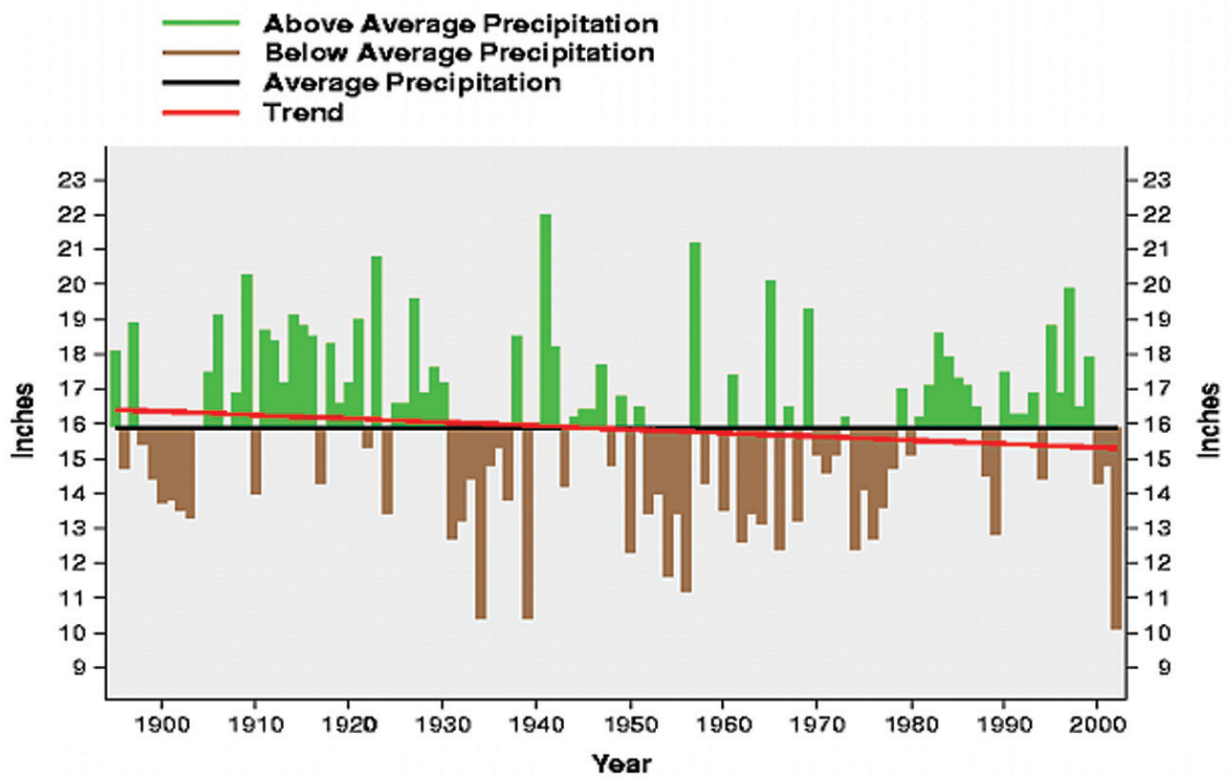
The incinerator produces electricity from waste. It burns 100,000 tonnes of domestic waste a year and there are plans to expand to 250,000 tonnes. During the process, gases are released into the air. Less waste is going into landfill sites. Nottingham is one of the worst performing local authorities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

Figure 4b – The impact of the Eastcroft energy from waste incinerator in Nottingham.

Topic 5: A Watery World



Photograph E. Water loss from a burst water pipe in London.



16 inches of rain is equivalent to 400 mm

Figure 5b – Rainfall variation in the Darling River basin, Australia 1895–2005.

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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

Time: 1 hour 15 minutes

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 **all** questions.
- In Section B answer **either** question 4 or 5
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- 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 ALL questions from Section A.

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 ☒.

Topic 1: Economic Change

- 1 (a) (i) Complete the following sentences that describe and explain some aspects of employment.

Use some of the words in the box below.

(4)

	increase	decline	secondary	
tertiary	manufacturing	primary	extraction	
services	raw materials	reduced		

In most HICs there has been a in the numbers of people employed in the primary and sectors. At the same time there has been an in the numbers employed in the tertiary sector. The primary sector is concerned with the extraction of raw materials; an example is mining. The secondary sector is the of goods for sale. The tertiary sector involves the selling of services.

- (ii) Which of the following is an example of a low-paid tertiary worker?

(1)

- A factory worker
- B farm worker
- C fast-food worker
- D banker

(iii) Which of the following is an example of a tertiary activity that has grown very rapidly in many LICs?

(1)

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

(iv) Which of the following is the best explanation for the decline in employment in agriculture in many HICs?

(1)

- A running out of resources
- B climate change
- C changes in diet
- D mechanisation

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

State **two** reasons for the increase in tertiary employment in countries such as the USA.

(2)

1

.....

2

.....

(c) For a named LIC, state **two** changes to its manufacturing sector in recent years. (2)

Named country

1

2

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

Explain the physical and human factors that make areas such as Silicon Valley attractive to hi-tech companies.

(4)

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(Total for Question 1 = 15 marks)

Topic 2: Settlement Change

- 2 (a) (i) Complete the following sentences that describe and explain some settlement functions.

Use some of the words in the box below.

(4)

tourism	forests	markets	
agriculture	increased	commuters	migrants
manufacturing	unemployment	declined	

Rural areas used to be dominated by

Many urban areas originally grew as where

produce was sold. They later became centres of government and

..... . In many HICs the differences between the

functions of rural and urban settlements have

in recent years.

- (ii) Which of the following best describes brownfield sites?

(1)

- A** urban farms and allotments
- B** urban land that has never been developed
- C** rural areas that are ploughed
- D** urban land that has been developed previously

(iii) Which of the following is the best definition of counter-urbanisation?

(1)

- A** the movement of people from urban areas to rural areas
- B** a movement of people who are against urban growth
- C** a movement of people who support rural traditions
- D** the movement of people back into city centres

(iv) Which of the following is the best explanation for rapid urban growth in many LICs?

(1)

- A** the arrival of many international migrants
- B** many retired people moving into the area
- C** government schemes encouraging in-migration
- D** people leaving rural areas in large numbers

(b) Study Figure 2a in the Resource Booklet.

State **two** ways in which the growth of urban areas such as Las Vegas might have affected the surrounding physical environment.

(2)

- 1
- 2

(c) For a named urban area in a LIC describe how it has grown in recent years.

(2)

Named urban area

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(d) Study Figure 2b in the Resource Booklet.

Explain the growth of urban areas in the UK.

(4)

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(Total for Question 2 = 15 marks)

Topic 3: Population Change

- 3 (a) (i) Complete the following sentences that describe and explain some population changes.

Use some of the words in the box below.

(4)

births	billion	wealth	
rapidly	Asia	people	million
remote	poverty	Europe	

In 2012 world population was over 7

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 low. In others, such as Africa, it remains high even though there is and disease.

- (ii) Which of the following is the best definition of population density?

(1)

- A** number of people per square kilometre
- B** the total population of a country
- C** number of people living in an urban area
- D** where people live in an area

(iii) Which of the following is true of the United Kingdom today?

(1)

- A** birth rate and death rate are very similar
- B** birth rate and death rate are both rising fast
- C** birth rate and death rate are both falling
- D** birth rate is higher than death rate

(iv) Which of the following is the best description of the second stage of the demographic transition model?

(1)

- A** birth rate falls but death rate stays high
- B** birth rate and death rate are both falling
- C** birth rate stays high as death rate falls
- D** birth rate and death rate are both rising

(b) Study Figure 3a in the Resource Booklet.

Suggest **one** piece of evidence from the population pyramid that the UK has an ageing population.

(2)

(c) For a named country, describe **one** way in which it has attempted to reduce its birth rate.

(2)

Named country

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(d) Study Figure 3b in the Resource Booklet.

Explain how the physical geography of China influences the distribution of its population.

(4)

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(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 45 MARKS

SECTION B – PEOPLE ISSUES

Answer EITHER Question 4 or Question 5.

Topic 4: A Moving World

Spelling, punctuation and grammar will be assessed in 4*(e).

- 4 (a) (i) Which of the following best describes refugees? (1)
- A people leaving a country in search of jobs
 - B people leaving a country to join their family
 - C people leaving a country to avoid war and disaster
 - D people leaving a country to seek new opportunities
- (ii) Which of the following is an example of short-term population movement? (1)
- A migration from Mexico to the USA seeking work
 - B commuters travelling to and from London for work
 - C people moving to the countryside from cities
 - D retired people moving to Spain
- (iii) Which of the following is an example of a negative economic impact of migration on the country of origin? (1)
- A a shortage of skilled labour
 - B a shortage of jobs for those who don't migrate
 - C the disruption of family life
 - D the impact on cultural life and traditions

(iv) Which of the following UK regions has grown fastest because of migration? (1)

- A** Scotland
- B** Wales
- C** Northern England
- D** South-east England

(b) Study Figure 4a in the Resource Booklet.

(i) Suggest **one** reason why HICs, such as Australia, are a popular choice for UK migrants. (2)

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(ii) Suggest **one** possible disadvantage for UK citizens when they migrate overseas. (2)

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(c) Study Figure 4b in the Resource Booklet.

Suggest **one** reason why many LICs, such as African countries, are losing population through emigration. (2)

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(d) Study Figure 4c below.

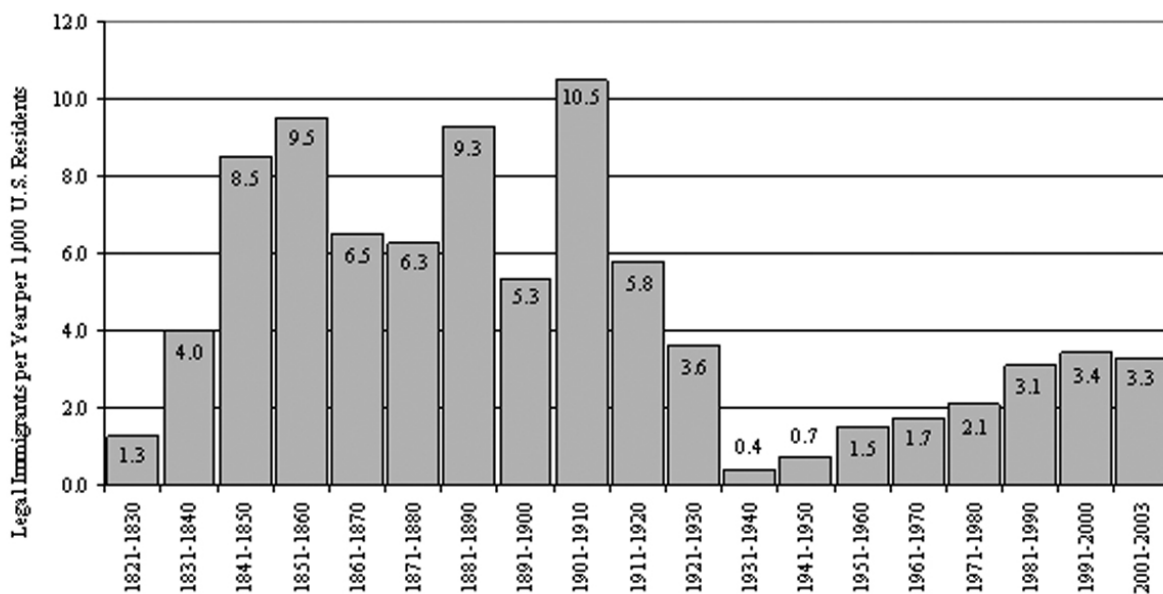


Figure 4c – Migration into the USA 1821 to 2003.

Describe **two** policies that countries, such as the USA, can use to control the numbers of migrants arriving each year.

Use examples in your answer.

(4)

1

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2

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*(e) Explain the positive impacts of migration from within Europe on a named host country.

(6)

Named host country

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(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 4 = 24 marks)

Topic 5: A Tourist's World

Spelling, punctuation and grammar will be assessed in 5*(e).

- 5 (a) (i) Which of the following best defines a package holiday? (1)
- A a cheap holiday in a foreign resort
 - B a holiday with everything organised by a tourist company
 - C a holiday bought on the internet
 - D a holiday that involves many different activities
- (ii) Which of the following best defines eco-tourism? (1)
- A tourism that involves watching wild animals
 - B tourism that has no impact on the environment
 - C tourism that involves people improving their environment
 - D tourism that aims to be sustainable
- (iii) Which of the following is an example of a negative economic impact of tourism? (1)
- A most of the jobs created are low paid
 - B most of the jobs created are highly skilled
 - C it leads to the multiplier effect
 - D it might damage the environment
- (iv) Which of the following is most likely to result from a rise in second-home ownership in a rural area (1)
- A more jobs and businesses are created
 - B house prices will rise
 - C numbers attending school will increase
 - D rural transport will improve

(b) Study Figure 5a in the Resource Booklet.

(i) Describe **one** feature of the exploration stage.

(2)

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(ii) Suggest **one** reason why some resorts stagnate.

(2)

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(c) Study Figure 5b below, which shows the ten most popular countries for tourists.

2006 rank	Country	Arrivals (millions)	
		2005	2006
1	France	75.9	79.1
2	Spain	55.9	58.5
3	United States	49.2	51.1
4	China	46.8	49.6
5	Italy	36.5	41.1
6	United Kingdom	28.0	30.7
7	Germany	21.5	23.6
8	Mexico	21.9	21.4
9	Austria	20.0	20.3
10	Russian Federation	19.9	20.2

Figure 5b

Suggest **one** reason why the destinations of international tourists change from time to time.

(2)

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*(e) For a named eco-tourist destination, explain how eco-tourism can be good for the environment.

(6)

Named destination

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(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 24 marks)

TOTAL FOR SECTION B = 24 MARKS

TOTAL FOR PAPER = 69 MARKS

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Sample Mark Scheme

Unit 3F: The Human Environment

Question Number	Answer	Mark
1 (a) (i)	decline secondary increase manufacturing (1+1+1+1)	4

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

Question Number	Answer	Mark
1 (a) (iii)	D = tourism	1

Question Number	Answer	Mark
1 (a) (iv)	D = mechanisation	1

Question Number	Answer	Mark
1 (b)	Any two of the following: <ul style="list-style-type: none"> • Other sectors have declined (1). • Rapid growth in disposable income, so demand for services (1). • More leisure time, so more time for holidays/leisure activities (1). • Cheaper eating-out costs, resulting in growth of retail/fast food (1). • Domestic services increased as incomes have increased (1). • Globalisation has reduced transport costs (1). 	2 1+1

Question Number	Answer	Mark
1 (c)	Depends on country but expect any two of the following: <ul style="list-style-type: none"> • rise in apparel sector (1) • growth of electronics (1) • many 'sweat shops' (1) • very rapid growth – up to 10% a year (needs some data) (1) • many Transnational Corporations (TNCs) involved in process (1) • increasingly producing for domestic demand too (1). 	2 1+1

Question Number	Indicative content	Mark
1 (d)	<p>Physical factors:</p> <ul style="list-style-type: none"> • flat sites that are cheaper to develop (1) • water available (1) • proximity to coast to attract labour and for exports (1) • proximity to mountains (ski resorts) to attract labour (1). <p>Human factors:</p> <ul style="list-style-type: none"> • proximity to major city/cultural centre for labour/management (1) • availability of venture capital for start-up capital (1) • proximity to university for contracts/symbiotic relationship (1) • proximity to other similar companies (1) • proximity to suppliers and contractors (1). <p>All points can be developed through examples or by a comment on what makes this attractive to employees and/or employers and/or investors.</p>	<p>4</p> <p>(1+1) +(1+1)</p>

Question Number	Answer	Mark
2 (a) (i)	<p>agriculture markets manufacturing declined</p> <p style="text-align: right;">(1+1+1+1)</p>	4

Question Number	Answer	Mark
2 (a) (ii)	D = urban land that has been developed previously	1

Question Number	Answer	Mark
2 (a) (iii)	A = the movement of people from urban areas to rural areas	1

Question Number	Answer	Mark
2 (a) (iv)	D = people leaving rural areas in large numbers	1

Question Number	Answer	Mark
2 (b)	Any two of the following: <ul style="list-style-type: none"> • Water demand will have reduced water table (1). • Urban growth, e.g. more cars etc, affects air quality (1). • Desert area used up (1). • Habitat has been destroyed (1). • Air quality will have reduced arrivals (1). 	2 1+1

Question Number	Answer	Mark
2 (c)	Depends on case study. One mark for basic point. One mark for development. <ul style="list-style-type: none"> • Very rapidly grown (1), gives figures to support (1). • Mostly rural in-migrants (1), gives description of location/source (1). • Particular areas grown rapidly, such as slums and shanties (1), gives names of places (1). 	2 (1+1)

Question Number	Indicative content	Mark
2 (d)	Urban sprawl because demand for housing rises (1) as households become smaller. <ul style="list-style-type: none"> • Re-location of industry to smaller towns and cities (1) leading to slow urban growth as population moves in (1). • Urban regeneration in recent years (1) leading to some revival of inner-city populations, especially in London (1). • Growing student population (1) has boosted growth of some cities (1). <p>Basic reason (1) with further development through detail/data of process (1).</p> <p>Allow maximum one mark for any accurate reference to resource (1).</p>	4 (1+1) +(1+1) or (1+1) + 1+1

Question Number	Answer	Mark
3 (a) (i)	billion rapidly Europe poverty (1+1+1+1)	4

Question Number	Answer	Mark
3 (a) (ii)	A = number of people per square kilometre	1

Question Number	Answer	Mark
3 (a) (iii)	A = birth rate and death are very similar	1

Question Number	Answer	Mark
3 (a) (iv)	C = birth rate stays high as death rate falls	1

Question Number	Answer	Mark
3 (b)	One mark for basic point, one mark for development. <ul style="list-style-type: none"> The pyramid is 'undercut' (1), so suggests falling birth rate (1). Fewer people coming through to reproductive years (1) therefore ageing population (1). Significant numbers in 65+ cohorts (1), so old population (1). 	2 (1+1)

Question Number	Answer	Mark
3 (c)	Basic reason (1) with further development through detail/data of scheme (1). Depends on chosen country but expect: <ul style="list-style-type: none"> one-child policy (1) with details (1) through taxes/incentives/advertising (1) making children expensive (1) through limited paternity/maternity relief etc (1) making it impractical (1). 	2 (1+1)

Question Number	Indicative content	Mark
3 (d)	<p>Responses should include statement plus explanation, reward a maximum of two marks for statements without explanation.</p> <ul style="list-style-type: none"> • Population decreases with altitude (1), reduced growing season (1). • Population decreases away from coasts (1), industry concentrated there (1). • Population high on river flood plains (1) because wet-rice agriculture supports high densities (1). • High population near ports (1) because of export industry there (1). • Many anomalous regions (1), gives examples (1). <p>NB – this is a compulsory case study and students will have knowledge and detail to bring to their answers.</p>	<p>4 (1+1) +(1+1) or (1+1) + 1+1</p>

Question Number	Answer	Mark
4 (a) (i)	C = people leaving a country to avoid war and disaster	1

Question Number	Answer	Mark
4 (a) (ii)	B = commuters travelling to and from London for work	1

Question Number	Answer	Mark
4 (a) (iii)	A = a shortage of skilled labour	1

Question Number	Answer	Mark
4 (a) (iv)	D = South-east England	1

Question Number	Answer	Mark
4 (b) (i)	<ul style="list-style-type: none"> English-speaking country (1) so there is a common culture/language (1). May have relatives there (1) which helps with settling in or similar (1). Weather is better (1) which is important for retirement (1). <p>Basic reason (1) with further development through detail/data (might be drawn from resource) (1).</p>	2 (1+1)

Question Number	Answer	Mark
4 (b) (ii)	<ul style="list-style-type: none"> Remote from family (1) which causes homesickness (1). May be a very long way from home, e.g. Australia (1), so expensive to return if needed/desired (1). Cost of living high (1) so it is expensive to live (1). Jobs are hard to come by (1) so hoped-for better lifestyle may be short-lived (1). 	2 (1+1)

Question Number	Answer	Mark
4 (c)	<p>Reasons for loss:</p> <ul style="list-style-type: none"> civil war drives 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 (colonial) links with wealthier country (1). <p>Basic reason (1), with further development through detail/data (might be drawn from resource) (1).</p>	2 (1+1)

Question Number	Answer	Mark
4 (d)	<p>NB – Question is about methods of control not consequences.</p> <p>One mark for policy, one mark for development. Any two of the following:</p> <ul style="list-style-type: none"> • Quotas that limit numbers (1), gives details of idea and/or example (1). • Skills tests (1) in order to select people who are needed most (1). • Physical restrictions (1), e.g. border fences, etc (1). • Open-door policy (1) to encourage in-migration (1). • Overseas recruitment of labour (1) gives example (1). • Land grants (1), gives example (1). • Financial assistance to potential in-migrants (1), e.g. paying for passage (1). <p>Required only to suggest reasons so do not expect detailed knowledge of the USA.</p>	<p>4 (1+1) + (1+1)</p>

Question Number	Indicative content	Mark
*4 (e) QWC i-ii-iii	Depends on case study but expect positive impacts such as: <ul style="list-style-type: none"> labour force/skills ideas and entrepreneurial skills economic growth population growth (with reference to countries that are 'overpopulated') cultural diversity. 	6
Level	Mark	Description
Level 0		No acceptable response.
Level 1		A descriptive point is made, but not explicit. Case study stated but unclear. Basic use of geographical terminology.
Level 2		At least one basic descriptive point. Explanatory links with impacts of migration are missing. Case study explicit but not detailed. Clearly communicated but with limited use of geographical terminology.
Level 3		Some good descriptive points about impacts. Explanation of why these arise asserted but not explored. Very good case study detail. Well communicated with good use of geographical terminology.
SPaG Level 0		Errors severely hinder the meaning of the response or the candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1		<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2		<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3		<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Mark
5 (a) (i)	B = a holiday with everything organised by a tourist company	1

Question Number	Answer	Mark
5 (a) (ii)	D = tourism that aims to be sustainable	1

Question Number	Answer	Mark
5 (a) (iii)	A = most of the jobs created are low paid	1

Question Number	Answer	Mark
5 (a) (iv)	B = house prices will rise	1

Question Number	Answer	Mark
5 (b) (i)	<p>One mark for basic point, one mark for development. Any one of the following:</p> <ul style="list-style-type: none"> • Initial contact made (1), gives example of place/time (1). • No tourist infrastructure (1), gives example of place/detail (1). • Very small numbers (1), gives example of place/detail (1). 	2 (1+1)

Question Number	Answer	Mark
5 (b) (ii)	<ul style="list-style-type: none"> • Facilities get old and tired (1), gives example of place/time (1). • Visitor numbers stop growing and start to decline (1), gives an example of place/detail (1). • Income starts to fall with fewer 'wealthy' tourists (1), gives example of place/detail (1). 	2 (1+1)

Question Number	Answer	Mark
5 (c)	<ul style="list-style-type: none"> • International political tensions (1), e.g. Madrid bombings (1). • Emerging destinations as countries develop (1), e.g. China (1). • Changing economic climate (recession) (1) making home-based holidays more attractive (1). • Key events (1), e.g. Olympics (1). • Fashion/advertising (1) making some destinations attractive (1). • Increasing incomes making distant destinations more affordable (1), e.g. rise of China (1). • Travel industry developments (1) making areas more accessible (1). <p>Basic reason for change (1), with further development through detail/data (1).</p>	2 (1+1)

Question Number	Answer	Mark
5 (d)	<p>Basic reason for damage (1) with further development through detail/data (1).</p> <p>Maximum three marks for three basic points without development.</p> <ul style="list-style-type: none"> • Because they are easily damaged (1) because the slopes are steep (1) and the climate is severe and unpredictable (1). Gives example of same (1). • Rarity of species of fauna and flora which are easily disturbed (1) by visitors (1). • Impact is direct and indirect both from tourist usage (1) and from servicing the tourist economy (1). 	4 (1+1) + (1+1) or (1+1) + 1+1

Question Number	Indicative content	Mark
*5 (e) QWC i-ii-iii	<p>Depends on chosen case study.</p> <p>Eco-tourism covers a wide range of strategies that are intended to preserve/conserv e the local environment so that it is not altered significantly which prevents future use.</p> <p>Conservation and recycling, along with the integration of local communities into the planning, are significant elements of eco-tourism.</p> <p>Positives for local environment include: preservation of key species reversing environmental decline cleaning up previous damage.</p>	6
Level	Mark	Description
Level 0		No acceptable response.
Level 1		Has some idea of eco-tourism being 'good' but provides no descriptive material. No case study detail. No additional knowledge of place offered. Basic use of geographical terminology.
Level 2		At least one basic, descriptive point. Explanatory links with environment not present. Case study stated but unclear. No additional knowledge of place offered. Clearly communicated but with limited use of geographical terminology.
Level 3		Some good descriptive points about eco-tourism. Positive environmental impact explicit and clearly illustrated. Explanation of why eco-tourism helps is clear – why it is positive is addressed. Well communicated with good use of geographical terminology.

SPaG Level 0		Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1		<i>Threshold performance</i> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2		<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3		<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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 15 minutes

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 **all** questions. In Section B answer **either** question 4 or 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- 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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SECTION A – THE HUMAN WORLD

Answer ALL questions from Section A.

Topic 1: Economic Change

1 (a) Identify **one** type of tertiary employment.

(1)

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

Suggest **two** reasons for the increase in tertiary employment in countries such as the USA.

(4)

1

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2

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(c) For a named LIC, outline **one** reason why its manufacturing sector has grown in recent years.

(2)

Named country

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(d) Using an example, explain **one** impact of de-industrialisation on rural areas.

(2)

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

Explain how **both** physical and human factors make areas such as Silicon Valley attractive to hi-tech companies.

(6)

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(Total for Question 1 = 15 marks)

Topic 2: Settlement Change

2 (a) Identify **one** function of a **rural** settlement

(1)

(b) Study Figure 2a in the Resource Booklet.

Suggest **two** ways in which the growth of urban areas such as Las Vegas might have affected the surrounding physical environment.

(4)

1

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2

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(c) For a named urban area in a LIC explain **one** reason why it has grown rapidly in recent years.

(2)

Named urban area

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(d) Outline **one** reason for the growth in demand for housing in the UK.

(2)

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Topic 3: Population Change

3 (a) Identify **one** disadvantage of an ageing population. (1)

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(b) Study Figure 3a in the Resource Booklet.

Suggest **two** pieces of evidence from the population pyramid that the UK has an ageing population.

(4)

1

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2

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(c) For a named country, explain **one** way in which it has attempted to reduce its birth rate.

(2)

Named country

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SECTION B – PEOPLE ISSUES

Answer EITHER Question 4 or 5.

Topic 4: A Moving World

Spelling, punctuation and grammar will be assessed in 4*(e).

4 (a) Define the term 'forced migration'.

(2)

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(b) Study Figure 4a in the Resource Booklet.

Outline **two** reasons why emigrants from the UK prefer HIC destinations such as these.

(4)

1

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(c) Study Figure 4b in the Resource Booklet.

Suggest **two** reasons why some countries are experiencing a net loss through migration.

(4)

1

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2

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(d) Study Figure 4c below.

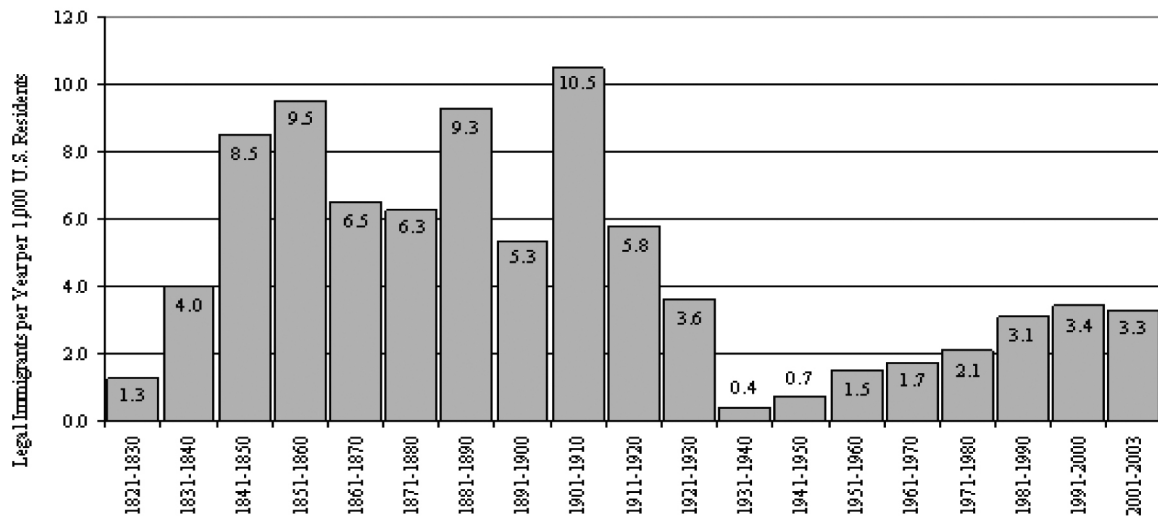


Figure 4c – Migration into the USA 1821 to 2003.

Explain how countries such as the USA control the number of migrants arriving.

Use examples in your answer.

(4)

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Topic 5: A Tourist's World

Spelling, punctuation and grammar will be assessed in 5*(e).

5 (a) Define the term 'package holiday'.

(2)

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(b) Study Figure 5a in the Resource Booklet.

For a named resort, outline **two** reasons why it stagnated.

(4)

Named resort

1

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2

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(c) Study Figure 5b below.

2006 rank	Country	Arrivals (millions)	
		2005	2006
1	France	75.9	79.1
2	Spain	55.9	58.5
3	United States	49.2	51.1
4	China	46.8	49.6
5	Italy	36.5	41.1
6	United Kingdom	28.0	30.7
7	Germany	21.5	23.6
8	Mexico	21.9	21.4
9	Austria	20.0	20.3
10	Russian Federation	19.9	20.2

Figure 5b – The ten most popular destinations for international tourists.

Suggest **two** reasons why the destinations of international tourists change from time to time.

(4)

1

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(d) Study Photograph A in the Resource Booklet.

Explain how tourist activity can have both positive and negative impacts on environments such as this one.

(4)

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*(e) For a named eco-tourist destination explain how eco-tourism can be good for both the environment and local people.

(6)

Named destination

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(Total for spelling, punctuation and grammar = 4 marks)
(Total for Question 5 = 24 marks)

TOTAL FOR SECTION B = 24 MARKS
TOTAL FOR PAPER = 69 MARKS

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Sample Mark Scheme

Unit 3H: The Human Environment

Question Number	Answer	Mark
1 (a)	Very wide range of possibilities. e.g. Footballer, TV host, film actor, fast-food worker, cleaner, etc.	1

Question Number	Answer	Mark
1 (b)	<ul style="list-style-type: none"> • 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). <p>Basic reason (1) with further development through detail/data (1).</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
1 (c)	<ul style="list-style-type: none"> • Cheap labour (1) attracts foreign companies/outsourcing or data to support (1). • Government support (1) with financial inducements/subsidies (1). • Growing markets (1) need to satisfy local demand (1). <p>Basic reason (1) with further development through detail/data (1).</p> <p>NB – If the country is not named and the country is not made clear in the text, limit to 1 mark.</p>	2 (1+1)

Question Number	Answer	Mark
1 (d)	<p>Might be positive or negative.</p> <ul style="list-style-type: none"> • Cleaning up of site (1) details data of location (1). • Development of different (and cleaner) industries (1) details data of location (1). • Costs of dealing with toxic (mining) waste (1) details data of location (1). • Landscape scars to be dealt with (1) details data of location (1). <p>Basic reason (1), with further development through detail/data (1).</p> <p>NB - If a rural area is not named and the rural area is not made clear in the text, limit to 1 mark.</p>	2 (1+1)

Question Number	Indicative content	Mark
1 (e)	<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 research and development • the expectations of the workforce and the management requirements both drive the location. 	6
Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1–2	At least one basic descriptive point drawn from resource. Links with hi-tech companies missing. No locational detail.
Level 2	3–4	Some descriptive points adding to resource. Some use of hi-tech examples. Explanation is asserted but not fully explained.
Level 3	5–6	Good descriptive detail with a range of points. Explanations convincingly linked to specific reasons for location (costs/attraction to labour/co-location). Physical and human factors in some detail. Supportive located evidence offered.

Question Number	Answer	Mark
2 (a)	Any one legitimate function from the following. <ul style="list-style-type: none"> • Farming/agriculture (1) • Residential (1) • Provision of basic services (1) • Tourism (1) 	1

Question Number	Answer	Mark
2 (b)	<ul style="list-style-type: none"> • Water demand will have increased (1) reducing the water table (1). • Broader impact of any urban growth, e.g. more cars, etc (1) affects air quality (1). • High numbers of tourists (1) causing air quality to decline with increasing tourist arrivals (1). <p>One mark for way suggested, plus one mark for effect for each example.</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
2 (c)	<p>Depends on case study given but expect:</p> <ul style="list-style-type: none"> • mostly push factors from countryside (1), e.g. farming in difficulty (1) • debt and commercialisation of agriculture (1) thus loss of available land (1) • city attractive (1), e.g. education and health (1) • cities attractive because of jobs (1), larger range of employment (1). <p>Basic reason (1), with further development through detail/data of located urban area (1).</p> <p>NB - If an urban area is not named and the urban area is not made clear in the text, limit to 1 mark.</p>	2 (1+1)

Question Number	Answer	Mark
2 (d)	<ul style="list-style-type: none"> • Rising population (1), gives data to support (1). • Houses in the wrong places (1), gives example/data to support (1). • Falling household size (1), e.g. divorce/social change (1). • Children leaving home (1) because there are more students (1). <p>Basic reason (1) with further development through detail/data (1).</p>	2 (1+1)

Question Number	Indicative content	Mark
2 (e)	<ul style="list-style-type: none"> Counter-urbanisation leading to growth in 'rural' areas. Urban sprawl using up habitat and agricultural land. Retirement to rural/coastal areas changing. Relocation of industry to smaller towns and cities, leading to slower urban growth and loss of greenfield. Urban regeneration in recent years, leading to some revival of inner-city populations especially in London, largely redevelopment through changing land use of brownfield sites. Some students might reflect on social consensus – housing shortages. 	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1–2	At least one basic descriptive point drawn from resource. Explanatory links with consequences linked to growth are missing. Linked to some aspects of the resource.
Level 2	3–4	Some descriptive points adding to resource. Some use of case study examples. Consequences partially linked to growth but asserted and not fully explained.
Level 3	5–6	Good descriptive detail with a range of points based on knowledge and understanding of case studies. Consequences convincingly linked to specific reasons for growth. Good detail of place.

Question Number	Answer	Mark
3 (a)	<ul style="list-style-type: none"> Cost of pensions (1). Cost of health care (1). Limited working population (1). <p>Allow any one legitimate drawback.</p> <p>NB – Do not allow 'higher death rate' type answers.</p>	1

Question Number	Answer	Mark
3 (b)	<ul style="list-style-type: none"> Pyramid 'undercut' (1) so suggests falling birth rate (1). Fewer people coming through to reproductive years (1) therefore ageing population (1). Significant numbers in 65+ cohorts (1) so old population. <p>At least one explanation needs to address ageing rather than old.</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
3 (c)	<p>Depends on chosen country.</p> <ul style="list-style-type: none"> • One child policy (1) with details (1). • Voluntary policies (1) through taxes/incentives (1). <p>Basic reason (1) with further development through detail/data of scheme (1). NB - If a country is not named and the country is not made clear in the text, limit to 1 mark.</p>	2 (1+1)

Question Number	Answer	Mark
3 (d)	<ul style="list-style-type: none"> • Improving diet (1), gives details through example (1). • Improving water supply (1), gives details through example (1). • Improving medical care (especially for children) (1), gives details through example (1). <p>Basic reason (1), with further development through detail/data of scheme (1).</p>	2 (1+1)

Question Number	Indicative content	Mark
3 (e)	<p>Explanation should include:</p> <ul style="list-style-type: none"> • population decreases with altitude because of reduction of the thermal growing season and climate change • population decreases away from coasts because of continentality – extreme climate of interior – which also limits the thermal growing season • population decreases away from fertile coastal plains and river flood plains 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 and its anomalies. <p>NB – This is a compulsory case study and students will have knowledge and detail to bring to their answers.</p>	6
Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1–2	At least one basic descriptive point drawn from resource. Explanatory links with relationship are missing. Linked to some aspects of the resource.
Level 2	3–4	Some sound descriptive points based on resource. Explanation is asserted but not fully explained to address relationship.
Level 3	5–6	Good descriptive detail with a range of points based on resource and further knowledge. Explanations convincingly linked to relationship and its strengths and weaknesses.

Question Number	Answer	Mark
4 (a)	<ul style="list-style-type: none"> Forced is against the will of the migrants (1). Migration is movement of people (1). 	2 1+1

Question Number	Answer	Mark
4 (b)	<ul style="list-style-type: none"> More jobs available (1) and better paid (1). Better infrastructure (1) so easier to move/travel (1). Political stability (1) so safer (1). Three of the five are English speaking (1) with a common culture/language (1). Two of the five are close European destinations (1) and so close in proximity to home. May have relatives there (1) which helps with settling in or similar (1). Weather is better (1), which is important for retirement (1). <p>Basic reason (1), with further development through detail/data (might be drawn from resource) (1).</p> <p>NB – Allow one mark only for descriptive data drawn from resource.</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
4 (c)	<p>Reasons for loss:</p> <ul style="list-style-type: none"> 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 (colonial) links with wealthier country (1). <p>Reasons for gain:</p> <ul style="list-style-type: none"> relative stability compared with neighbours, e.g. South Africa/Zimbabwe (1) neighbours with 'problem' state economic growth and job opportunities compared with neighbours (1) 'en route' to somewhere else, e.g. Algeria/Morocco (1). <p>Each answer should focus on variation.</p> <p>Basic reason for variation (1), with further development through detail/data (which might be drawn from resource) (1).</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
4 (d)	<p>NB – Question is about methods of control, not consequences.</p> <ul style="list-style-type: none"> • Quotas that limit numbers (1), gives details of idea and/or example (1). • Skills tests (1) in order to select people who are needed most (1). • Physical restrictions (1), e.g. border fences, etc (1). • Open-door policy (1) to encourage in-migration (1). • Overseas recruitment of labour (1), gives example (1). • Land grants (1), gives example (1). • Financial assistance to potential in-migrants (1), e.g. paying for passage (1). <p>Required to suggest reasons only, so do not expect detailed knowledge of the USA.</p>	<p>4 (1+1) + (1+1) or (1+1) + 1 + 1</p>

Question Number	Indicative content	Mark
*4 (e) QWC i-ii-iii	<p>Depends on case study but expect:</p> <p>Positive effects:</p> <ul style="list-style-type: none"> labour force/skills ideas and entrepreneurial skills economic growth population growth (with reference to countries that are 'overpopulated') cultural diversity. <p>Negative effects:</p> <ul style="list-style-type: none"> driving down wages/salaries unemployment for indigenous population (allegedly) population growth (with reference to countries that are 'over-populated') cultural dilution racial tension shortages of housing etc. 	6
Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1–2	At least one basic descriptive point. Explanatory links with impacts of migration are missing. Case study stated but unclear. Basic use of geographical terminology.
Level 2	3–4	Some good descriptive points about impacts. Both negative and positive covered although not balanced. Explanation of why these arise asserted but not explored. Clearly communicated, but with limited use of geographical terminology.
Level 3	5–6	Excellent descriptive points about impacts. Both negative and positive covered with some balance. Explanation of why these arise explored in some depth. Well communicated with good use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2-3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Mark
5 (a)	A holiday in which travel, transfers and accommodation (1) are booked together (1).	2 1+1

Question Number	Answer	Mark
5 (b)	<p>This is a case study requirement so expect good local knowledge of stagnation.</p> <ul style="list-style-type: none"> • Facilities get old and tired (1), gives example of place/time (1). • Numbers stop growing – start to decline (1), gives example of place/detail (1). • Income starts to fall with fewer 'wealthy' tourists (1), gives example of place/detail (1). • Lack of investment (1) leading to decline of facilities (1). • Lack of profit (1) leading to lack of investment (1). 	4 (1+1) + (1+1)

Question Number	Answer	Mark
5 (c)	<ul style="list-style-type: none"> • International political tensions (1), e.g. Madrid bombings (1). • Emerging destinations as countries develop (1), e.g. China (1). • Changing economic climate (recession) (1) making home holidays more attractive (1). • Key events (1), e.g. Olympics (1). • Fashion/advertising (1) making some destinations attractive. • Increasing incomes making distant destinations more affordable (1), e.g. rise of China (1). • Travel industry developments (1) making areas more accessible (1). <p>Basic reason for change(1), with further development through detail/data (1).</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
5 (d)	<ul style="list-style-type: none"> • Impact is direct and indirect both from tourist usage (1) and from servicing that tourist economy (1). • Fragility is a feature of steep slopes (1) climbing/walking can cause erosion (1). • Severe and unpredictable climate, heavy rain/snow/flash floods and avalanches (1) can be made worse by human activity such as skiing/hiking (1). • Rarity of species of fauna and flora which are easily disturbed (1) by visitors (1). • Can also bring employment (1) jobs for locals (1). • Better infrastructure (1) easier to travel in and out (1). • Better services (1), e.g. education/health facilities. <p>Basic reason for impact and link with tourists (1), with further development through detail/data (1).</p> <p>If only either negatives or positives, but not both, limit to 3.</p>	4 (1+1) + (1+1) or (1+1) + 1+1

Question Number	Indicative content	Mark
*5 (e) QWC i-ii-iii	<p>Depends on chosen case study.</p> <p>Eco-tourism covers a wide range of strategies that are intended to preserve/conservate the local environment so that it is not altered significantly, which prevents future use.</p> <p>Conservation and recycling, along with the integration of local communities into the planning are significant elements of eco-tourism.</p> <p>Positives for local environment include:</p> <ul style="list-style-type: none"> • preservation of key species • reversing environmental decline • cleaning up previous damage. <p>Positives for people include:</p> <ul style="list-style-type: none"> • more profit retained locally • jobs created for local people • management sensitive to local needs. 	6
Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1–2	At least one basic descriptive point. Explanatory links with people and environment not present. Case study stated but unclear. No additional knowledge of place offered. Basic use of geographical terminology.
Level 2	3–4	Some good descriptive points about eco-tourism. Both environment and people covered although not balanced. Explanation of why they benefit asserted but not explored. Clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Excellent descriptive points about eco-tourism. Both environment and people covered with some balance. Explanation of why these benefits arise explored in some depth. Well communicated with good use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does 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> Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2–3	<i>Intermediate performance</i> Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	4	<i>High performance</i> Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Edexcel GCSE

Geography A

Unit 3: The Human Environment

Paper 3F and 3H

Sample Assessment Material
Resource Booklet

Paper Reference
5GA3F/01
5GA3H/01

You do not need any other materials.

Information

This Resource Booklet contains maps, diagrams, photographs and images needed for use with the Unit 3: The Human Environment examination. This Resource Booklet is for use with both Foundation and Higher Tiers.

Turn over ►

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PEARSON

SECTION A – THE HUMAN WORLD

Topic 1: Economic Change

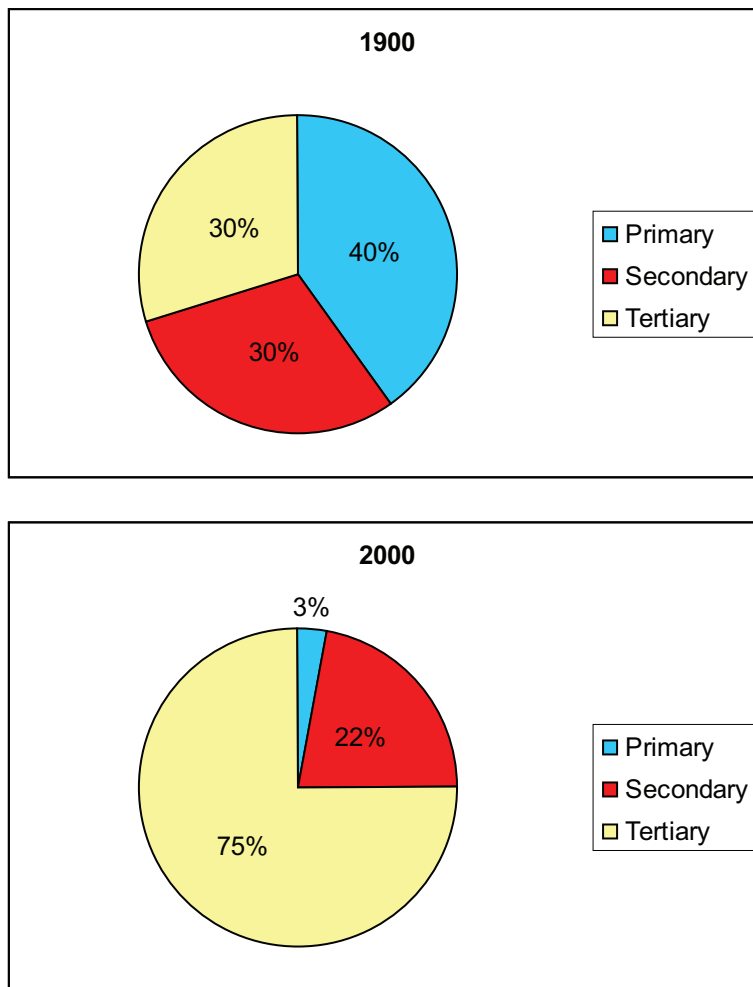


Figure 1a – Employment sectors in the USA in the years 1900 and 2000.

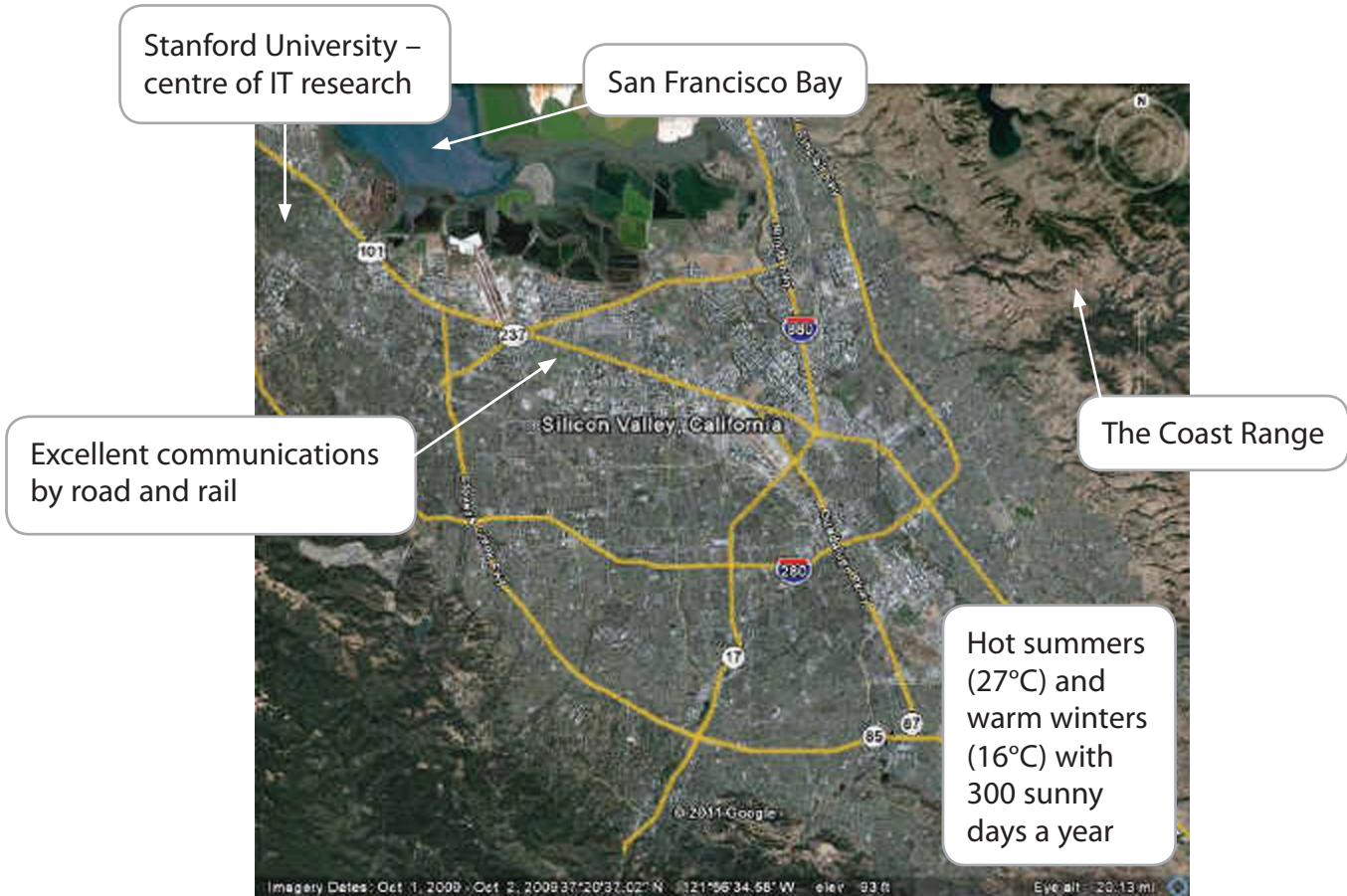


Figure 1b – A satellite image of Palo Alto (Silicon Valley) in California.

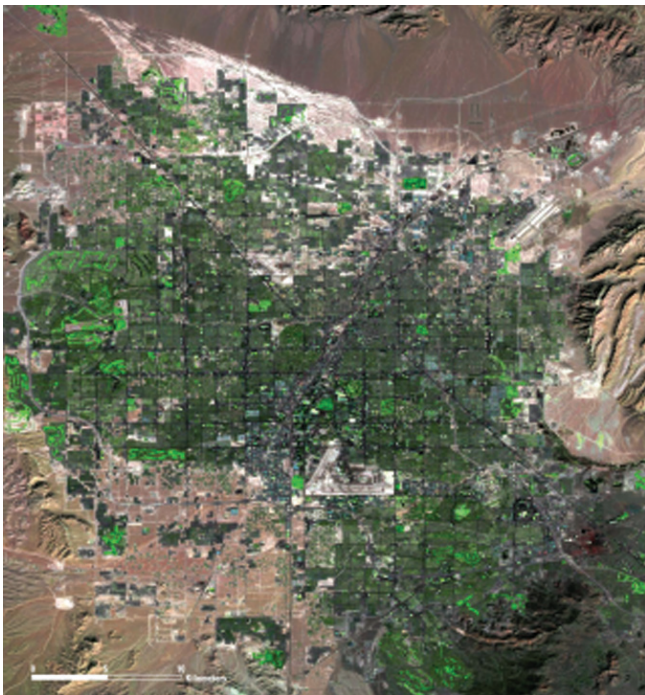
Topic 2: Settlement Change



Las Vegas in 1973 – populated areas appear as green shades.

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.

Figure 2a – Satellite images of Las Vegas (USA) in 1973 and 2006.

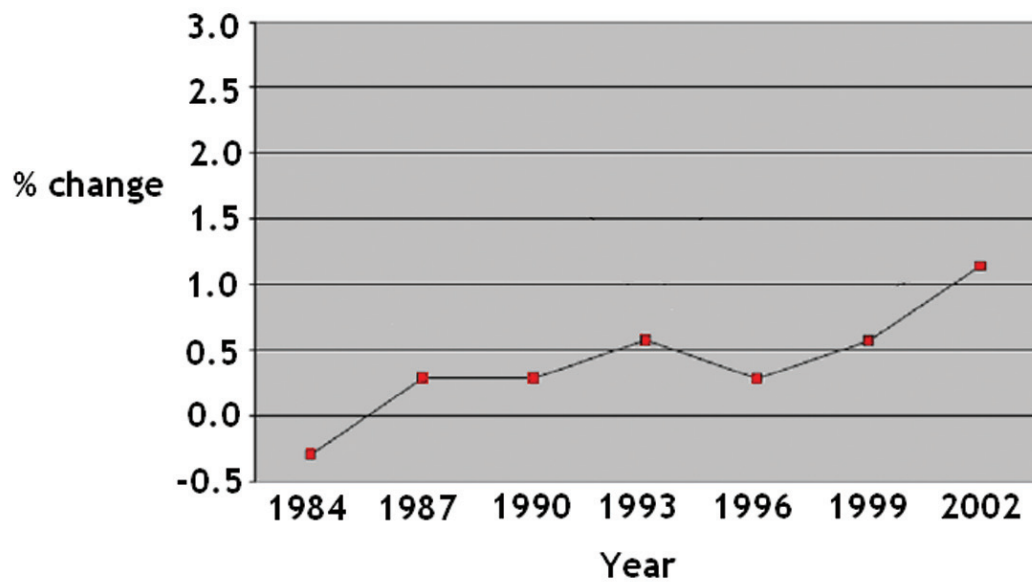


Figure 2b – Urban population growth in the UK, 1984–2002.

Topic 3: Population Change

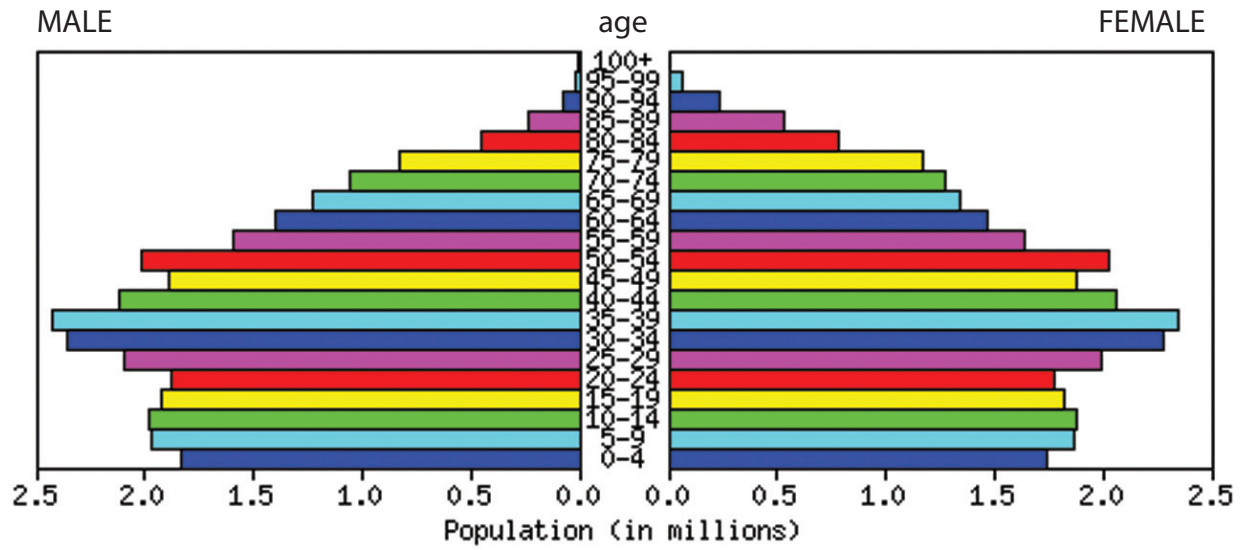


Figure 3a – The population pyramid for the UK in 2000.

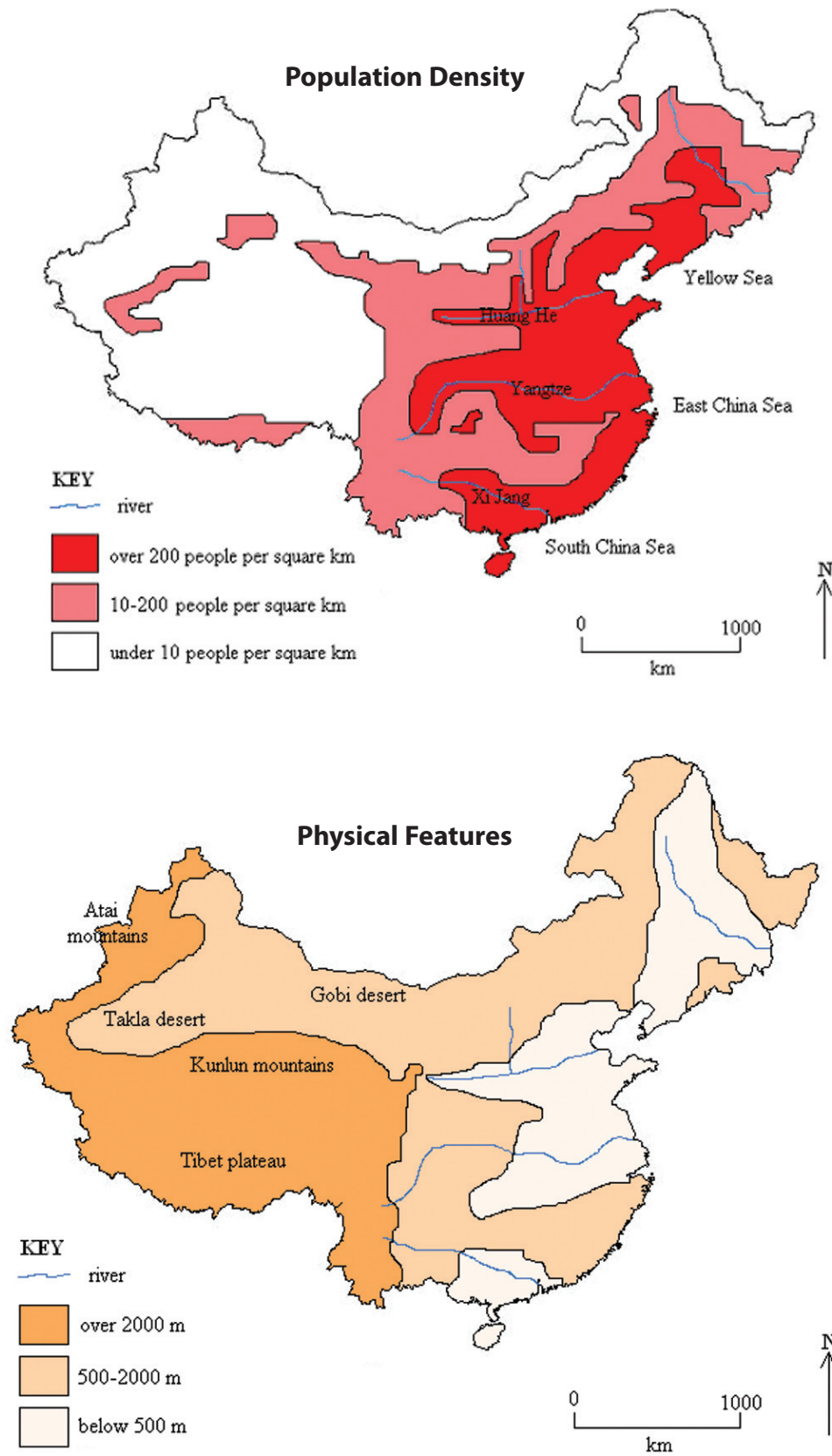


Figure 3b – The population density and physical features of China.

Topic 4: A Moving World

Emigrants in 1000s

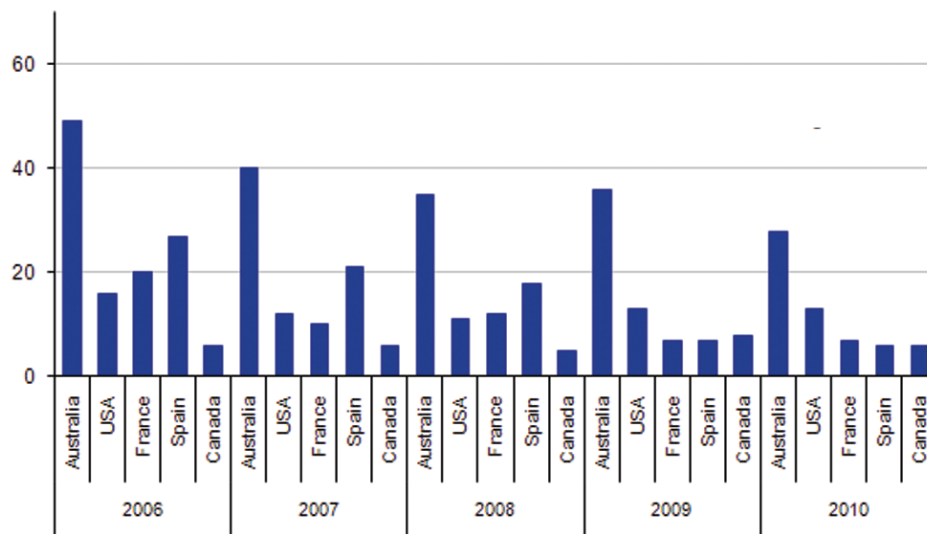
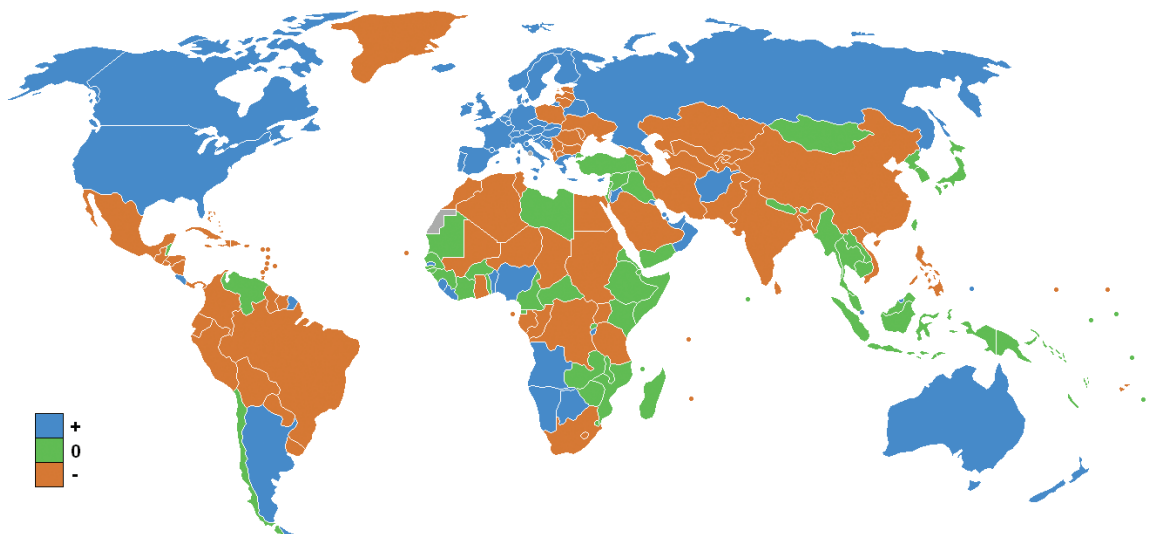


Figure 4a – The top 5 destinations for people leaving the UK.



Blue = net gain from migration. Green = no change/stable
Orange = net loss through migration

Figure 4b – Gains and losses of population due to migration.

Topic 5: A Tourist's World

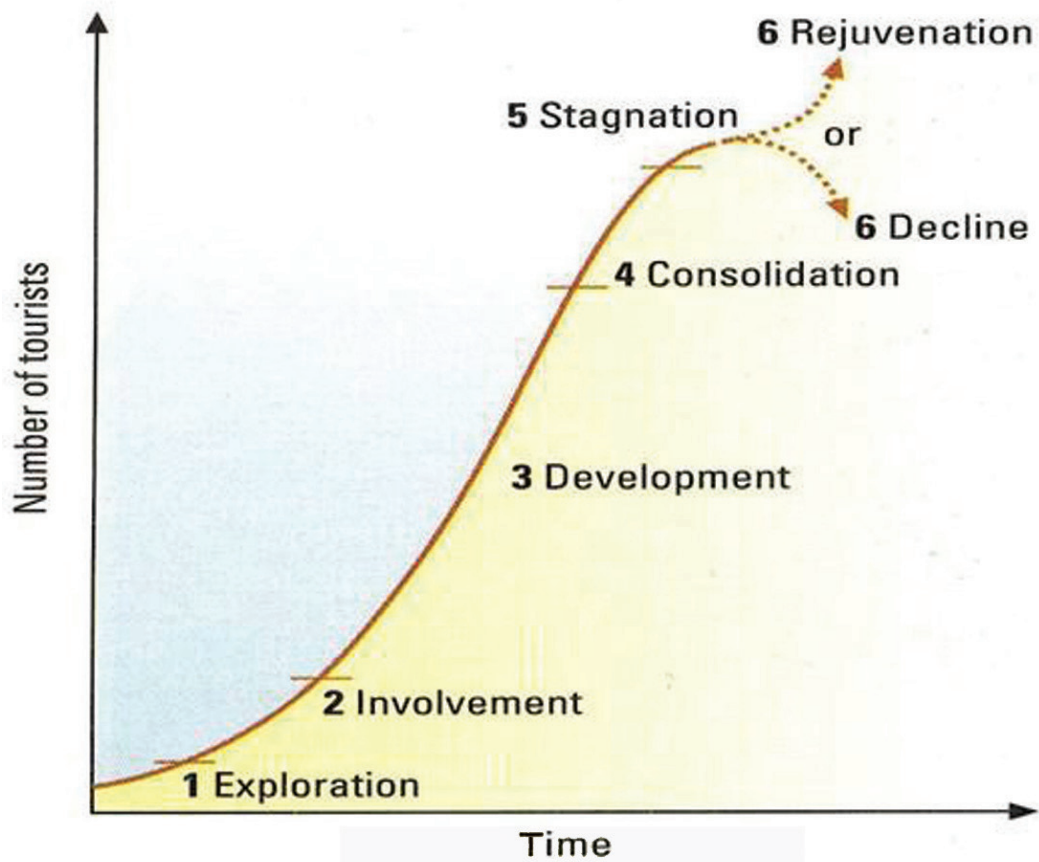


Figure 5a – The Butler Model

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.

New sports centre built which the locals can use.

Photograph A. An alpine ski resort in the spring.

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Edexcel GCSE

Geography A

Unit 4: Investigating Geography

Sample Assessment Material Controlled Assessment
Valid from August 20x for submission May 20xx

Paper Reference
5GA04/01

You do not need any other materials.

These controlled assessment tasks are valid from August 20xx for submission May 20xx. Centres must submit their moderation sample(s) by 15 May 20xx.

Please note that these controlled assessment tasks will **ONLY** be valid for **assessment in Summer 20xx**. Teachers must ensure that students are completing the correct task for a particular year.

Further guidance can be found on the Edexcel website (www.edexcel.com).

Turn over ►

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PEARSON

Select and complete one of the task questions from the list of themes provided

THEME: APPROACHES TO LOCAL SUSTAINABLE DEVELOPMENT

Task Question: Investigate the positive and negative aspects of local recycling strategies in your chosen area.

THEME: RIVER PROCESSES, LANDFORMS AND FLOODING

Task Question: Investigate the strength of the relationship between velocity, width and depth in your chosen river.

THEME: COASTAL PROCESSES, LANDFORMS AND MANAGEMENT

Task Question: Investigate the main factors which control beach gradient at your selected locations.

THEME: CHANGING LAND USE IN URBAN AREAS

Task Question: Investigate how and why land use has changed along a transect from part of your CBD to the outskirts of the urban area.

THEME: EFFECTS OF TOURISM

Task Question: Investigate how tourism management in your chosen location creates both advantages and disadvantages for local people.

THEME: CHANGES IN THE RURAL LANDSCAPE

Task Question: Investigate recent changes in the social and economic structure of your chosen rural communities.

How to tackle the task:

You will complete a fieldwork investigation and final report.

Planning/pre-fieldwork – limited level of control

Time allowed – 3 hours

a Purpose of investigation

- Begin the initial background secondary data research into the topic area. You can use any resources normally available in your school or college, such as websites, textbooks or journals. Remember that when you come to write up your final report, you should use only extracts from secondary sources that can be correctly referenced.
- Your fieldwork investigation will need to have a focus linked to the task question. This is likely to draw on the features of your fieldwork location. Your teacher will help you with this.
- Decide how you will collect the primary data for your fieldwork investigation. Ensure you assess any risks to yourself and others in your methods.
- Decide whether you will take photographs of equipment or people involved in the investigation or produce some field sketches or sketch maps. Decide how you will use GIS in data collection and presentation.

Research and data collection – limited level of control

Time allowed – 1 day fieldwork plus 9 hours

b Methods of data collection – Fieldwork phase – 1 day

- When you carry out your fieldwork investigation you need to collect your primary data. If you are working as a team you need to be sure you are making a contribution to the primary data collection and you will need to show evidence of your contribution in your final report. Your findings must be recorded accurately and reliably.

c Methods of presenting data – Research phase – 9 hours

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

Analysis, conclusion, evaluation and final report production – high level of control

Time allowed – 8 hours

d Analysis and conclusions – 4 hours

- Carry out the analysis of the primary and secondary data that you have presented. Make sure you refer back to a range of data sources, both primary and secondary. Provide an explanation for the patterns in your data. Include references to secondary data and examples of primary data that you have collected.
- Identify any trends and both expected and unexpected results in your primary data. Draw your conclusions.
- Explain your conclusions. Draw on all the data collected, both primary and secondary data.

e Evaluation – 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 Organisation of the final report – 2 hours

- Integrate **all** of your work into a structured final report.
- Check your final report, ensuring that you have communicated your findings clearly using correct geographical language, grammar, spelling and punctuation. The quality of communication in your report will be marked.

Word limit

Make sure that your final report is within 10% of the 2000-word limit.



All of our updated Sample Assessment Materials are available online at: www.edexcel.com/gcse2012geographya

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