

Sample Assessment Materials

Edexcel GCSE in Geography B (2GB01)

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 criteria to share with students

For assessment from 2014 onwards



Contents

General marking Guidance	3
Unit 1: Dynamic Planet	
1F Sample Assessment Material	7
Sample Mark Scheme	35
1H Sample Assessment Material	51
Sample Mark Scheme	71
Unit 2: People and the Planet	
2F Sample Assessment Material	93
Sample Mark Scheme	117
2H Sample Assessment Material	135
Sample Mark Scheme	155
Unit 3: Making Geographical Decisions	
3F Sample Assessment Material	175
Sample Mark Scheme	187
3H Sample Assessment Material	201
Sample Mark Scheme	209
Resource Booklet	219
Unit 4: Investigating Geography	
Sample Controlled Assessment Material	231

General Marking Guidance

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

Placing a mark within a level mark band

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

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

Spelling, Punctuation and Grammar Marking Guidance

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

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography B

Unit 1: Dynamic Planet

Foundation Tier

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5GB1F/01

You do not need any other materials.

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 5 **or** 6.
- In Section C, answer **either** question 7 **or** 8.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 78.
- 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 ►

S43567A

©2013 Pearson Education Ltd.



PEARSON

SECTION A: INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section.

Topic 1: Restless Earth

1 Figure 1 shows a cross-section of the Earth.

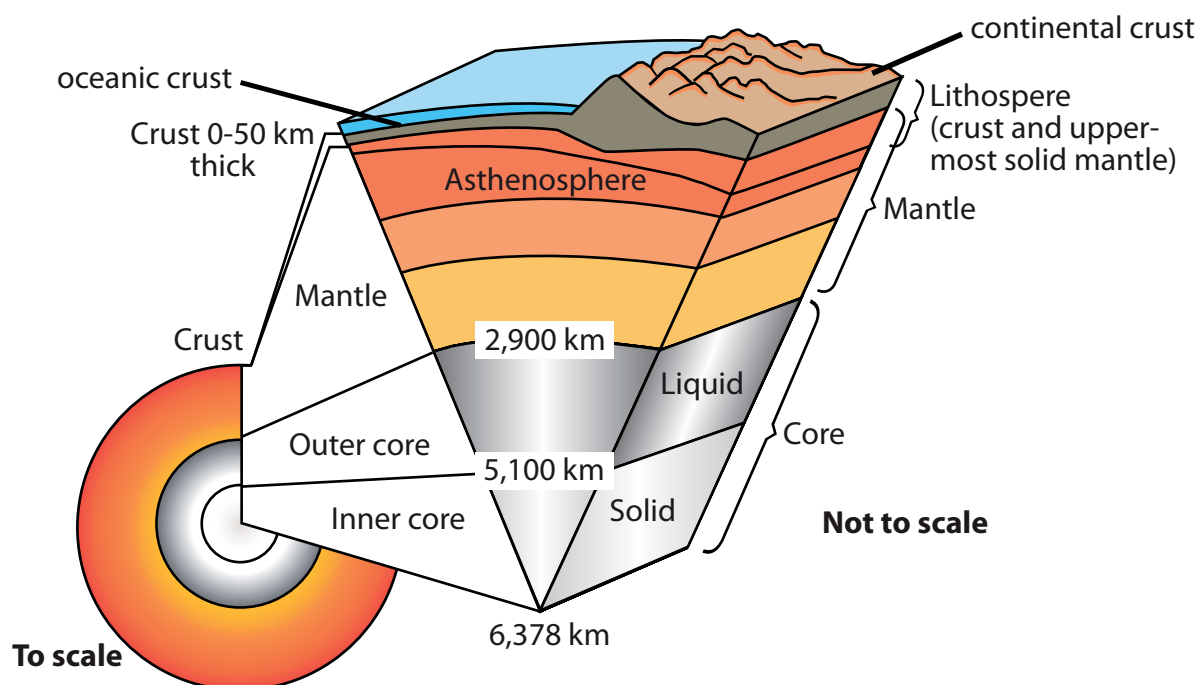


Figure 1

(a) Study Figure 1.

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) Which of the following statements is correct?

(1)

- A** Continental crust is thicker than ocean crust.
- B** Continental crust is about 100 km thick.
- C** Continental crust is usually about 5 km thick.
- D** Continental crust is found below the upper mantle.

(ii) Which of the following statements is correct?

(1)

- A** The core is solid throughout.
- B** The mantle is most solid at the top.
- C** The mantle is thinner than the crust.
- D** The mantle is thicker than the core.

(b) Give **two** reasons why some earthquakes are more powerful than others.

(2)

1.....
.....
.....

2.....
.....
.....

(c) Describe how hazard-resistant design can help to reduce the impact of earthquakes.

(4)

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

(d) Explain why earthquakes happen on destructive plate margins.

You may draw a diagram in the space below to help your answer.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 1 = 12 marks)

Topic 2: Changing climate

2 Figure 2 shows the possible impacts of changing climate on Canada.

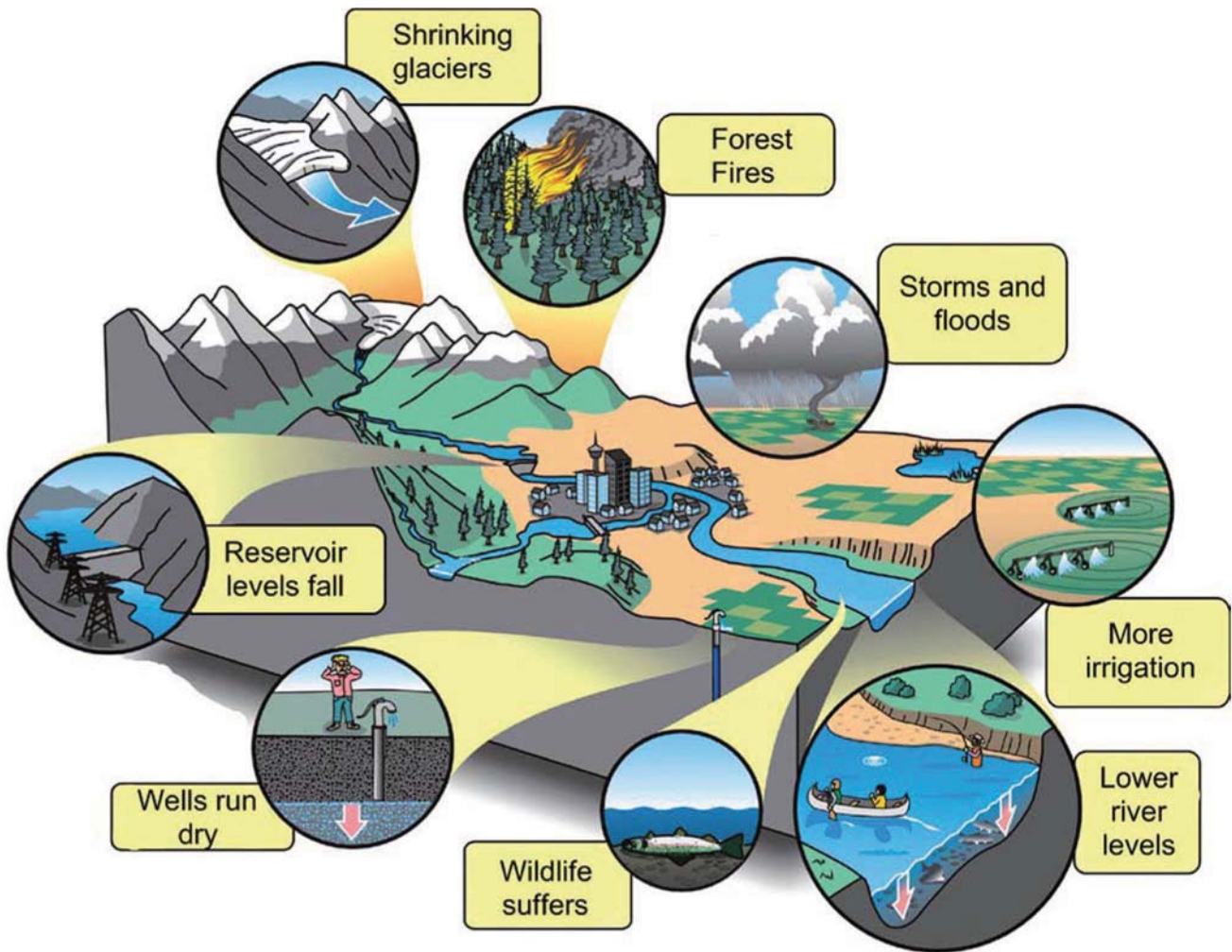


Figure 2

(a) Study Figure 2.

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) Which of the following is the **most** likely change to the future climate of Canada?

(1)

- A Warmer and wetter.
- B Colder and wetter.
- C Warmer and drier.
- D Colder and drier.

(ii) Which of the following causes water shortages for farmers?

(1)

- A** Forest fires.
- B** Storms and floods.
- C** Shrinking glaciers.
- D** Wells running dry.

(b) Describe **one** way in which climate change might make some people poorer.

(2)

.....

.....

.....

.....

(c) Describe **two** possible changes to the future climate of the UK.

(4)

1.....

.....

.....

.....

.....

2.....

.....

.....

.....

(d) Explain how human activity is leading to climate change.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 2 = 12 marks)

Topic 3: Battle for the Biosphere

3 Figure 3 shows the location of areas of tropical rainforest.

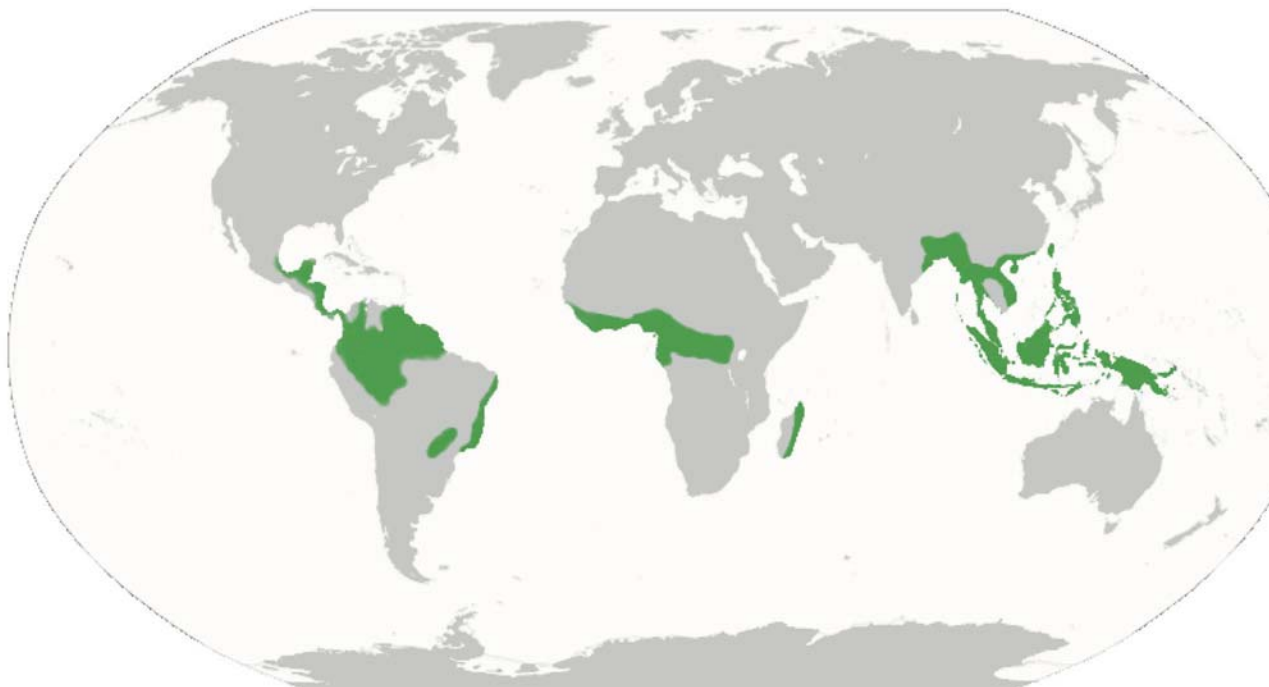


Figure 3

(a) Study Figure 3.

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) Which of the following is the best description of the distribution of tropical rainforests?

(1)

- A** Evenly distributed in the tropics.
- B** All in the northern hemisphere.
- C** Mostly in the equatorial regions.
- D** Mostly in arid areas.

(ii) Which of the following statements is correct?

(1)

- A** The largest continuous area of tropical rainforest is in South America.
- B** The largest continuous area of tropical rainforest is in Southeast Asia.
- C** There is some tropical rainforest in Europe.
- D** The tropical rainforest in Africa is mostly on the east coast.

(b) Outline **one** way in which humans could protect eco-systems.

(2)

.....

.....

.....

.....

(c) Describe **two** ways in which human activity has led to the destruction of tropical rainforest.

(4)

1

.....

.....

.....

.....

2

.....

.....

.....

(d) Explain how climate controls the distribution of biomes, such as tropical rainforests.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 12 marks)

Topic 4: Water World

4 Figure 4 shows a model of the hydrological cycle.

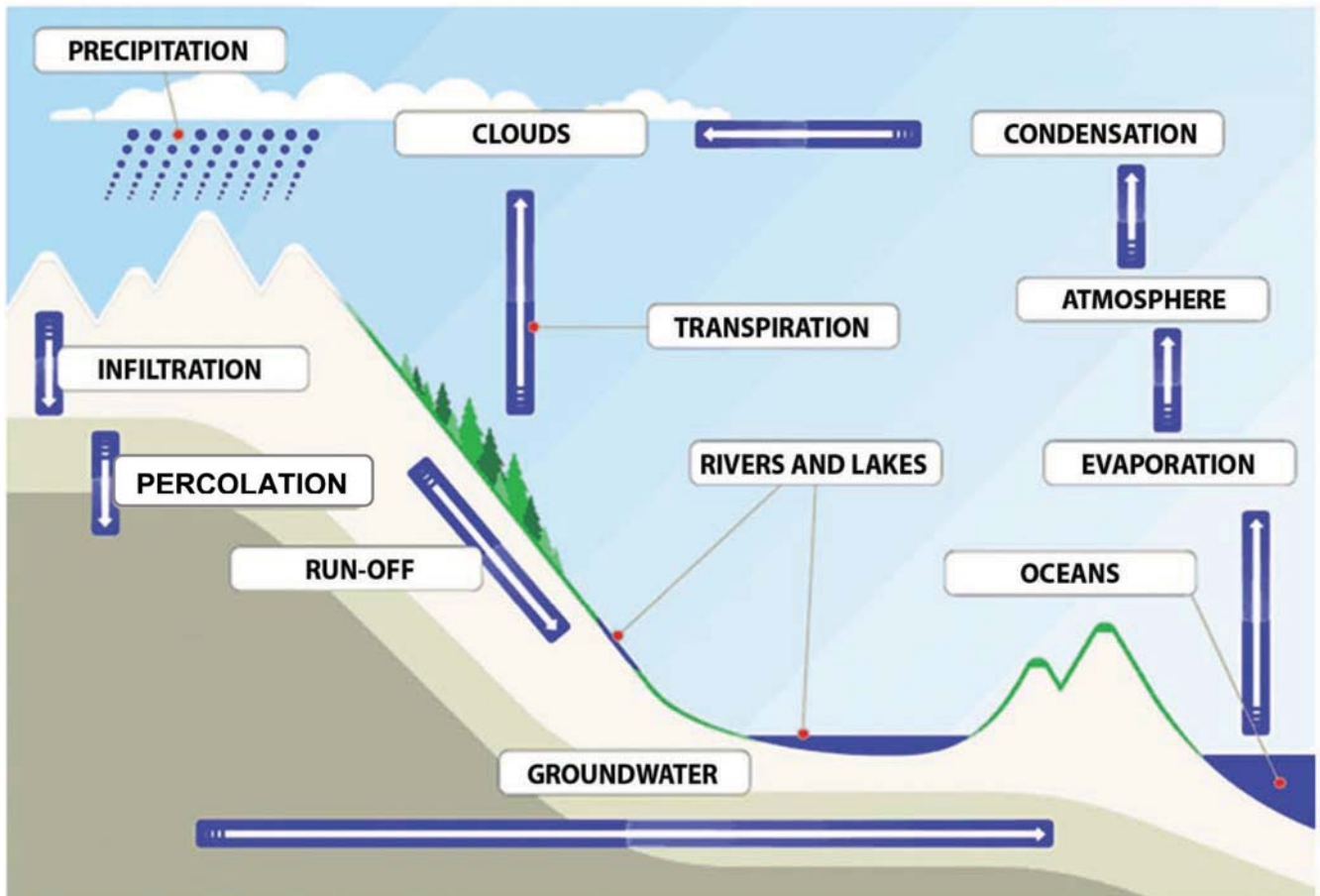


Figure 4

(a) Study Figure 4.

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) Which of the following is the largest **store** of water?

(1)

- A Clouds
- B Rivers and lakes
- C Groundwater
- D Oceans

(ii) Which of the following is the process by which water is transferred from the atmosphere back to the land and oceans?

(1)

- A** Condensation
- B** Infiltration
- C** Precipitation
- D** Run-off

(b) Outline **one** benefit of large-scale water management schemes.

(2)

.....

.....

.....

.....

(c) Describe **two** ways in which intermediate technology can improve water resources.

(4)

1

.....

.....

.....

.....

2

.....

.....

.....

(d) Using examples, describe how human activities can reduce water supplies.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 48 MARKS

SECTION B: SMALL-SCALE DYNAMIC PLANET

Answer ONE question in this section

Topic 5: Coastal Change and Conflict

If you answer Question 5 put a cross in this box

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

- 5 Figure 5 shows the annual retreat of a section of Suffolk coastline.

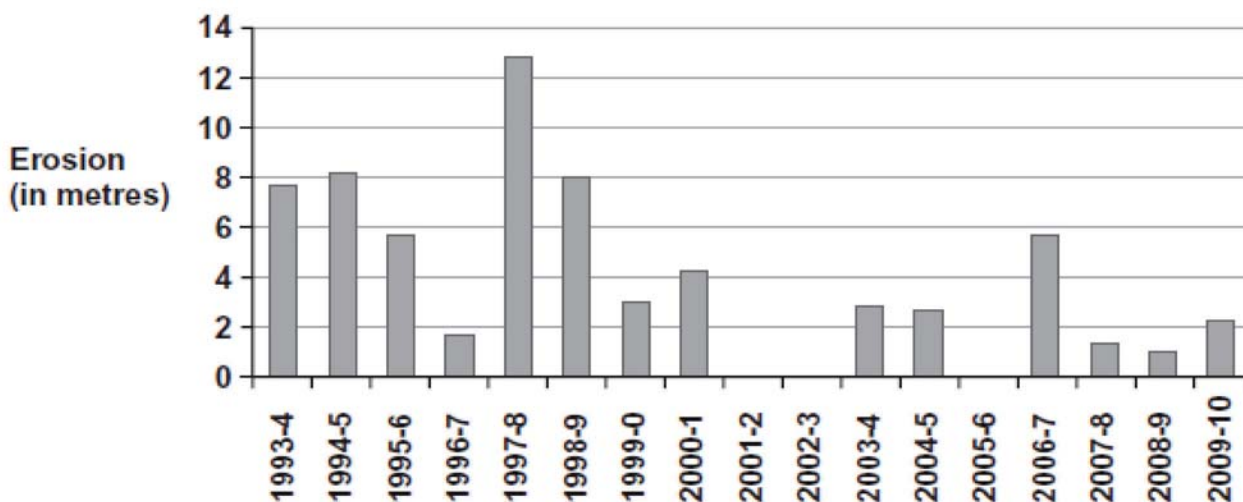


Figure 5

- (a) Study Figure 5.

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) Which of the following statements is correct?

(1)

- A** Erosion fell in every year from 1993–4 to 1996–7.
- B** There was no erosion in 2007–8.
- C** Erosion was highest in 1997–8.
- D** There has been more erosion since 2001–2 than before.

(ii) In which of the following periods was the **fall** in coastal erosion rate greatest? (1)

- A** From 2000–1 to 2001–2.
- B** From 1997–8 to 1998–9.
- C** From 1996–7 to 1997–8.
- D** From 2006–7 to 2007–8.

(b) Outline **one** difference between constructive and destructive waves. (2)

.....

.....

.....

.....

(c) (i) Outline **one** characteristic of hard engineering used to control coastal erosion. (2)

.....

.....

.....

.....

*(ii) Using a named coastline, explain how both hard and soft engineering are used to manage it.

Named coastline (6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for spelling, punctuation and grammar = 3 marks)
(Total for Question 5 = 15 marks)

Topic 6: River Processes and Pressures

If you answer Question 6 put a cross in this box

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

6 Figure 6 shows two flood hydrographs from different parts of the same river system.

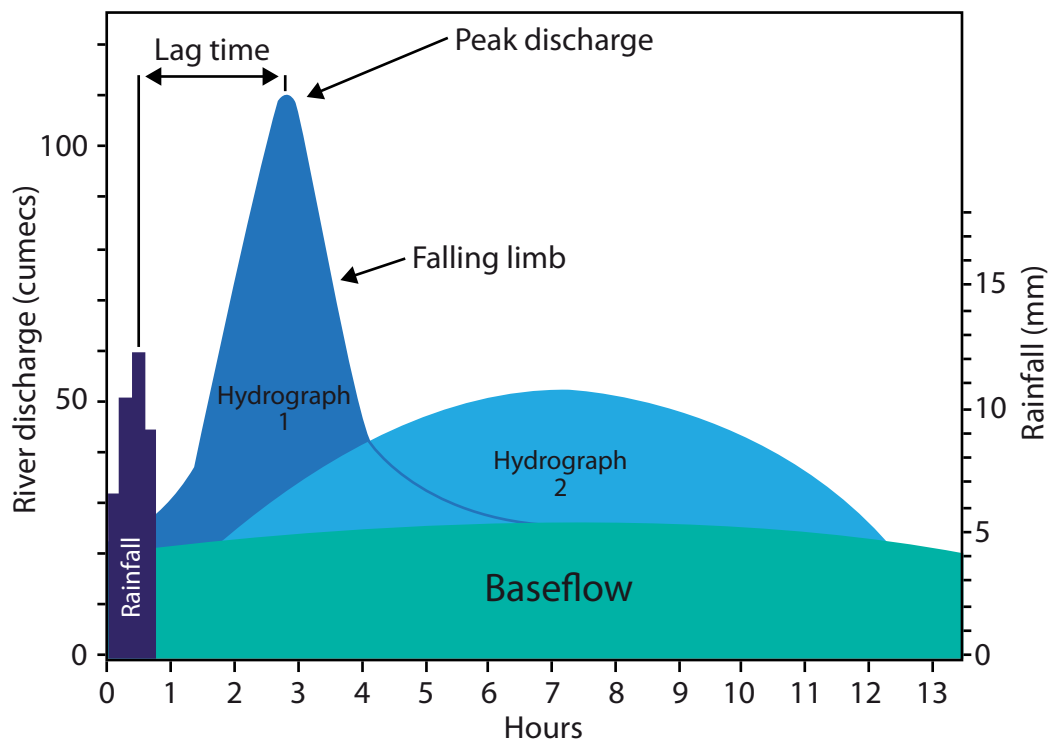


Figure 6

(a) Study Figure 6.

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) Which of the following **best** defines lag time?

(1)

- A The highest level of the river.
- B The time in which it rains.
- C The time it takes for the river to return to normal.
- D The time between peak rainfall and peak discharge.

(ii) Which of the following **best** describes the difference in the hydrographs?

(1)

- A** Hydrograph 1 has a much lower peak discharge.
- B** Hydrograph 1 has a much shorter lag time.
- C** Hydrograph 2 has a steeper falling limb.
- D** Hydrograph 2 has a higher baseflow.

(b) Suggest **one** reason why some rivers flood more often than others.

(2)

.....

.....

.....

.....

(c) (i) Outline **one** characteristic of hard engineering used to manage rivers.

(2)

.....

.....

.....

.....

SECTION C: LARGE-SCALE DYNAMIC PLANET

Answer ONE question in this section

Topic 7: Oceans on the Edge

If you answer Question 7 put a cross in this box

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

7 Figure 7 shows a marine food web.

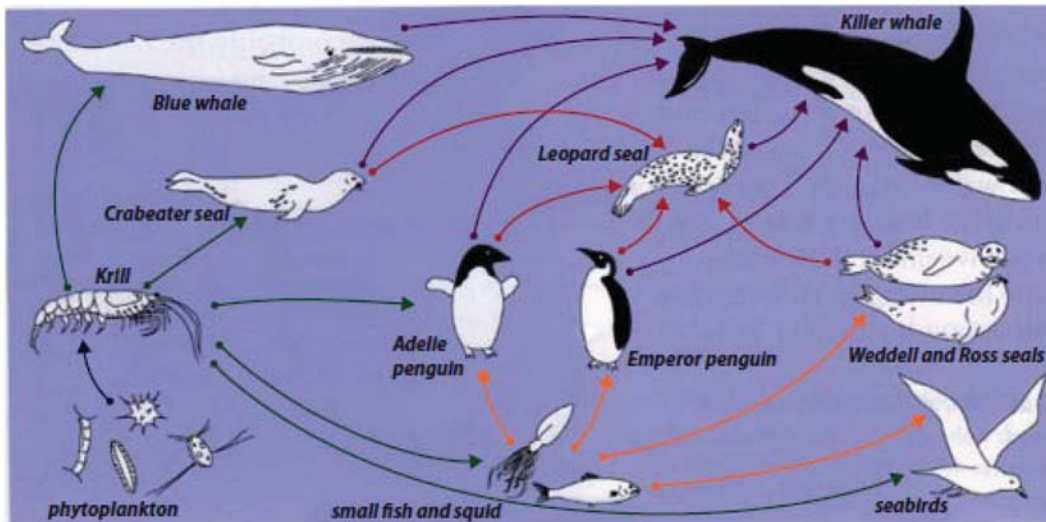


Figure 7

(a) Study Figure 7.

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) Which of the following would be the **most** likely impact of a decline in the population of phytoplankton?

(1)

- A** An increase in the number of krill.
- B** An increase in the number of all other species.
- C** A decrease in the number of krill but no other impact.
- D** A decrease in the number of all other species.

(ii) Which of the following is the top carnivore in this food web?

(1)

- A** Killer whale.
- B** Blue whale.
- C** Emperor penguin.
- D** Leopard seal.

(b) Outline **one** cause of a decline in marine species.

(2)

.....

.....

.....

.....

(c) (i) Outline **one** aim of sustainable management of marine eco-systems.

(2)

.....

.....

.....

.....

*(ii) Using named examples, explain how marine eco-systems can be managed sustainably.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 7 = 15 marks)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Topic 8: Extreme Environments

If you answer Question 8 put a cross in this box

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

8 Figure 8 shows a settlement in an extreme environment.



Figure 8

(a) Study Figure 8.

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) Which of the following suggests that this is an extreme environment?

(1)

- A The small settlement.
- B The absence of industry.
- C The pack ice in the bay.
- D The lack of grass on the football pitch.

(ii) Which of the following is a feature of housing design in polar environments?

(1)

- A** Steep roof angles.
- B** Painted white to absorb heat.
- C** Large window size.
- D** Built of stone.

(b) Outline **one** threat to the survival of settlements in polar environments.

(2)

.....

.....

.....

.....

(c) (i) Outline **one** reason why **global** action is necessary to protect extreme environments.

(2)

.....

.....

.....

.....

*(ii) Using named examples, explain how global actions are attempting to ensure the survival of communities in extreme environments.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 8 = 15 marks)

TOTAL FOR SECTION C = 15 MARKS
TOTAL FOR PAPER = 78 MARKS

BLANK PAGE

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 1F: Dynamic Planet

Question Number	Correct Answer	Reject	Mark
1(a)(i)	A = Continental crust is thicker than ocean crust	All other answers.	1

Question Number	Correct Answer	Reject	Mark
1(a)(ii)	B = The mantle is most solid at the top	All other answers.	1

Question Number	Correct Answer	Reject	Mark
1(b)	One mark for each reason. Greater movement/displacement/energy idea (1). Shallower so more energy (1). Travelling through different materials (1).	Answers that refer to impact of the event and not the event itself.	2

Question Number	Correct Answer	Reject	Mark
1(c)	One mark for each point plus one mark for extension. Maximum of three marks if no point is extended. Basic point = appropriate building design identified (1). Extension = description of how it helps reduce impact (1). Likely answers can include the following. Very deep foundations (1) preventing building collapse (1). Use of dampers (1) to prevent building sway (1). Shock absorbers (1) to brace buildings/give them strength (1). Making walls from lighter materials (1) to prevent injuries (1). Bracing corners (1) to prevent roof collapse (1).	Answers that do not focus on design.	4

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(d)	<p>Allow one mark for each point but limit to two if no explanation offered.</p> <p>Any one point can be expanded by use of an example and/or data (1).</p> <p>Destructive margin is where two plates collide (1).</p> <p>One plate is subducted (usually the oceanic) (1). Friction between the two plates as one descends (1).</p> <p>Pressure builds and eventually gives way (1) in Benioff zone (1).</p> <p>Energy release causes the earthquake (1).</p> <p>Diagram should be credited as above, i.e. if points are obviously shown in the diagram then credit accordingly.</p>	<p>Compressional margin (1). Earthquakes also associated with rising magma and volcano formation (1).</p>	<p>Plates moving apart/extensional or past each other.</p> <p>Do not credit twice if the same points are made on the diagram and in the text.</p>	4

Question Number	Correct Answer	Reject	Mark
2(a)(i)	C = Warmer and drier.	All other answers.	1

Question Number	Correct Answer	Reject	Mark
2(a)(ii)	D = Wells running dry.	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(b)	<p>One mark for each point plus one mark for extension.</p> <p>Basic point = appropriate reason (1). Extension = link to income explicit (1).</p> <p>Lower yields (1) so reduced income for farmers (1).</p> <p>People lose property due to hazard damage (1) so have to replace it (1).</p> <p>Greater risks (1) so insurance costs rise (1).</p> <p>Water supplies decline (1) so people have to pay more for it (1).</p>	Fishermen lose income (1) as fish die (1).	Comments using physical changes from Figure 2 not linked to people.	2

Question Number	Correct Answer	Reject	Mark
2(c)	<p>One mark for each point plus one mark for extension.</p> <p>For each change: basic point = appropriate change (1) extension = detail of change (1).</p> <p>Changing rainfall pattern (1) more in some seasons than others – details provided of amounts/where (1).</p> <p>Changing temperatures (1) details provided of amounts/where (1).</p> <p>Increased storminess (1) details of this, e.g. more intense depressions (1).</p> <p>Other possibilities include: increased seasonality (1) longer thermal growing season (1).</p>	Reasons for changes	2 × 2

Question Number	Correct Answer	Reject	Mark
2(d)	<p>Allow one mark for each point but limit to two if no explanation offered.</p> <p>Must state what greenhouse gases ‘do’ to gain four marks.</p> <p>Greenhouse gases such as carbon dioxide (1) are given out when fossil fuels (e.g. coal) are burned in power stations and/or factories (1).</p> <p>More methane is produced (1) as cattle numbers increase/more rice is grown/permafrost melts (1).</p> <p>Increasing numbers of cars/aircraft produce greenhouse gases (1). These gases intercept outgoing radiation and this increases atmospheric temperature (1). Any data for quantities and/or concentrations (1).</p>	Basic causes that are not related to human activity, e.g. volcanic eruptions.	4

Question Number	Correct Answer	Reject	Mark
3(a)(i)	C = Mostly in the equatorial regions	Any other answer.	1

Question Number	Correct Answer	Reject	Mark
3(a)(ii)	A = The largest continuous area of tropical rainforest is in South America.	Any other answer.	1

Question Number	Correct Answer	Mark
3(b)	<p>One mark for basic point and one for extension, for example.</p> <ul style="list-style-type: none"> • By cutting back on consumption (1), example or detail of same (1). • By recycling more effectively (1), example or detail of same (1). • By finding substitutes for natural products (1) example or detail of same (1). 	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(c)	<p>One mark for each point plus one mark for extension.</p> <p>For each way: basic point = appropriate change (1) extension = detail of change (1).</p> <p>Typical answers are likely to include:</p> <ul style="list-style-type: none"> • over-exploitation, e.g. logging (1) details of process (1) • pollution, e.g. waste disposal (1) details of process (1) • disturbance of fauna/flora (1) details of process (1) 	Answers which refer to destruction of tropical rainforests.	Examples which are not clearly linked to destruction of tropical rainforests.	2 × 2

Question Number	Correct Answer	Acceptable Answers	Mark
3(d)	<p>Allow one mark for each point but limit to two if no extension offered.</p> <p>Basic point = appropriate change (1). Extension = detail of change (1).</p> <p>Role of temperature explained in terms of higher temperatures = more/different plant growth (1). Details of same delivered through examples/locations (1).</p> <p>Role of rainfall explained in terms of higher rainfall = more/different plant growth (1). Details of same delivered through examples/locations (1).</p> <p>Might also address the relationship between rainfall and temperature as in rainforests being 'hot' and 'wet'.</p>	Answers which refer to small-scale eco-systems such as coral reefs.	4

Question Number	Correct Answer	Reject	Mark
4(a)(i)	D = Oceans	Any other answer.	1

Question Number	Correct Answer	Reject	Mark
4(a)(ii)	C = Precipitation	Any other answer.	1

Question Number	Correct Answer	Mark
4(b)	<p>One mark for point plus one mark for extension. Basic point = appropriate benefit (1). Extension = detail/reason of/for benefit or an example (1).</p> <p>Satisfy large-scale needs, e.g. energy, resources, infrastructure (1). Example of same: energy needs/infrastructure requirements or more detail about the project (1).</p>	2

Question Number	Correct Answer	Mark
4(c)	<p>One mark for each point plus one mark for extension.</p> <p>For each way: basic point = appropriate example of intermediate technology (1) extension = link with improvement to water resources (1).</p> <p>Digging deep wells (1) because the supply can last a long time (1).</p> <p>Storing rainwater effectively (1) to ensure water for animals during a dry season (1).</p> <p>Allow improvements in either quantity or quality.</p>	2 × 2

Question Number	Correct Answer	Reject	Mark
4(d)	<p>Basic point = appropriate example of a human activity (1).</p> <p>Extension = link to reduction of water supply (1).</p> <p>Maximum of three marks if no point is extended.</p> <p>Over-abstraction of groundwater (1). If too much water is taken, the water table falls (1). Or extension by example, e.g. the Great Plains. (1).</p> <p>Reduction of supply by removing too much water from river systems (1). Extension by example, e.g. Colorado (1).</p> <p>Anthropogenic climate change reducing rainfall or changing rainfall patterns (1). Extension by example or detail of the process (1).</p> <p>Pollution of water supplies (1) which means they cannot be used safely (1). Extension by example (1).</p>	Answers that are not explicitly linked to human activities.	4

	Correct Answer	Reject	Mark
5(a)(i)	C = Erosion was highest in 1997-8.	Any other answer.	1

	Correct Answer	Reject	Mark
5(a)(ii)	B = From 1997-8 to 1998-9.	Any other answer.	1

	Correct Answer	Mark
5(b)	<p>One mark for basic point plus one mark for extension.</p> <ul style="list-style-type: none"> • Different shape (1), detail of same, e.g. angle and or plunging/spilling (1). • Difference in impact (1), destructive erode/constructive deposit (1). • Different swash backwash relationship (1), detail of same (1). • Different frequency (1), detail of same (1). 	2

	Correct Answer	Mark
5(c)(i)	<p>One mark for basic point plus one mark for extension.</p> <p>Basic point = expensive (1), intrusive visually (1), involve 'pouring concrete' idea (1), effective and slows down rate of erosion (1).</p> <p>Extension = detail of same as in quoted cost (1) example, detail of intrusion (1), example/detail of reduced erosion (1).</p>	2

Question Number	Indicative content	
*5(c)(ii) QWC i, ii, iii	<p>Examples could include any part of the UK coastline or examples from overseas. There is a wide range of possible methods:</p> <ul style="list-style-type: none"> • Should distinguish between soft and hard engineering. • Groynes: trap sediment brought in by longshore drift (LSD), build beaches and dissipate wave energy. • Sea walls: physically prevent waves causing erosion by protecting cliffs, and reflect or dissipate wave energy. • Rip-rap/revetments: break up waves; offshore breakwaters cause wave breaking before waves reach the shore. • Beach nourishment: increases beach extent and absorbs wave energy. • Coastal realignment. • Managed retreat. • Might have an idea of comparative costs. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to describe at least one management method, but with little accuracy. There are no examples beyond a named place. The response is not well focused on coastal management. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	Two or more management measures are described, at least one in detail. The response uses at least one example with some detail. Detail of scheme asserted with only some explanation of use. Some structure, clearly communicated but with limited use of geographical terminology.
Level 3	5-6	The response uses several detailed and appropriate examples of coastal management methods, including both soft and hard engineering. There is a range of detailed descriptions that are clearly located. Clear explanation of why some methods are more appropriate than others. Clear structure, well communicated with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

	Correct Answer	Reject	Mark
6(a)(i)	D = The time between peak rainfall and peak discharge.	All other answers.	1

Question Number	Correct Answer	Reject	Mark
6(a)(ii)	B = Hydrograph 1 has a much shorter lag time.	All other answers.	1

	Correct Answer	Mark
6(b)	One mark for point plus one mark for extension. Basic point = appropriate reason for flooding higher rainfall/flashier rainfall/ground conditions – look for comparative (1). Extension = through further detail of basic cause – data for rainfall/description of different ground conditions, etc (1).	2

	Correct Answer	Mark
6(c)(i)	One mark for point plus one mark for extension. Basic point = expensive (1), intrusive visually (1), involve ‘pouring concrete’ idea (1), helps control flooding (1). Extension = detail of same as in quoted cost (1), example, detail of intrusion (1), example/detail of flood control (1).	2

Question Number	Indicative content	
*6(c)(ii) QWC i, ii, iii	Depending on the chosen case study, hard engineering is likely to involve: <ul style="list-style-type: none"> • canalisation of river through reinforcement of banks/bed • building of artificial levees • building dams/reservoirs • building of wing dykes. Involves explanation of how the hard engineering schemes helped in the prevention of flooding.	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to describe at least one hard engineering technique but with little accuracy or detail. There are no examples beyond a named place. The response is not well focused on hard engineering schemes. Limited structure to answer. Basic use of geographical terminology.
Level 2	3-4	Two or more possible techniques are identified, at least one with some detail. Detail of schemes is asserted with only some explanation of use. Some structure, clearly communicated but with limited use of geographical terminology.
Level 3	5-6	The response uses several appropriate examples of hard engineering with well-located detail. Explanation links well to the threat of river flooding. There is a range of detailed descriptions that are clearly located. Clear structure, well communicated and with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Reject	Mark
7(a)(i)	D = A decrease in the number of all other species.	All other answers.	1

Question Number	Correct Answer	Reject	Mark
7(a)(ii)	A = Killer whale.	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Mark
7(b)	<p>One mark for point plus one mark for extension.</p> <p>The question asks for an outline of one cause, so expect:</p> <p>basic point = appropriate reason for decline: temperature rise/changing oxygen levels/changing pH of oceans/overfishing (1)</p> <p>extension = through further detail of basic cause: details of temperature rise or comment about impact (decline of coral)/detail about causes of anoxia (eutrophication)/detail of impact of rising carbon dioxide and impact on pH/detail about overfishing (e.g 'suction' harvesting of krill) (1).</p>	<p>Allow 'local' causes.</p> <p>Pollution (1) detail of local source (1).</p>	2

Question Number	Correct Answer	Mark
7(c)(i)	<p>One mark for point plus one mark for extension.</p> <ul style="list-style-type: none"> • To preserve threatened species and/or eco-systems (1), detail/example of same (1). • To allow competing groups to maintain economic benefit from the exploitation of the eco-system (1), detail/example of same (1). 	2

Question Number	Indicative content	
*7(c)(ii) QWC i, ii, iii	<p>Examples might be taken from a wide variety of eco-systems. The choice of location and eco-system/type is not important, scale might be local as in St Lucia or national, North Sea or even global.</p> <p>There should be some link to sustainability and a range of methods such as zoning, reserves, quotas of fishing and bans on certain activities.</p> <p>Explanation is through establishing the link between the policy/scheme and the goal of achieving sustainability, e.g.:</p> <p>‘Zoning in Soufrière has established zones where fishermen cannot enter and this has led to a slight recovery in fish numbers, helping the sustainability of the reefs’.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to describe at least one marine management scheme in which marine areas might be managed but with little accuracy. Sustainability is not addressed. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	Two or more management methods are described. Some limited understanding of sustainability shown through use of some appropriate examples. Examples are broadly appropriate with some range. Some structure, clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Detailed range of accurate examples described. Explicit understanding of sustainability shown through explanation of link between scheme and long-term future of the eco-system(s). Clear structure, well communicated and with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Reject	Mark
8(a)(i)	C = The pack ice in the bay.	All other answers.	1

Question Number	Correct Answer	Reject	Mark
8(a)(ii)	A = Steep roof angles,	All other answers.	1

Question Number	Correct Answer	Reject	Mark
8(b)	<p>The question asks for an outline of one threat, so expect:</p> <p>basic point = changing climate threatening livelihoods/outmigration because of threat to livelihoods (1)</p> <p>extension = detail of the reasons for the decline of settlements, e.g. reduction in fish stocks/ecosystem damage/detail of nature of climate change, e.g. loss of sea ice.</p>	Answers that are not related to polar environments.	2

Question Number	Correct Answer	Reject	Mark
8(c)(i)	<p>One mark for point and one mark for extension.</p> <ul style="list-style-type: none"> • Because oceans are not owned by any one country (1), so without international action there is no control (1). • Because what one country does will affect other countries (1), example/detail of same (1). • Because of scale of threat to extreme environments (1), example of the threat (1). 	Policies that are clearly not global.	2

Question Number	Indicative content	
8(c)(ii) QWC i, ii, iii	<p>The main agency involved is the United Nations through the United Nations Environment Programme. Many others are likely to feature, including NGOs such as Greenpeace, the Arctic Council, the Kyoto Protocol on climate change and the Basel Convention on transnational wastes.</p> <ul style="list-style-type: none"> • Threats to polar environments are largely transnational and thus need global action. • The fundamental threats to Arctic biodiversity, such as climate change, trans-boundary contaminants and habitat fragmentation are essentially global in nature. • Tackling these threats will require identifying international agreements that are relevant to biodiversity. <p>Answers are likely to focus on specific policies directed at:</p> <ul style="list-style-type: none"> • reduction in greenhouse gases linked to loss of ice and habitat • control of waste disposal in oceans, leading to decline in marine species. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to describe at least one global action by which extreme environments might be supported, with basic accuracy. No significant link to particular environments. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	Two or more global actions are described. Some limited understanding of links to extreme environments through use of appropriate examples. Examples are broadly appropriate with some range. Some structure, clearly communicated but with limited use of geographical terminology.
Level 3	5-6	Detailed range of accurate examples described. Explicit understanding of links between global actions and survival of extreme environments shown. Clear structure, well communicated and with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography B

Unit 1: Dynamic Planet

Higher Tier

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5GB1H/01

You do not need any other materials.

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 5 **or** 6.
- In Section C, answer **either** question 7 **or** 8.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 78.
- 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 ►

S43568A

©2013 Pearson Education Ltd.



PEARSON

SECTION A: INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section.

Topic 1: Restless Earth

1 Figure 1 shows a cross-section of the Earth.

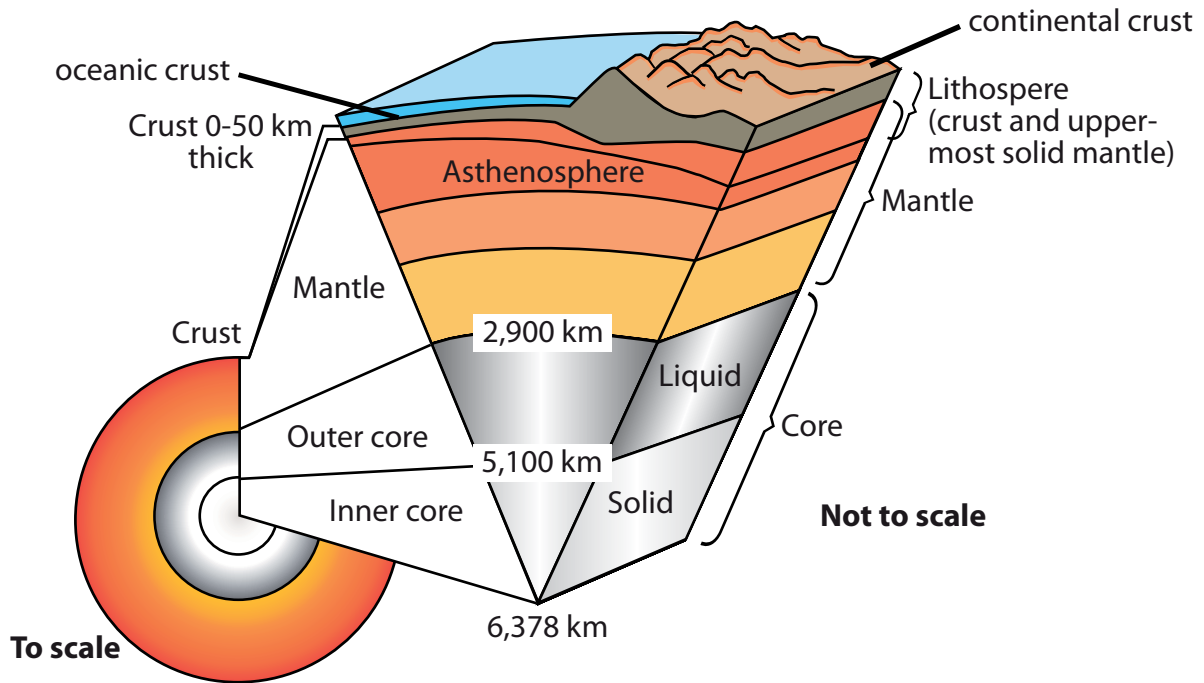


Figure 1

(a) Study Figure 1.

Outline **one** difference between oceanic and continental crust.

(2)

.....

.....

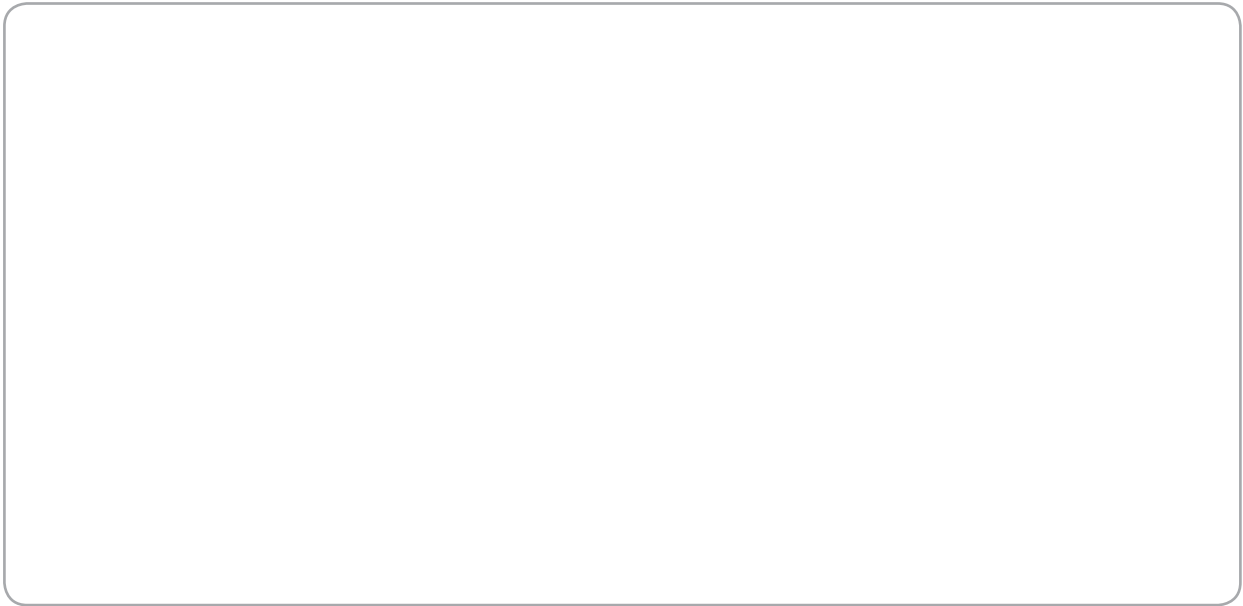
.....

.....

(b) Explain why earthquakes happen on destructive plate margins.

You may draw a diagram in the space below to help your answer.

(4)



.....

.....

.....

.....

.....

.....

.....

.....

.....

Topic 2: Changing climate

2 Figure 2 shows the possible impacts of changing climate on Canada.

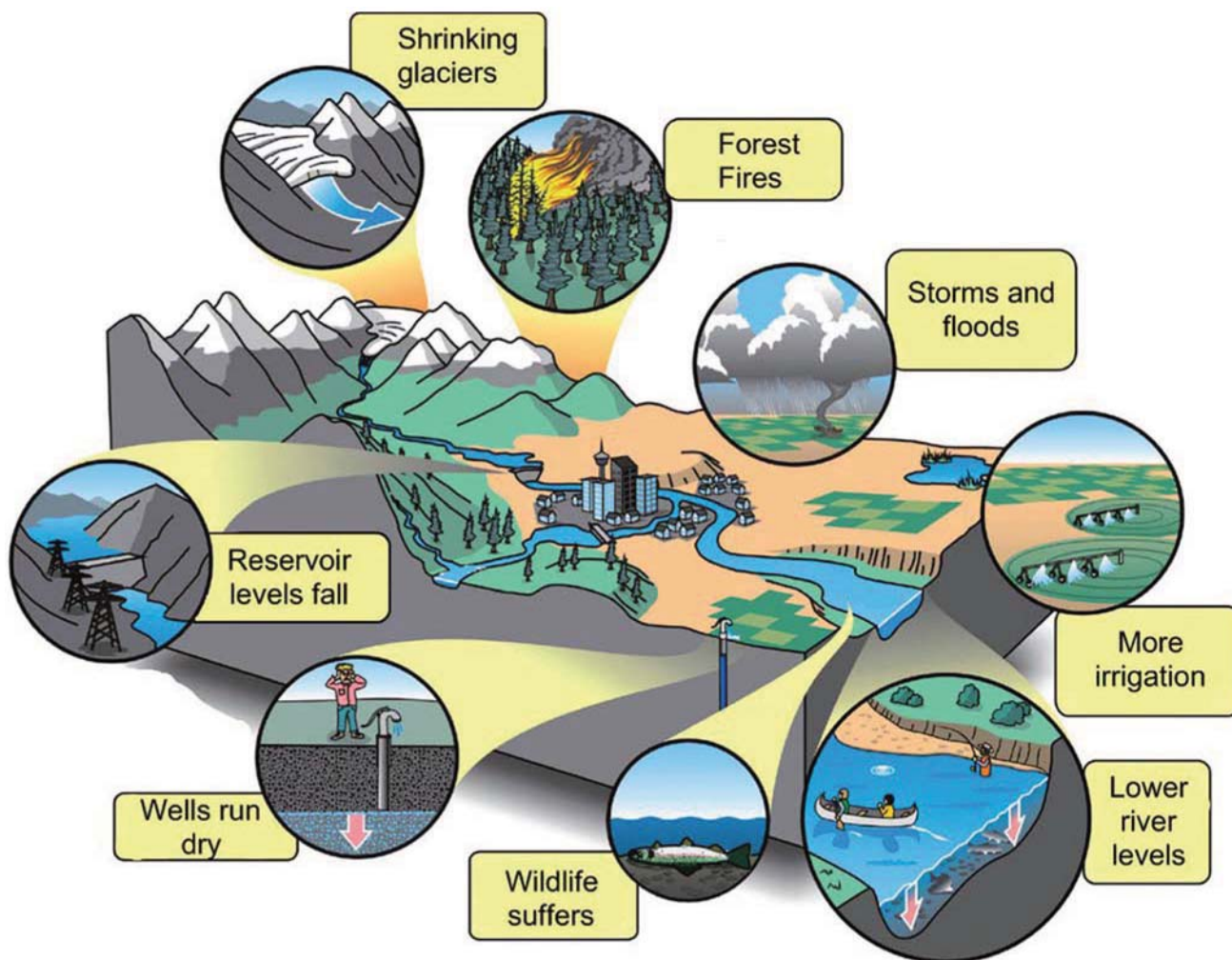


Figure 2

(a) Study Figure 2.

Describe **one economic** impact of climate change on Canada.

(2)

(b) Explain how human activity is leading to climate change.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

(c) Explain how the future climate of the UK is likely to be affected by global climate change.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 2 = 12 marks)

Topic 3: Battle for the Biosphere

3 Figure 3 shows the location of areas of tropical rainforest.

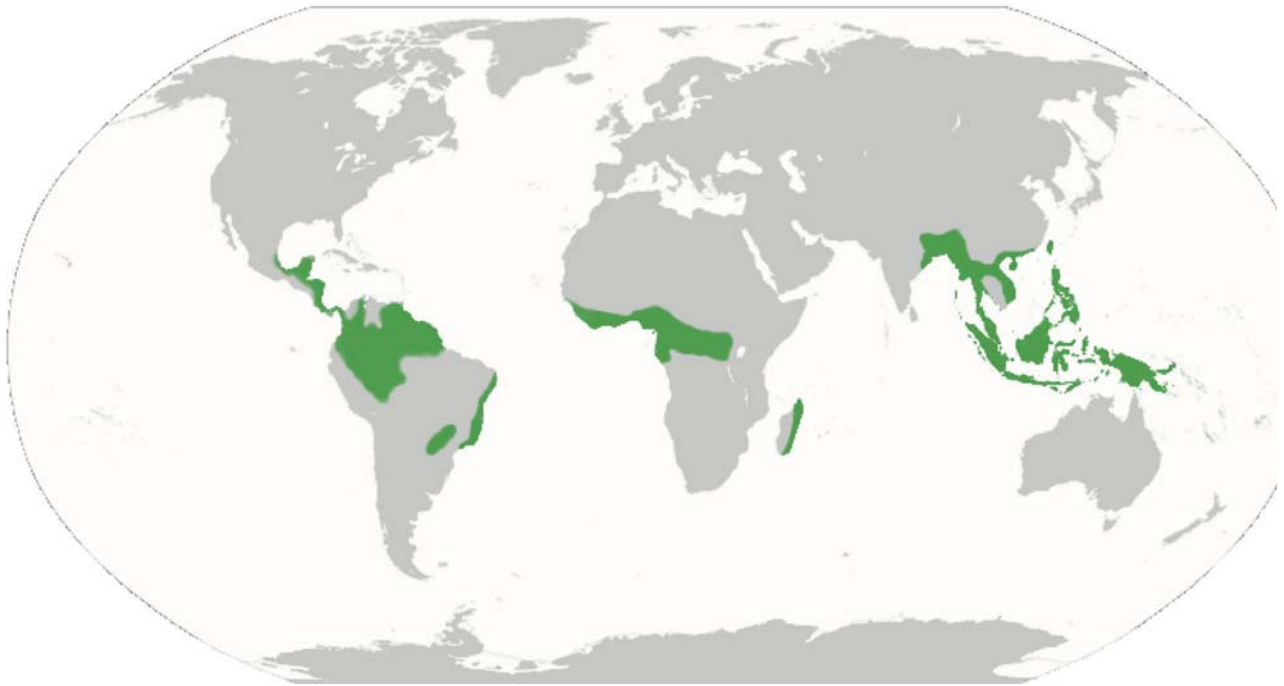


Figure 3

(a) Study Figure 3.

Describe the distribution of tropical rainforests.

(2)

.....

.....

.....

.....

(b) Explain how climate controls the distribution of biomes such as tropical rainforests.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

(c) Explain the role of human activity in the destruction of tropical rainforest.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 12 marks)

Topic 4: Water World

4 Figure 4 shows a model of the hydrological cycle.

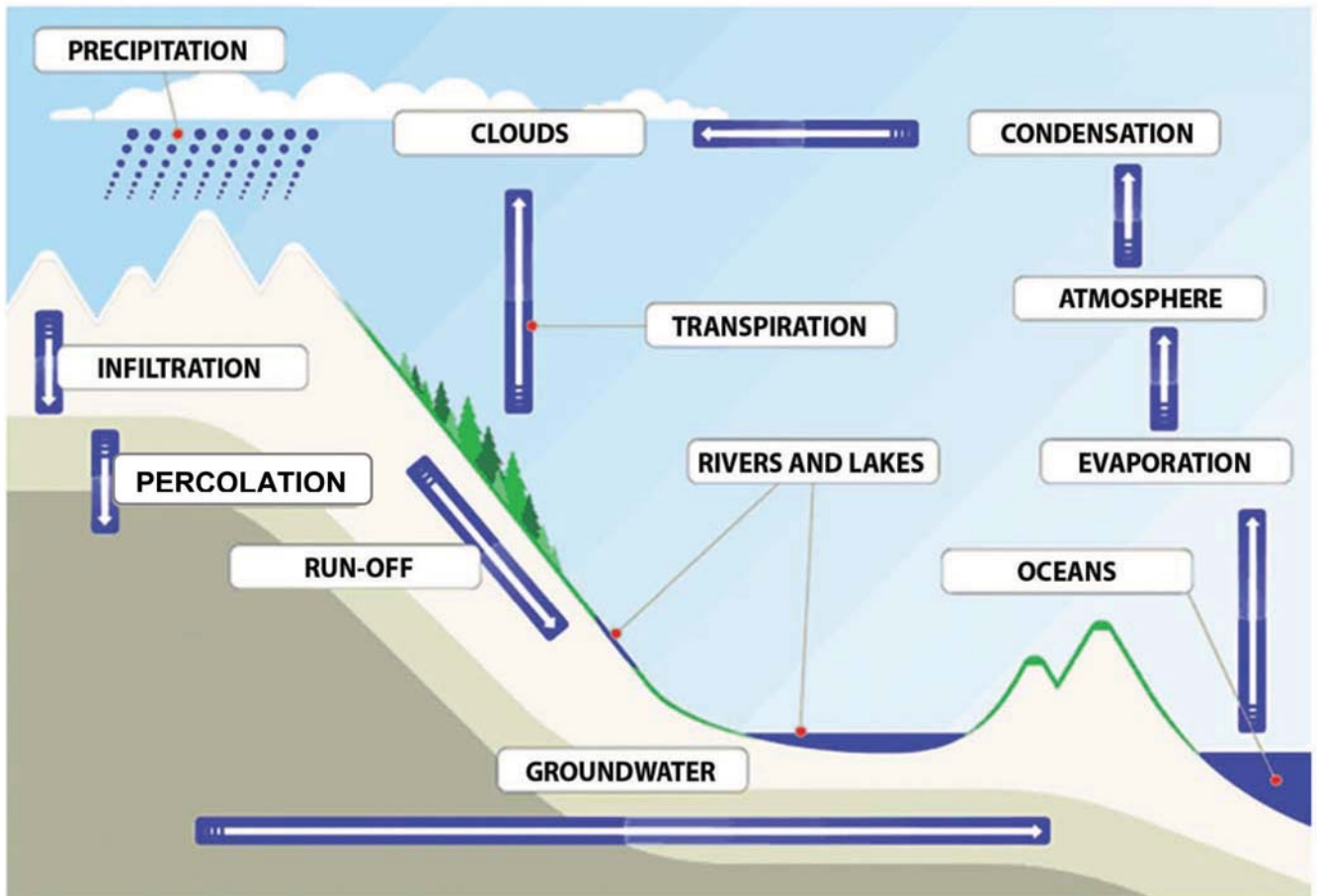


Figure 4

(a) Study Figure 4.

Identify **two** stores of water.

(2)

- 1
- 2

(b) Using examples, describe how human activity can reduce water supplies.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(c) Examine how intermediate technology can contribute to the management of water resources in the developing world.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 48 MARKS

SECTION B: SMALL-SCALE DYNAMIC PLANET

Answer ONE question in this section

Topic 5: Coastal Change and Conflict

If you answer Question 5 put a cross in this box

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

5 Figure 5 shows the annual retreat of a section of Suffolk coastline.

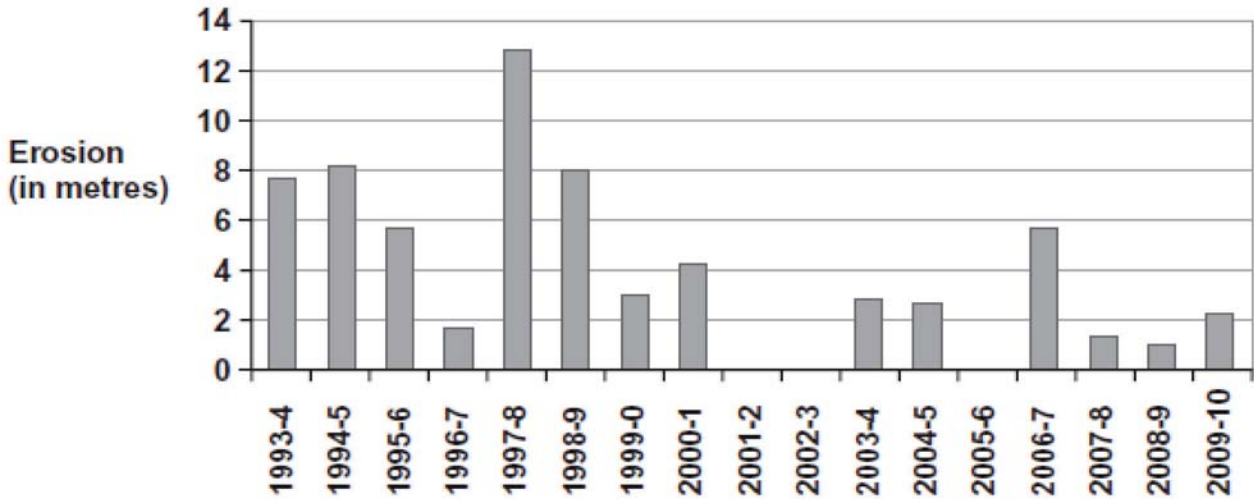


Figure 5

(a) Study Figure 5.

(i) Describe the change in the rate of coastal erosion between 1993 and 2010.

(2)

.....

.....

.....

.....

(ii) Explain why some waves erode more than others.

(2)

* (b) For a named coastline, examine why there are conflicting views about how coastal erosion should be managed.

(8)

Named coastline

(Total for spelling, punctuation and grammar = 3 marks)
(Total for Question 5 = 15 marks)

Topic 6: River Processes and Pressures

If you answer Question 6 put a cross in this box

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

- 6 Figure 6 shows two flood hydrographs from different parts of the same river system.

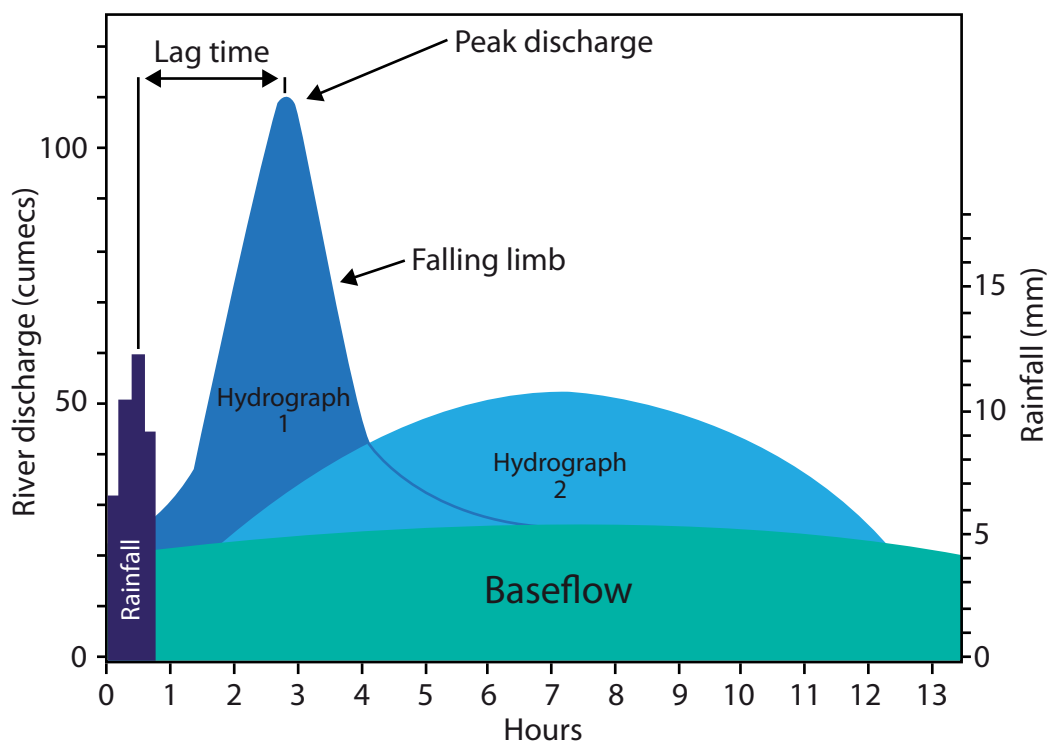


Figure 6

- (a) Study Figure 6.

- (i) Describe the difference in peak discharge for the two hydrographs.

(2)

.....

.....

.....

.....

SECTION C: LARGE-SCALE DYNAMIC PLANET

Answer ONE question in this section

Topic 7: Oceans on the Edge

If you answer Question 7 put a cross in this box

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

7 Figure 7 shows a marine food web.

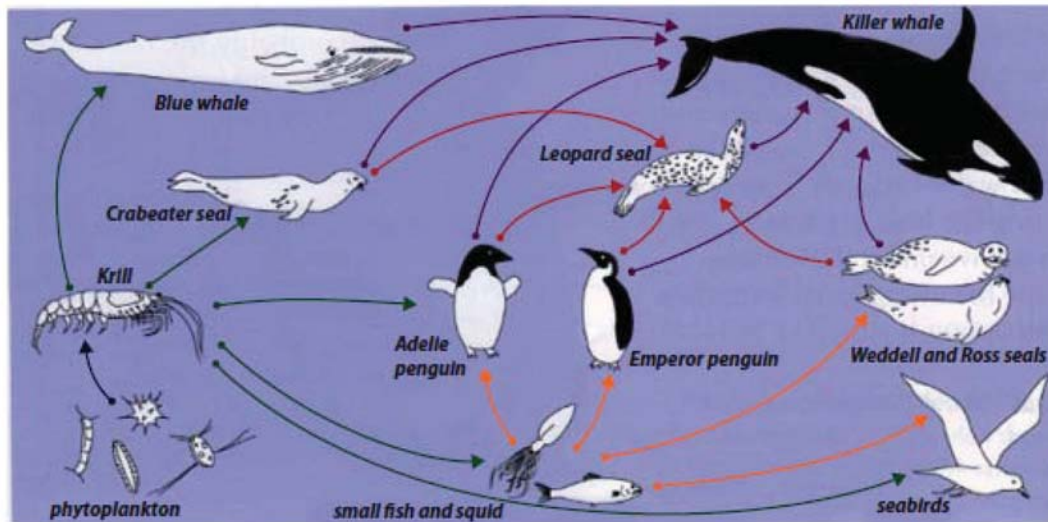


Figure 7

(a) Study Figure 7.

(i) Describe the impact of a decline in phytoplankton on the whale population.

(2)

.....

.....

.....

.....

Topic 8: Extreme Environments

If you answer Question 8 put a cross in this box

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

- 8 Figure 8 shows a settlement in an extreme environment.



Figure 8

- (a) Study Figure 8.

- (i) Outline **one** feature of the settlement that is characteristic of settlement in polar environments.

(2)

.....

.....

.....

.....

(ii) Outline how climate change threatens the survival of polar settlements.

(2)

.....

.....

.....

.....

*(b) Using named examples, explain how global actions are attempting to ensure the survival of communities in extreme environments.

(8)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 8 = 15 marks)

TOTAL FOR SECTION C = 15 MARKS

TOTAL FOR PAPER = 78 MARKS

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 1H: Dynamic Planet

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)	<p>One mark for basic point of difference plus one for extension.</p> <p>Basic point</p> <p>Continental crust is thicker while oceanic crust is thinner (1).</p> <p>Extension</p> <p>Continental more folded (1). Relative thicknesses continental up to 50 km, oceanic as little as 0 km. (1).</p>	<p>Allow legitimate response not drawn from resource as in:</p> <p>basic-made up of different materials (1). extension-oceanic crust basaltic and/or continental crust granitic (1).</p>	Answers that do not identify a difference.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(b)	<p>Allow one mark for each point but limit to two if no explanation offered.</p> <p>Any one point can be expanded by use of an example and/or data (1).</p> <p>Destructive margin is where two plates collide (1). One plate is subducted (usually the oceanic plate) (1). Friction between the two plates as one descends (1). Pressure builds and eventually gives way (1) in Benioff zone (1). Energy release causes the earthquake (1).</p>	<p>Compressional margin (1). Earthquakes also associated with rising magma and volcano formation (1).</p>	<p>Plates moving apart/extensional or past each other.</p> <p>Do not credit twice if the same points are made on both the diagram and in the text.</p>	4

	Diagram should be credited as above, i.e. if points are obviously shown in the diagram then credit accordingly.			
--	---	--	--	--

Question Number	Indicative content	
1(c)	<p>Depends on chosen case study but primary impacts are likely to include:</p> <ul style="list-style-type: none"> • impact of lava flow on property/people • impact of pyroclastics on property/people. <p>Secondary impacts are likely to include:</p> <ul style="list-style-type: none"> • disruption to infrastructure • disruption to employment and travel • decline in agricultural output because of pyroclastics • threats to life consequential on these in remote communities or in the past • decline in income consequential on problems listed above. <p>Allow long-term impacts such as improved soils.</p> <p>Expect details of the event itself with data to support points. The command word is 'compare' so expect comparative language, for example:</p> <p>'The immediate effect of the Laki eruption was not very damaging because Iceland is sparsely populated but the ash fall killed much of the grass, which in turn, led to animals starving and famine resulted. So the secondary impact was far worse than the primary.'</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response states at least one primary and one secondary impact, but with little accuracy or detail. Location is vague or absent. There is no real attempt to compare. Limited structure to answer and basic use of geographical terminology.
Level 2	3-4	Several impacts are covered and at least two have some detail. Location is recognisable with some detail. Comparison is made although not fully illustrated. Some structure, clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Several impacts are covered, including impacts on people and property . Location is strong. Comparison is clear and effective with support from data and/or detail. Clear structure, well communicated and with good use of geographical terminology.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(a)	<p>One mark for point plus one mark for extension.</p> <p>Basic point = appropriate reason. Extension = link to economics is explicit.</p> <p>Forest fires (1) may lead to lost timber resources or higher insurance costs (1). Floods (1) may lead to property damage or higher insurance costs (1).</p> <p>Irrigation (1) is expensive and reduces farm income (1).</p> <p>Reduced water levels (1) may make water more expensive for all (1) or reduce income from fish (1).</p>	<p>Damage from storms (1) costs money - insurance costs or similar (1).</p> <p>Shrinking glaciers (1) may impact on tourist industry/skiing (1).</p>	Answers that are not explicitly economic.	2

Question Number	Correct Answer	Reject	Mark
2(b)	<p>Allow one mark for each point but limit to two if no explanation/development offered.</p> <p>Must state what greenhouse gases 'do' to gain four marks.</p> <p>Greenhouse gases, such as carbon dioxide (1), are given out when fossil fuels (e.g. coal) are burned in power stations and/or factories (1).</p> <p>More methane is produced (1) as cattle numbers increase/more rice is grown/permafrost melts (1).</p> <p>Increasing numbers of cars/aircraft produce greenhouse gases (1). These gases intercept outgoing radiation and this increases atmospheric temperature (1). Any data for quantities/concentrations (1).</p>	Basic causes that are not related to human activity, e.g. volcanic eruptions.	4

Question Number	Indicative content	
2(c)	<p>Likely to cover changes in:</p> <ul style="list-style-type: none"> • temperature - higher than averages • rainfall amounts and pattern - less in several regions but more unpredictable • air masses - more cyclonic, stormy weather • seasonality - perhaps longer and warmer summers but winter changes less predictable • some argue that winters will become more extreme as cold, Arctic air masses are funnelled southwards. <p>Driven by changes in:</p> <ul style="list-style-type: none"> • global temperatures • changes in the North Atlantic current • possible changes in the Arctic may also affect the UK. <p>There will be regional variations in these impacts.</p> <p>Good answers will link cause and effect, for example:</p> <p>‘Shifts in the North Atlantic Drift may reduce sea temperatures off the west coast of the UK, which will impact on the path of depressions, which may, in turn, reduce rainfall significantly, especially in the west.’</p> <p>May reflect on the difficulty of making predictions because of the need to balance several factors.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response states at least one climate change, probably temperature, but with little accuracy or detail. Reasons for changes not addressed. There is no real link with global factors. Limited structure to answer and basic use of geographical terminology.
Level 2	3-4	Several changes are covered and at least two have some detail. UK data is used to add detail. Statements about links between basic causes and effects are made. Some structure, clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Several changes are covered, including extending beyond temperature and rainfall. UK data is strong. Explanation of at least one linkage is well done and clear. Clear structure, well communicated and with good use of geographical terminology.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(a)	<p>One mark for each point.</p> <p>Along/close to the equator (1).</p> <p>Gives an example of same (1).</p> <p>Identification of an anomaly such as Mexico or Madagascar (1).</p> <p>Not all 'equatorial' areas, e.g. East Africa (1).</p>	<p>In low latitudes (1).</p> <p>Between the tropics (1).</p>	<p>Middle of the map or similar.</p> <p>A specific country from the map.</p>	2

Question Number	Correct Answer	Acceptable Answers	Mark
3(b)	<p>Basic point = appropriate change (1).</p> <p>Extension = detail of change (1).</p> <p>Role of temperature explained in terms of higher temperatures = more/different plant growth (1).</p> <p>Details of same delivered through examples/locations (1).</p> <p>Role of rainfall explained in terms of higher rainfall leading to more/different plant growth (1).</p> <p>Details of same delivered through examples/locations (1).</p> <p>Might also address relationship between rainfall and temperature, as in rainforests being 'hot' and 'wet'.</p>	<p>Answers which refer to small-scale eco-systems, such as coral reefs.</p>	4

Question Number	Indicative content	
3(c)	<p>Expect responses to cover the following:</p> <ul style="list-style-type: none"> • over exploitation of, e.g., logging • disruption of eco-system through mining/drilling activity • conversion of land to farming for agribusiness. <p>Will also describe details of the destruction through examples.</p> <p>Explanation likely to cover:</p> <ul style="list-style-type: none"> • economic pressure to gather resources • related need to earn foreign exchange • improving technologies, making once remote resources more accessible • exploitation managed by transnational corporations (TNCs) who have powerful influence • exploitation managed from the urban core. <p>Good answers will combine elements of description and explanation, for example:</p> <p>‘In the Oriente region of Ecuador the TNC Chevron (now Texaco) drilled thousands of wells and disposed of waste by filling hundreds of pits with oil, leading to pollution of the water supply in local rivers, and groundwater. The economy of Ecuador was heavily dependent on the foreign exchange from oil and local tribes had no political power to stop this exploitation.’</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response covers one impact of human activity but with little accuracy or detail. No location beyond a country name. Other than naming an activity, reasons for the destruction are not addressed. There is no real link with global factors. Limited structure to the answer and basic use of geographical terminology.
Level 2	3-4	Several activities are identified, with at least two having some detail. Location is clear but not detailed. At least one factor that facilitated the destruction is identified. Some structure, clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Several activities are well described. Location is clear and specific. The factors facilitating destruction are addressed in some depth. Clear structure, well communicated and with good use of geographical terminology.

Question Number	Correct Answer	Reject	Mark
4(a)	Any two from: Clouds (1) Rivers and lakes (1) Groundwater (1) Oceans (1) Atmosphere (1).	All other answers.	2

Question Number	Correct Answer	Reject	Mark
4(b)	One mark for point plus one for extension. Maximum of three marks if no point is extended. Basic point = appropriate example of a human activity (1). Extension = link to reduction of water supply (1). Over-abstraction of groundwater (1). If too much water is taken, the water table falls (1). Or extension by example, e.g. the Great Plains (1). Reduction of supply by removing too much water from river systems (1). Extension by example, e.g. Colorado (1). Anthropogenic climate change, reducing rainfall or changing rainfall patterns (1). Extension by example or detail of the process (1). Pollution of water supplies (1), which means they cannot be used safely (1). Extension by example (1).	Answers that are not explicitly linked to human activity.	4

Question Number	Indicative content	
4(c)	<p>Depends on chosen intermediate technology but might address attempts to manage quality as well as quantity. Likely to feature:</p> <ul style="list-style-type: none"> • tube wells • rainwater-harvesting schemes • micro-hydro projects. <p>The focus of the question is ‘contribution’ to management. This will stimulate some candidates to explore:</p> <ul style="list-style-type: none"> • relative merits of intermediate technology as opposed to high-tech schemes in terms of costs • questions of sustainability and how easily it is managed by the local community • how exactly the local community is helped. <p>Good answers will combine description of the technology and ‘contribution’, for example:</p> <p>‘In Bangladesh, micro-finance projects have allowed the development of tube wells. These cannot solve regional water shortages but can improve the quality and quantity of water by ensuring that water is clean, unlike traditional wells which are frequently contaminated by the vessels used to collect the water.’</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response covers one impact of human activity but with little accuracy or detail. o location beyond a country name. Other than naming a technology, reasons for the contribution to water management are not addressed. Limited structure to answer and basic use of geographical terminology.
Level 2	3-4	Several technologies are identified, with at least two having some detail. Location is clear but not detailed. At least one adequate examination of how technology contributes to management of resources. Some structure, clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Several activities are well described. Location is clear and specific. Intermediate technologies are described in detail and their contribution to management of water resources is addressed in some depth. Clear structure, well communicated and with good use of geographical terminology.

Question Number	Correct Answers	Mark
5(a)(i)	<p>Any two of the following.</p> <p>It decreases over time (1) but not consistently (1). Much higher in most years prior to 2001-2 than since 2001-2 (1). Some anomalous years: 1996-7 and/or 2006-7 (1). Data to support any one point (1).</p>	2

	Correct Answer	Acceptable answer	Mark
5(a)(ii)	<p>One mark for point plus one mark for extension.</p> <p>Basic point = appropriate example of variation in waves: angle of break or frequency or wavelength (allow fetch) (1).</p> <p>Extension = link to reduction of impact, so more impact/powerful (1).</p>	<p>Variations in rock types (1), details/example of same (1).</p> <p>Variation in coastal defences (1), details/example of same (1).</p>	2

Question Number	Indicative content	
*5(b) QWC i,ii,iii	<p>Examples of management might include any part of the UK coast or an example from overseas.</p> <p>There is a wide range of possible methods.</p> <ul style="list-style-type: none"> • Should distinguish between soft and hard engineering. • Groynes: trap sediment brought in by longshore drift (LSD), build beaches and dissipate wave energy. • Sea walls: physically prevent waves causing erosion by protecting cliffs and reflect or dissipate wave energy. • Rip-rap/revetments: break up waves; offshore breakwaters cause wave breaking before waves reach the shore. • Beach nourishment: increases beach extent and absorbs wave energy. • Coastal realignment. • Managed retreat. • Likely to discuss need for integrated management plan. • Might have an idea of comparative costs. <p>Focus on conflicting views. These will be a consequence of:</p> <ul style="list-style-type: none"> • different economic values • different political pressures • not all methods being possible in all places • need to consider other places • some parts of the coast more at risk because of different physical processes. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes two management methods with basic accuracy. There are few examples beyond a named place. The response shows some focus on coastal management. Basic attempt to address conflicting views. Some structure to answer and some relevant use of geographical terminology.
Level 2	4-6	Several management measures are well described. Several examples (or one in depth) with some detail. 'Conflicting views' addressed but asserted rather than explained. Clear structure, clearly communicated, with relevant use of geographical terminology.
Level 3	7-8	The response uses several detailed and appropriate examples of coastal management methods which include both soft and hard engineering. There is a range of detailed descriptions. Reasons for conflicting views are identified, illustrated and thoroughly explained. Clear structure, well communicated with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Acceptable Answers	Reject	Mark
6(a)(i)	Different lag times (1). Different discharge volume (1). Data to support (1). Description of Hydrograph 1 as 'peakier' with rising and falling limits (1).	Explanatory points.	2

Question Number	Acceptable Answers	Acceptable answer	Mark
6 (a) (ii)	Any one of the following basic ideas. <ul style="list-style-type: none"> • Land use differences – urbanisation (1) • Deforestation (1) • Different farming practices (1) • Valley shape differences (1) • Soil/rock type differences (1) <p>Extended by explanation, for example, less/more surface run off (1), or more detail, for example, arable rather (Hydrograph 1) than pastoral farming (Hydrograph 2) (1).</p>	Allow differences in rainfall.	2

Question Number	Indicative content	
*6(b) QWC I,ii,iii	<p>Should be answered using a case study or case studies. Description of traditional flood management schemes will vary according to choice but likely to include:</p> <ul style="list-style-type: none"> • channelisation of river • building of levees • pumping stations • flood walls • wing dykes • dams and reservoirs • flood plain planning restrictions. <p>Costs and benefits should be expressed in terms of:</p> <ul style="list-style-type: none"> • high cost of such methods (expect some figures) • benefits clearly to property owners and local businesses • costs borne more widely through tax system • historical 'success': has it worked? <p>May address the following.</p> <ul style="list-style-type: none"> • Water has to go somewhere idea - flood water is displaced downstream so there is more flooding in other locations. • Costs and benefits when compared to other schemes - soft engineering, washlands, etc. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes two aspects of traditional flood management with basic accuracy. There are few examples beyond a named place. The response is not well focused on flood management. No attempt to address costs and benefits. Some structure to answer and some relevant use of geographical terminology.
Level 2	4-6	Several possible flood management techniques described, at least one in detail. Several examples (or one in depth), with some detail. Costs and benefits addressed with some explanation. Clear structure, clearly communicated, with relevant use of geographical terminology.
Level 3	7-8	The response uses several detailed and appropriate examples of flood management techniques. There is a range of detailed descriptions. Costs and benefits are identified, illustrated and explained thoroughly. Clear structure, well communicated and with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Reject	Mark
7(a)(i)	<p>Basic point</p> <p>The number of both blue whales and killer whales will fall/will decline (or similar idea) (1).</p> <p>Extension</p> <p>Because it is a food web/chain and mutually dependent. Other creatures depend on krill. Blue whales eat krill. Killer whales eat things that eat krill (1).</p>	Anything other than the link between krill and whales.	2

Question Number	Correct Answer	Reject	Mark
7(a)(ii)	<p>Basic mark</p> <p>Coral bleaching is a stress response of corals (or similar idea of damage to coral) (1).</p> <p>Extension</p> <p>Most commonly attributed to higher water temperatures (1). Other possible causes include acidification of oceans (1), increased sedimentation (1), increased solar irradiance (1).</p>	<p>'When the coral turns white'.</p> <p>Because of 'pollution'.</p>	2

Question Number	Indicative content	
*7(b) QWC i, ii, iii	<p>The choice of location and eco-system/type is not important and examples may be drawn from any scale from global (ocean health in general) to local.</p> <p>Positive There is a wide range of possible positive impacts, including:</p> <ul style="list-style-type: none"> • conservation strategies that might involve zoning • creation of nature reserves or similar protected areas • fishing quotas • bans on certain activities such as dynamite fishing or limiting tourism in particularly sensitive areas • global actions to address climate change and ocean health. <p>Negative Impacts could focus on:</p> <ul style="list-style-type: none"> • overfishing and damage to food chains • direct damage, such as trawling and dynamite fishing • tourism, such as taking coral as a souvenir • pollution from developments such as hotels on the shore, coral mining and other activities that remove resources • pollution from sea- or land-based sources such as oil spills and sewage/farm run-off • global issues of anthropogenic climate change which affect ocean temperature, level and chemistry. <p>Explanation should stimulate:</p> <ul style="list-style-type: none"> • different costs and benefits of using the ocean • tensions between economic need and environmental sustainability • tensions between local needs and national/global concerns. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes two impacts on marine eco-systems with basic accuracy. There are few examples beyond a named place. Basic attempt to address negative and positive aspects. Some structure and some relevant use of geographical terminology.
Level 2	4-6	Several positive and negative impacts are described, at least one in detail. Several examples provided (or one in depth) with some detail. Negative and positive impacts addressed with some explanation. Clear structure, clearly communicated, with relevant use of geographical terminology.
Level 3	7-8	The response uses several detailed and appropriate examples of impacts, both negative and positive. There is a range of detailed descriptions. Negative and positive impacts are clearly explained. Good structure, well communicated and with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Acceptable answer	Reject	Mark
8(a)(i)	<p>One mark for basic point plus one mark for extension.</p> <p>Basic point-one of:</p> <ul style="list-style-type: none"> • characteristic building design (1) • situated on the coast/by water (1). <p>Extension through, e.g. detail/explanation as in: steep roofs to shed snow (1), because dependent on marine resources/links with outside world (1).</p>	<p>Small/sparse/nucleated (1).</p> <p>Because of the challenges of the environment, so there are few 'isolated' settlements (1).</p>	Anything about the environment.	2

Question Number	Correct Answer	Mark
8(a)(ii)	<p>One mark for basic point plus one mark for extension.</p> <p>Basic point Rising global temperatures are changing extreme environments (or similar idea) (1).</p> <p>Extension Through idea of how these communities depend on their local marine environment for food and resources (probably using examples) (1).</p>	2

Question Number	Indicative content	
*8(b) QWC i, ii, iii	<p>Examples could come from a range of locations from Alaska, Siberia and other areas within the Arctic circle and/or from the Sahel or Australia. For global actions examples might be of treaties, not named places, and the work of charities, TNCs and NGOs. Explanation should clearly link how the action will help ensure survival through clearly-described mechanisms.</p> <p>Global</p> <ul style="list-style-type: none"> • Expect discussion of attempts to limit climate change, e.g. Kyoto Protocol, Montreal or similar. • UNEP action. • There might also be mention of other agreements such as the Antarctic Treaty and possibly even CITES or other attempts to protect wildlife and heritage (UNESCO world heritage sites). <p>Local</p> <p>Accept examples that might be considered regional and national. Be flexible with scale interpretation.</p> <ul style="list-style-type: none"> • Common themes will include protected areas (the Arctic National Wildlife Refuge (ANWR)). • National park and conservation-style approaches. • Giving rights (land and protection) to indigenous peoples and their traditional lifestyles. • Limiting resource exploitation. <p>‘Helping to ensure the survival’ requires a link with success: mechanics of what these ‘actions’ do.</p> <p>Might evaluate success at the highest level and explore relative success of global and local actions, noting that:</p> <ul style="list-style-type: none"> • local actions can help mitigate impact but only global actions can address basic causes. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes two global and/or local actions with basic accuracy. There are few examples beyond a named place. Basic attempt to address the issue of the survival of extreme environments. Some structure and some relevant use of geographical terminology.
Level 2	4-6	Several global and local actions are described, at least one in detail. Several examples (or one in depth), with some detail. Links to survival of extreme environments addressed with some explanation. Clear structure, clearly communicated, with relevant use of geographical terminology.
Level 3	7-8	The response uses several detailed and appropriate examples of both global and local actions. There is a range of detailed descriptions. Survival of extreme environments is clearly explained. Good structure and well communicated with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography B

Unit 2: People and the Planet

Foundation Tier

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5GB2F/01

You do not need any other materials.

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 5 **or** 6.
- In Section C, answer **either** question 7 **or** 8.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 78.
- 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 ►

S43569A

©2013 Pearson Education Ltd.



PEARSON

SECTION A: INTRODUCTION TO PEOPLE AND THE PLANET

Answer ALL questions in this section.

Topic 1: Population Dynamics

1 Figure 1 shows the demographic transition model.

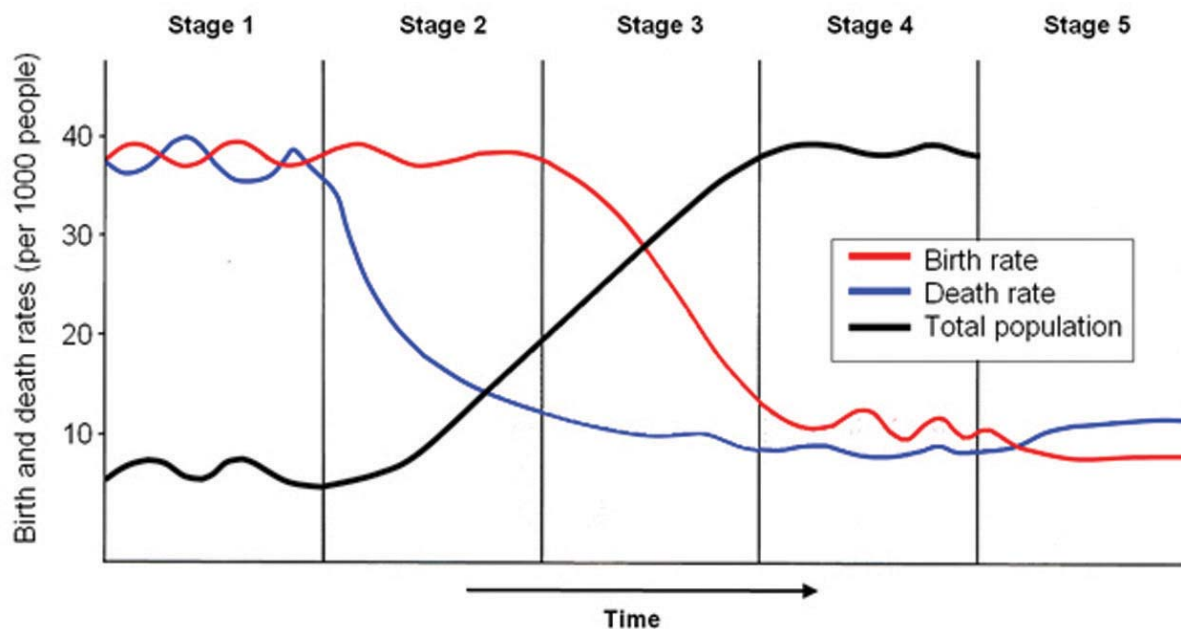


Figure 1

(a) Study Figure 1.

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) In which stage of the demographic transition model does total population begin to grow rapidly?

(1)

- A Stage 1
- B Stage 2
- C Stage 3
- D Stage 4

(ii) What happens to total population in Stage 5 of the demographic transition model? (1)

- A It stays the same.
- B It rises.
- C It falls.
- D It rises and falls.

(b) Many developing countries have youthful populations. Describe what is meant by a 'youthful population'. (2)

.....

.....

.....

.....

(c) Outline **two** problems faced by countries with youthful populations. (4)

1

.....

.....

.....

2

.....

.....

.....

(d) Explain why some countries decide to reduce levels of immigration.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 1 = 12 marks)

Topic 2: Consuming Resources

2 Figure 2 shows global oil production by region, 1965–2010.

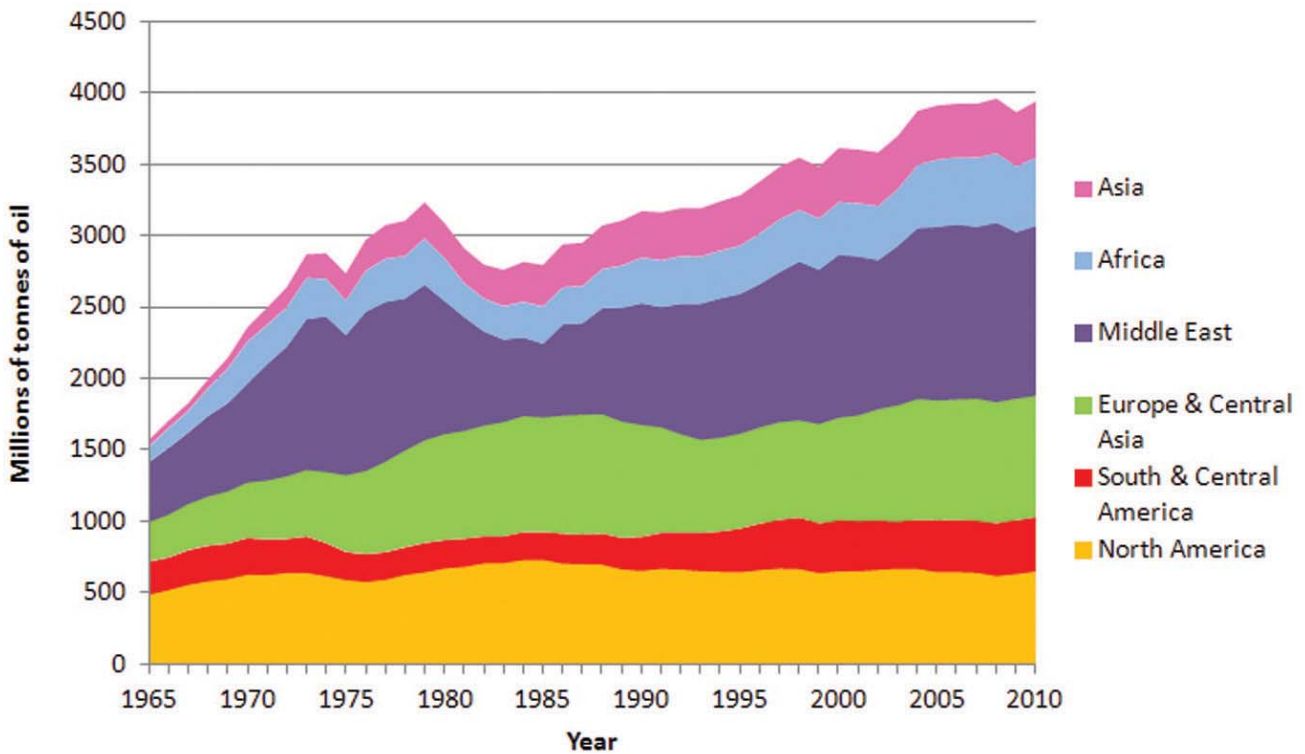


Figure 2

(a) Study Figure 2.

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) Which region produced the most oil in 2010?

(1)

- A Asia
- B Middle East
- C Europe & Central Asia
- D North America

(ii) Which region produced 450 million tonnes of oil in 2010, but the least oil in 1965?

(1)

- A** Asia
- B** Africa
- C** Middle East
- D** South & Central America

(b) Identify **two** reasons for changes in global production of non-renewable energy.

(2)

1

.....

2

.....

(c) In the future it is likely that there will be more pressure on energy supplies.

Explain the pressure that could result from:

(4)

global economic growth

.....

.....

.....

.....

changing international relations

.....

.....

.....

.....

.....

(d) Describe how government policies can help reduce resource consumption.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 2 = 12 marks)

Topic 3: Globalisation

3 Figure 3 shows economic and employment data for four countries.

Country	GDP per capita (US \$ per person per year)	% of people working in three employment sectors		
		Primary sector	Secondary sector	Tertiary sector
Germany	43 000	2	24	74
Brazil	8 000	6	26	68
China	4 300	35	30	35
Ethiopia	400	85	5	10

Figure 3

(a) Study Figure 3.

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) Which country has the highest percentage of people working in the **tertiary** sector?

(1)

- A Germany
- B Brazil
- C China
- D Ethiopia

(ii) Which country is likely to have the highest percentage of people working in farming?

(1)

- A Germany
- B Brazil
- C China
- D Ethiopia

(b) Suggest **one** reason why countries with a high percentage of people working in secondary sectors also have a high GDP per capita.

(2)

.....

.....

.....

.....

(c) Outline the factors that have helped international trade grow so rapidly over the last 50 years.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(d) Explain how the growth of secondary sector employment in developing countries can bring both benefits and problems.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 12 marks)

Topic 4: Development Dilemmas

4 Figure 4 shows a global map of the Human Development Index (HDI) in 2011.

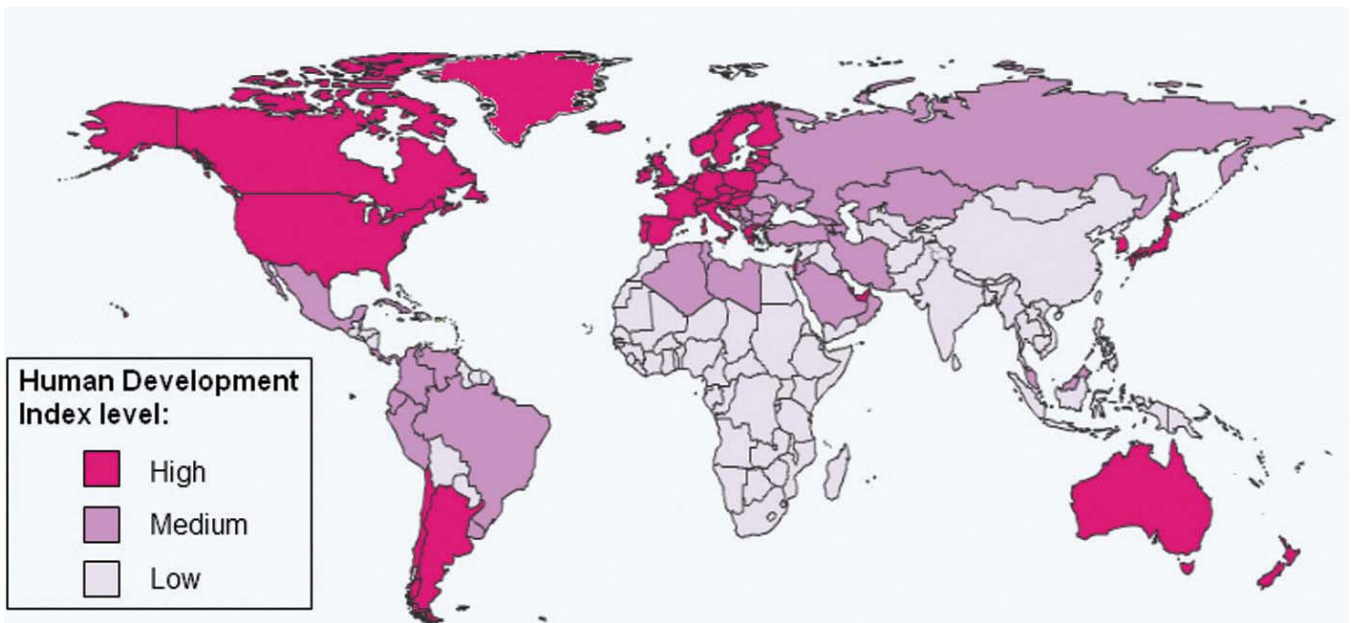


Figure 4

(a) Study Figure 4.

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) Which **one** of these global regions has the highest level of the Human Development Index?

(1)

- A North America
- B Asia
- C Africa
- D South America

(ii) Which of the following **best** describes what the Human Development Index measures?

(1)

- A** The number of very rich people.
- B** People's quality of life.
- C** The number of hungry people.
- D** Income variation in a country.

(iii) Describe **two** features of the global pattern of the Human Development Index as shown in Figure 4.

(2)

1

.....

2

.....

(b) Describe the positive and negative impacts of a named top-down development project.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

(c) Explain how Rostow's modernisation theory helps us understand how countries develop.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 48 MARKS

SECTION B: SMALL-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 5: The Changing Economy of the UK

If you answer Question 5 put a cross in this box

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

5 Figure 5 shows employment change in London, 1971–2010.

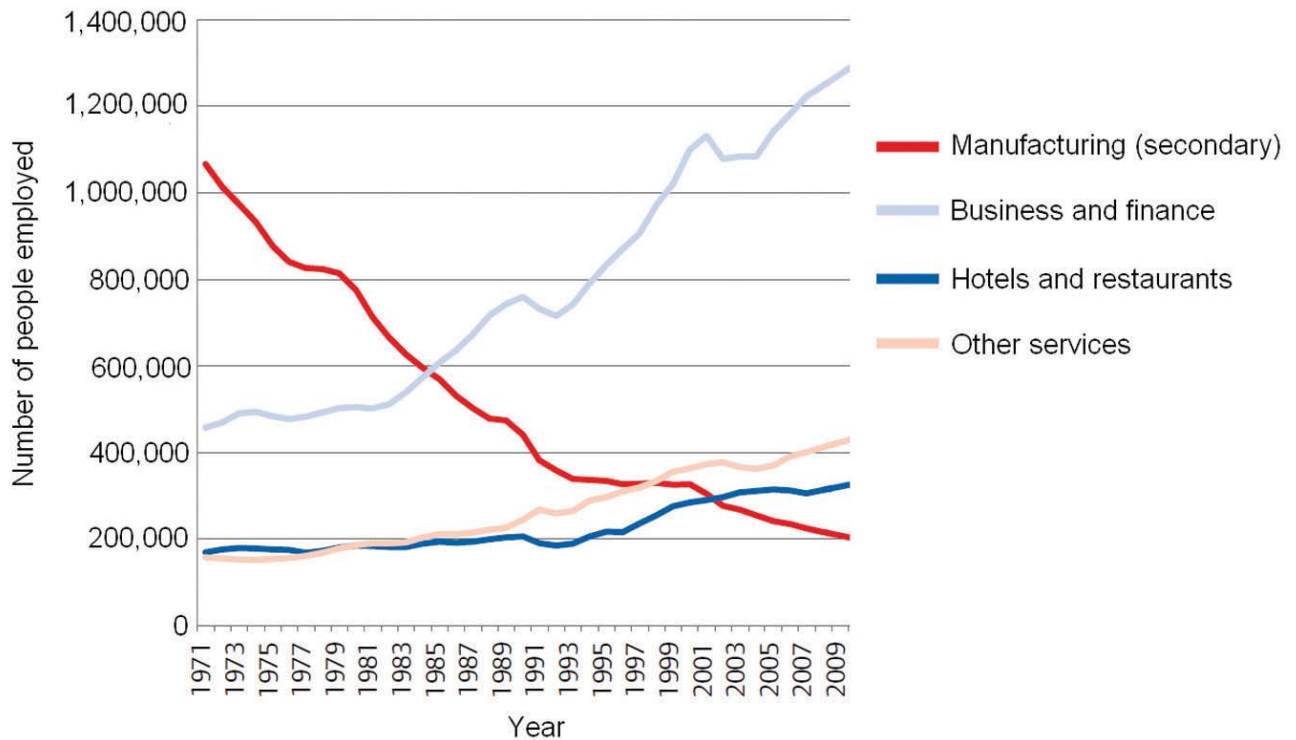


Figure 5

(a) Study Figure 5.

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) In which year did **manufacturing** become the smallest employment category in London?

(1)

- A** 1985
- B** 1989
- C** 2002
- D** 2010

(ii) Which of the employment categories has many highly-paid, full-time office jobs? (1)

- A Manufacturing (secondary).
- B Business and finance.
- C Hotels and restaurants.
- D Other services.

(iii) Outline **one** environmental impact of the changes to manufacturing (secondary) employment shown in Figure 4. (2)

.....

.....

.....

.....

(b) Describe **one** feature of a brownfield site. (2)

.....

.....

.....

.....

Topic 6: Changing Settlements in the UK

If you answer Question 6 put a cross in this box

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

- 6 Figure 6 shows the pattern of multiple deprivation in London boroughs in 2008.

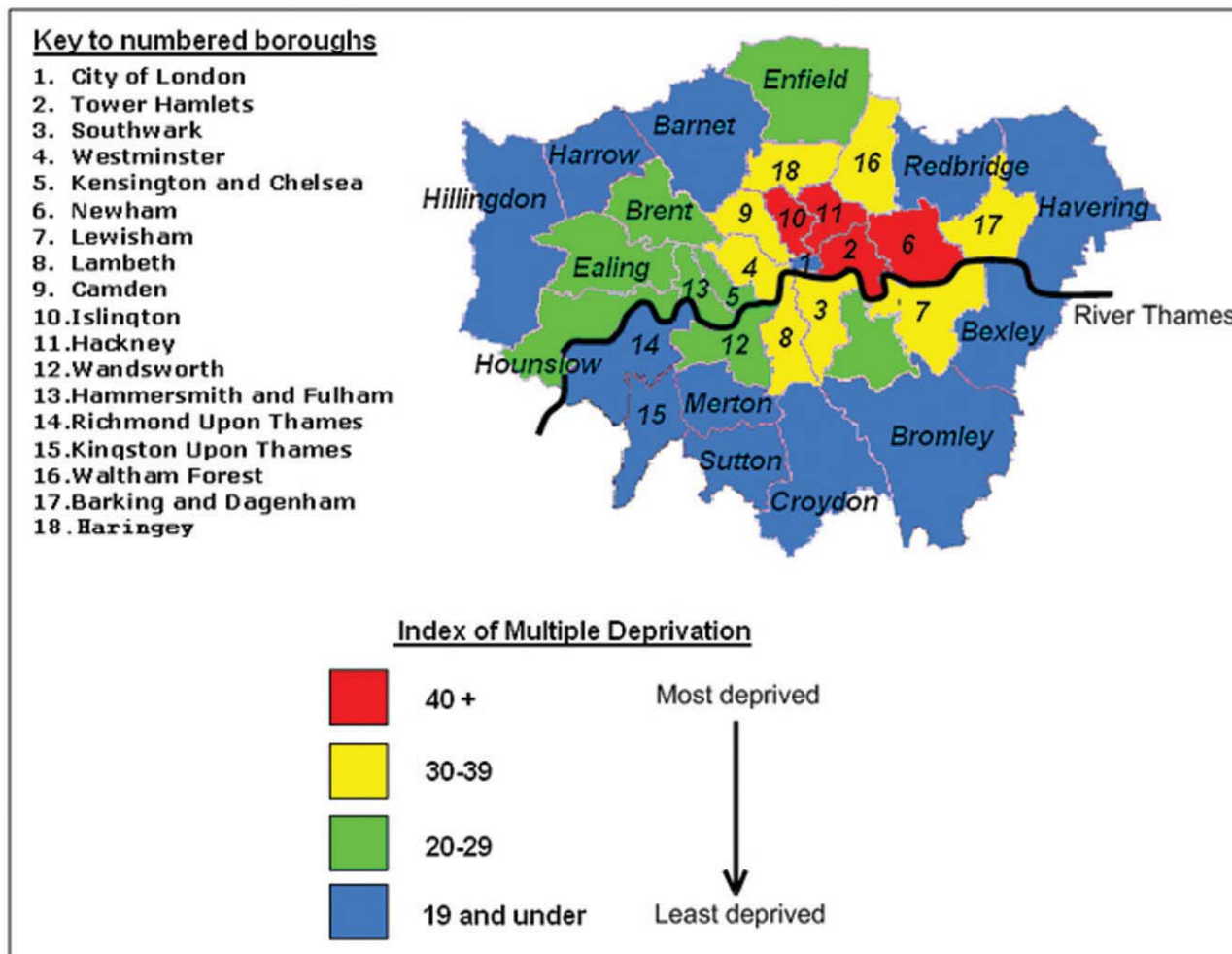


Figure 6

- (a) Study Figure 6.

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) Areas can be described as suffering from **deprivation**.

What does this mean?

(1)

- A** Buildings and housing in the area are new.
- B** The area has no green space or parks.
- C** People in the area lack services and jobs.
- D** The area has an elderly population.

(ii) Which of these statements about the pattern of multiple deprivation in London is correct?

(1)

- A** Many areas of least deprivation are in the centre of London.
- B** The most deprivation is east of the City of London.
- C** The most deprivation is south of the River Thames.
- D** Suburban areas like Harrow and Sutton have the most deprivation.

(iii) Suggest **one** reason for the location of the most deprived areas.

(2)

.....

.....

.....

.....

(b) Describe **one** feature of a rebranded urban area.

(2)

.....

.....

.....

.....

SECTION C: LARGE-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 7: The Challenges of an Urban World

If you answer Question 7 put a cross in this box

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

- 7 Figure 7 shows the percentage of total population living in urban areas, 1950–2010, in the developed and developing worlds.

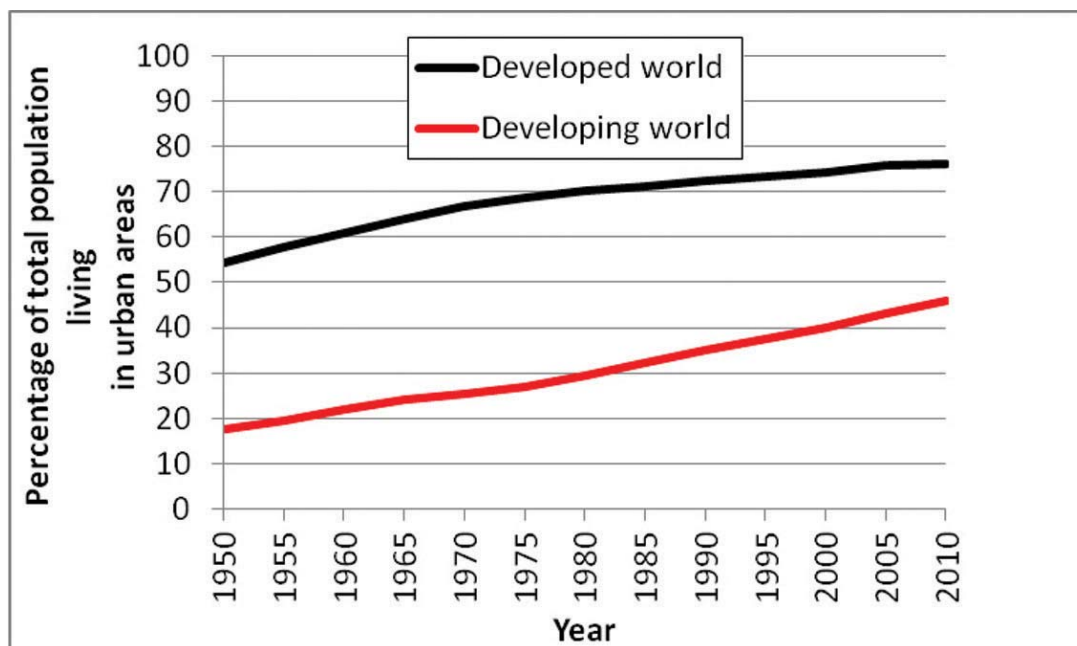


Figure 7

- (a) Study Figure 7.

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 percentage of people in the **developed** world lived in urban areas in 2010?

(1)

- A 76%
- B 55%
- C 18%
- D 46%

(ii) Which of these statements best describes the trend in urban area population in the developing world between 1950 and 2010?

(1)

- A** Falling at an increasing rate.
- B** Falling at a steady rate.
- C** Rising at an increasing rate.
- D** Rising at a slowing rate.

(iii) Suggest **one** reason for the trend in developing world urban population.

(2)

.....

.....

.....

.....

(b) Outline the transport challenges facing many developed world cities.

(2)

.....

.....

.....

.....

Topic 8: The Challenges of a Rural World

If you answer Question 8 put a cross in this box

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

8 Figure 8 shows changing village services in Dorset, 1991–2009.

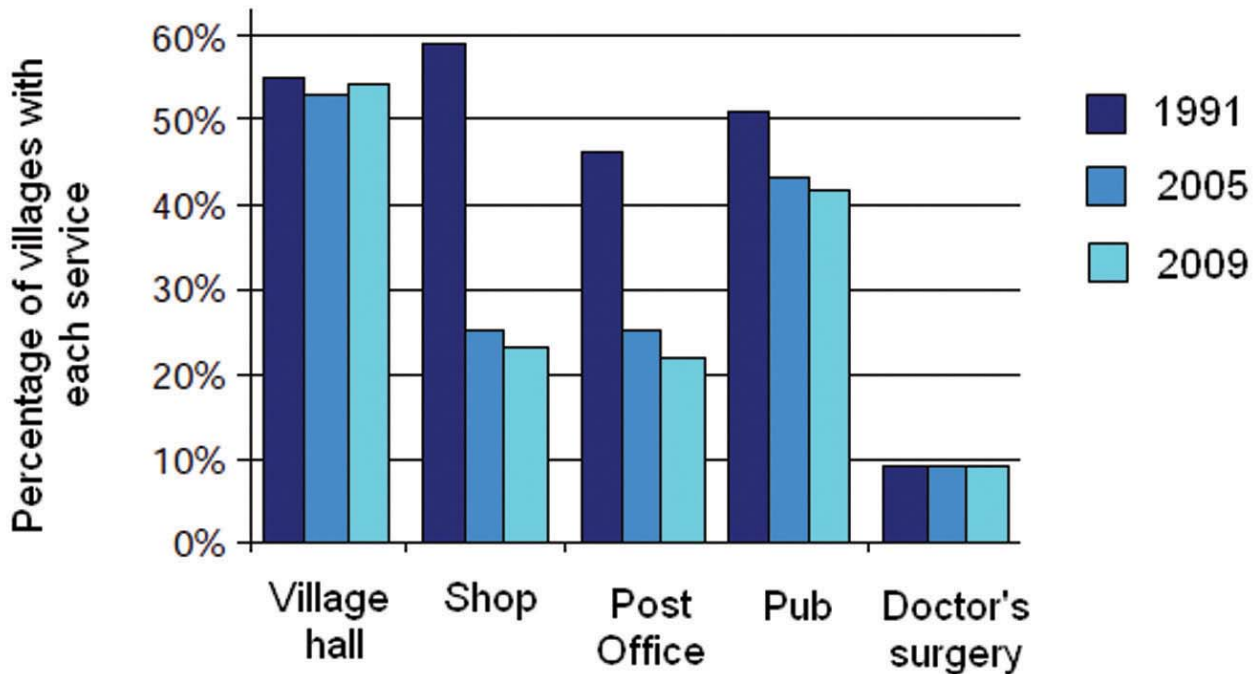


Figure 8

(a) Study Figure 8.

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) Which village service had the largest change between 1991 and 2009?

(1)

- A Village hall
- B Post Office
- C Pub
- D Shop

(ii) Which village service increased between 2005 and 2009?

(1)

- A Village hall
- B Post Office
- C Pub
- D Doctor's surgery

(iii) Outline **one** impact on villages of the changes to the services shown in Figure 8.

(2)

.....

.....

.....

.....

(b) Outline how rural-urban migration can cause problems for rural areas in the **developing** world.

(2)

.....

.....

.....

.....

Sample Mark Scheme

Unit 2F: People and the Planet

Question Number	Correct Answer	Reject	Mark
1(a)(i)	B = Stage 2	All other answers.	1

Question Number	Correct Answer	Reject	Mark
1(a)(ii)	C = It falls	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(b)	<ul style="list-style-type: none"> A population with a high percentage/proportion of young people/children (1) aged 0 -16 (or similar age range) (1). Population pyramid has a wide base (1). Accept pyramid shaped (1). <p>One mark for a basic point, plus a second mark for a developed point.</p>	A population with a high birth rate/high fertility.	Ageing population. Very general statements such as 'lots of kids'.	2

Question Number	Acceptable Answers	Reject	Mark
1(c)	<p>Any two developed points from the following.</p> <ul style="list-style-type: none"> High costs of healthcare for the young/newborn (1), e.g. maternity units, premature units (1). Other service provision costs such as schools/nursery places (1) or benefits that are child specific (1). High youthful dependency ratio (1) and therefore few working-age people paying tax to pay for the young (1). Rapid population growth is 'built in' as the young move up the pyramid (1) so there are follow-on issues such as housing demand (1). <p>One mark for a basic point, plus a second mark for a developed point or relevant example.</p>	Answers that relate to an ageing population. The benefits of a youthful population.	4

Question Number	Acceptable Answers	Reject	Mark
1(d)	<p>Reasons should include:</p> <ul style="list-style-type: none"> • Because of real or perceived pressure on resources (1), e.g. housing, healthcare system or education services (1) being over-stretched by the volume of immigration (1). • Lack of available jobs (1) or a view that jobs that could be taken by the host population are being filled by migrants (1). • Overcrowding and pressure on space (1). • Social/cultural reasons in terms of societies being worried about the scale of immigration (1). <p>Award 1 mark for each basic point, plus a second mark for a developed point or relevant example.</p>	Answers that focus on how immigration is controlled or how it might be increased.	4

Question Number	Correct Answer	Reject	Mark
2(a)(i)	B = Middle East	All other answers.	1

Question Number	Correct Answer	Reject	Mark
2(a)(ii)	A = Asia	All other answers.	1

Question Number	Correct answer	Acceptable Answer	Reject	Mark
2(b)	<p>Increases in production could result from:</p> <ul style="list-style-type: none"> • growing demand as countries industrialise/get wealthier (1) or use more cars/demand for electricity (1) • discovery of new energy sources (1). <p>Decreases in production could result from:</p> <ul style="list-style-type: none"> • switching to new technology that uses other power sources (1) • rising prices, e.g. the oil price (1) • peak production has been reached (1) supply is falling (1). <p>One mark for each correct reason for either increase or decrease.</p>	Reasons for decline such as recession. New technology is applied in some regions, e.g. Canadian tar sands.	Peak oil without further qualification. Reverse statements, e.g. rising prices/falling prices (only credit one).	2

Question Number	Acceptable Answers	Reject	Mark
2(c)	<p>Global economic growth Will lead to rising demand (1) for energy resources and this could increase prices, e.g. the price of oil (1). Could be illustrated with reference to the industrialisation of China (1). Pressure to develop new sources of energy, e.g. wind farms/exploit fossil fuels in new areas (1).</p> <p>Changing international relations Countries may decide to retain their fossil fuels rather than export them (1). Conflict could result over supply chains (1) in unstable areas, e.g. the Middle East (1). Suppliers could use energy as a political lever, e.g. Russian gas (1).</p> <p>One mark for each basic point, plus a second mark for a developed point.</p>	<p>Do not accept generalisations, e.g. 'There won't be enough', 'It will cause a war' or similar.</p> <p>Answers that refer to other pressures or that move into other areas, e.g. impacts of energy use.</p>	4

Question Number	Acceptable Answers	Reject	Mark
2 (d)	<ul style="list-style-type: none"> • Recycling (1) and examples of bins, boxes, composting and recycling points at supermarkets (1); legislation to encourage industry recycling (1) of construction materials/car tyres etc. • Planning policies (1), e.g. greenbelts and zoning (1) to encourage reuse of land/ preservation of existing land (1). • Conservation policies (1), e.g. lightbulbs (incandescent versus compact fluorescent lamp), subsidies for solar panels (1). Car tax is stepped to encourage people to buy more fuel-efficient cars (1) and there are grants available for home insulation and to install more efficient boilers (1). Work of relevant government departments, e.g. the Forestry Commission (1). • Education campaigns to raise awareness of issues (1), e.g. ‘Recycling: the possibilities are endless’ and ‘Switch it Off’ campaigns (1), that educate the public to try and change behaviour (1). Leaflets, posters, adverts to encourage recycling (1). The national curriculum could be mentioned as promoting this (1). • Energy-rating stickers on cars and appliances encourage consumers to be ‘greener’ when they buy (1). <p>One mark for each basic point, plus a second mark for a developed point or relevant example.</p>	Answers which focus only on individuals and do not mention of policy at all.	4

Question Number	Correct Answer	Reject	Mark
3(a)(i)	A = Germany	All other answers.	1

Question Number	Correct Answer	Reject	Mark
3(a)(ii)	D = Ethiopia	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(b)	<p>Secondary sector employment pays higher wages than primary sector employment (1), therefore more people have higher incomes/GDP per capita is higher (1).</p> <p>May use data to support reasoning (1) or provide examples to support reasoning (1).</p> <p>One mark for each basic point, plus a second mark for a developed point.</p>	Reasoning by giving examples of jobs and wages/income (e.g. subsistence farmer versus factory worker).	Generalised, unreasoned statements, e.g. people are wealthier.	2

Question Number	Acceptable Answers	Mark
3(c)	<p>Answer should focus on the increase in trade (goods, but services are also relevant) since around 1960.</p> <ul style="list-style-type: none"> • Transport costs: have lowered, especially because of container ships but also cheaper road, rail and air freight (1); this has made it viable to produce in Asia and export to Europe and North America (1). • Transnational Corporation (TNC) growth and mergers: as TNCs have grown, they have become more global, e.g. buying up/merging with competitors in other parts of the world (1); much of global trade is actually intra-TNC (1). • State-led investment: some state-owned companies have expanded globally, e.g. Chinese oil and mineral companies into Africa, opening up new areas to trade (1). • Other: the role of the World Trade Organization (WTO) in encouraging free trade by reducing barriers to trade tariffs/quotas (1) has made trade between nations more viable and encouraged exports and imports (1). The internet and other communication methods have made it easier to trade globally, e.g. TNCs keeping in contact with suppliers/branch plants (1). <p>One mark for a basic point on a factor, plus a second mark for a developed point.</p> <p>Maximum of two marks for each factor.</p>	4

Question Number	Acceptable Answers	Reject	Mark
3(d)	<ul style="list-style-type: none"> • Benefits: new types of employment in factories (1), more regular income than farm /rural work (1). • Problems: pollution from factories (1), low wages (1), poor working conditions in factories (1), overseas companies may not pay taxes (1), profits from overseas companies go back overseas (1), so the country does not gain much (1). <p>Maximum three marks if only benefits or only problems described. Accept answers that refer solely to TNCs, provided they offer benefits and problems in named countries, otherwise maximum three marks. One mark for a basic point, plus a second mark for a developed point.</p>	<p>Generalised answers or points that do not relate to secondary sector employment in developing countries, or that misunderstand the point, e.g. the industries might not want to go there because the area does not have any services. Answers that do not focus on developing countries.</p>	4

Question Number	Correct Answer	Reject	Mark
4(a)(i)	A = North America	All other answers.	1

Question Number	Correct Answer	Reject	Mark
4(a)(ii)	B = People's quality of life.	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4(a)(iii)	<ul style="list-style-type: none"> North America has higher Human Development Index (HDI) than South America (1). Africa and/or Asia have the lowest levels of HDI (1). HDI is highest in Europe and/or North America (may name USA/Canada) (1). Credit ideas that in some regions, e.g. South America, the pattern is 'mixed' / has high/medium/low levels (1). May point out an anomaly, e.g. Chile/Argentina, North Africa or United Arab Emirates (1). 	Two statements which are essentially the same or reverse the same point cannot gain two marks. 'East/West' unlikely to gain credit unless carefully phrased.	Explanations of the pattern of HDI.	2

Question Number	Correct Answer	Reject	Mark
4(b)	<ul style="list-style-type: none"> Economic impacts such as jobs (1), e.g. temporary construction or permanent jobs (1), contribution to wider economy such as electricity production from a hydroelectric dam (1). Social impacts, e.g. higher income (1) versus some people suffering, moved off their land (1), e.g. rural farmers (1). Social impacts, e.g. people may benefit from electricity or from new roads (1), increasing opportunities to earn (1) or improve quality of life (1). Environmental impacts such as the destruction of eco-systems (1) or waste and disruption during construction (1). <p>One mark for each basic point, plus a second mark for a developed point. Maximum three marks if the impacts are all positive or negative.</p>	Do not accept small-scale, NGO-led, bottom-up projects.	4

Question Number	Acceptable Answers	Reject	Mark
4(c)	<ul style="list-style-type: none"> Rostow's modernisation theory shows how countries develop over time as incomes rise (1). Countries need to meet the pre-conditions for take-off before they begin to develop/industrialise (1), e.g. infrastructure, educated workforce (1), wealth/development then rises rapidly (1) as countries develop secondary sectors and services (1). Growth slows when countries reach Stage 4/5 (1). Credit comments that the model is 'one-way' and that some countries do not achieve this, i.e. they stall or fall backwards. <p>Award one mark for a basic point, plus a second mark for a developed point.</p>	Answers which do not refer to the theory in the question, i.e. a general discussion of development only.	4

Question Number	Correct Answer	Reject	Mark
5(a)(i)	C = 2002	All other answers.	1

Question Number	Correct Answer	Reject	Mark
5(a)(ii)	B = Business and finance.	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(a)(iii)	<ul style="list-style-type: none"> Factory closures lead to abandoned buildings (1) and derelict/polluted/contaminated land (1). Loss of factories leads to a reduction in air/noise pollution (1) because of lower SO₂/NO_x emissions (1)/or a lower carbon footprint due to lower CO₂ emissions (1). <p>The two marks must be awarded for one environmental impact. Award one mark for a basic point, plus a second mark for a developed point.</p>	Answers which use an example from another developed-world urban location. Credit reduced heavy transport/congestion if linked to environmental aspects.	Impacts which are not environmental, e.g. job losses. Answers not related to secondary employment. Developing-world focus.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(b)	<p>Brownfield sites have been used/developed/built on before (1) but are now abandoned/derelict (1) and may contain polluted/contaminated land (1).</p> <p>Award one mark for a basic point, plus a second mark for a developed point or use of an example.</p>	<p>Answers which focus on the cost of developing brownfield sites such as 'costly to redevelop because of contaminated land'.</p>	<p>Greenfield site answers. 'Inner city', etc., as brownfield sites can be located anywhere.</p>	2

Question Number	Indicative content	
5(c) QWC i, ii, iii	<p>Greenfield disadvantages</p> <ul style="list-style-type: none"> • Land may have restrictions relating to planning (accept the idea that it might be greenbelt). • The cost of developing new infrastructure/utilities could be high. • Potentially controversial with NIMBY (not in my back yard) attitudes against developing sites viewed as having amenity value. • Conflict with environmentalists/existing residents or users. • May contribute to urban sprawl as many are on the city edge. • Countryside/farming/other green space is destroyed if built on. <p>Greenfield advantages</p> <ul style="list-style-type: none"> • Land is often cheaper to develop, as sites do not have to be cleared first. • May be more accessible, e.g. on city edge and close to motorways or a bypass. • Sites have fewer restrictions in terms of size and shape, so any form of development is possible. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to describe some issues with reference to greenfield sites but may be unclear and not well focused on greenfield sites specifically. Examples are not used beyond a named place. Limited structure and basic use of geographical terminology.
Level 2	3-4	The response refers to advantages and disadvantages but may be unbalanced. There are some explanations but areas of less clarity. The response uses at least one example with some detail. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5-6	The response refers to a range of advantages and disadvantages in a balanced way, with detailed explanations. Examples are used with some detailed description. Clear structure and well communicated with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Reject	Mark
6(a)(i)	C = People in the area lack services and jobs.	All other answers.	1

Question Number	Correct Answer	Reject	Mark
6(a)(ii)	B = The most deprivation is east of the City of London.	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
6(a)(iii)	<p>Answers need to focus on inner/central locations shown as red/yellow on Figure 6.</p> <ul style="list-style-type: none"> • Areas of economic decline and job losses (1), e.g. Docklands, leading to spiral of declining incomes (1). • Lower educational opportunities such as low-achieving schools (1) lead to the continuation of poverty (1). <p>Award one mark for a basic point, plus a second mark for a developed point or use of a supporting example.</p>	Answers that focus on high levels of immigrant population (higher than average unemployment/lower skills).	Wrongly-located answers, e.g. the suburbs/blue areas on Figure 6.	2

Question Number	Correct Answer	Reject	Mark
6(b)	<p>Rebranded areas have a new image/been re-imaged (1), often by using logos/slogans/advertising (1), or new high-profile/landmark buildings and developments (1).</p> <p>Award one mark for a basic point, plus a second mark for a developed point or use of an example.</p>	Answers with a rural focus.	2

Question Number	Indicative content	
6(c) QWC i, ii, iii	<p>Can use any examples of urban regeneration, e.g. London's Docklands, Salford Quays, and many others. Regeneration often focuses on social, economic and environmental improvements to areas.</p> <ul style="list-style-type: none"> Economic improvements come from job creation and new businesses locating in an area, e.g. new offices and banks in Canary Wharf, MediaCity in Salford. New infrastructures, such as roads and rail may be provided to make the areas more connected and accessible. Regenerated areas often have new shopping malls and tourist attractions to generate new business in the area. Environmentally, areas are improved by being cleaned up. Derelict and abandoned land is brought back into use and often trees are planted and open spaces created. New industries are usually less polluting than those they replace. Socially, new housing could be provided (affordable or social housing in some cases) and schools and training centres improved. New high-end housing is often built, which improves the social mix of areas. <p>Some explanation of the process might be given, such as who is involved and where the money for regeneration comes from, as well as the overall focus of the strategy.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	The response attempts to describe how areas regenerate but with little accuracy or detail. There is limited understanding of regeneration. Examples are not used beyond a named place. Limited structure and basic use of geographical terminology.
Level 2	3–4	The response uses several examples and there are some details and locations. Some explanations of how regeneration occurs are given. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5–6	The response uses several appropriate examples with located detail. A range of ways that regeneration can lead to improvement is explained. Clear structure and well communicated with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Reject	Mark
7(a)(i)	A = 76%	All other answers.	1

Question Number	Correct Answer	Reject	Mark
7(a)(ii)	C = Rising at an increasing rate.	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(a)(iii)	<ul style="list-style-type: none"> Developing- world urban population is rising at an increasing rate because of rural–urban migration (1) (and may give details of a push/pull factor) (1). High internal population growth rates in cities (1) related to youthfulness of migrants (1). <p>Award one mark for a basic point, plus a second mark for a developed point or use of a supporting example.</p>	Credit the idea that some small rural settlements grow to become urban.	Developed-world focus/explanations.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(b)	<ul style="list-style-type: none"> Transport challenges include the volume of traffic on the roads (1), leading to congestion and slow traffic speeds (1). Old, out-of-date infrastructure which can't cope with modern demands (1), leading to congestion and slow traffic speeds (1). <p>Award one mark for a basic point, plus a second mark for a developed point or use of a supporting example.</p>	The challenges of reducing air pollution caused by transport volumes.	Answers that relate to solutions.	2

Question Number	Indicative content	
7(c) QWC i, ii, iii	<p>Answers should use named examples of cities in the developing world.</p> <p>Environmental</p> <ul style="list-style-type: none"> Urban air pollution from transport, industry and homes leading to high levels of pollution, often above World Health Organization (WHO) standards, and therefore widespread health problems. Often worse in developing cities such as Mumbai, Shanghai and Mexico City. Waste disposal, as cities produce large volumes of waste. In developing cities this often poses a health risk and is not dealt with, or is done so informally. Sewage disposal is often ineffective and water pollution is a major health risk. <p>Housing</p> <ul style="list-style-type: none"> Slum housing: in developing cities, this is a huge problem, e.g. Kibera, Dharavi, as there is not enough formal housing to meet demand. Health and sanitation problems arise because housing does not meet minimum standards. There are also related problems such as high crime rates in slum areas, street children (e.g. Rio) and the risk of landslides and fire. <p>Credit reference to wider issues, such as the rapid rate of growth/rural-urban migration which leads to cities growing much faster than their housing and environmental systems can cope with, making the problems hard to deal with.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response describes a number of general urban problems but they are not specifically related to examples of developing-world cities. Examples are not used beyond a named place. Limited structure and basic use of geographical terminology.
Level 2	3-4	The response attempts to explain a range of problems with some use of examples and covers housing and environmental problems but in an unbalanced way. Examples used are appropriate but lack detail. Some structure and clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	The response uses examples with some detail and explains both housing and environmental problems in a balanced way, with a focus on developing world cities. Clear structure and well communicated with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Reject	Mark
8(a)(i)	D = Shop	All other answers.	1

Question Number	Correct Answer	Reject	Mark
8(a)(ii)	A = Village hall	All other answers.	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8(a)(iii)	<ul style="list-style-type: none"> Closure of services means people will have to travel further for the services (1) which could increase transport costs (1). The elderly/young could be affected most (1) because they often lack access to transport (1). Community interaction could have declined (1) because services such as pubs have closed (1). <p>Award one mark for a basic point, plus a second mark for a developed point.</p>	<p>Owners of the services may have lost their jobs/income.</p> <p>Unused/derelict buildings.</p>	<p>Answers that focus on doctors' surgeries, which have not changed.</p>	2

Question Number	Correct Answer	Reject	Mark
8(b)	<ul style="list-style-type: none"> Rural-urban migration often leads to young people leaving (1), which can cause population decline/an ageing population (1). Leaves rural areas without skilled/educated workforce (1) so short of workers for farms (1). Fewer people in the community to look after the elderly (1), leading to a strain on limited or non-existent social services (1). <p>Award one mark for a basic point, plus a second mark for a developed point or use of a supporting example.</p>	<p>Answers which focus on the developed world.</p> <p>Answers focused on benefits.</p> <p>Very general statements like 'lower income' without further qualification.</p>	2

Question Number	Indicative content	
8(c) QWC i, ii, iii	<p>Answers should use named examples of rural areas in the developed world. Employment changes include the following.</p> <ul style="list-style-type: none"> • Changing farm employment: commercialisation/mechanisation of farms in the developed world has reduced employment opportunities, e.g. number of farm labourers. There are fewer farmers because of the shrinking number of farms and more are part time. Farm diversification might be seen as providing new jobs on some farms. • Other rural industries have also declined in terms of employment numbers such as forestry (mechanisation), fishing (general decline) and quarrying/mining (environmental concerns, imports). Increased number of jobs in conservation might be mentioned as a result of increased number of protected areas and the need to manage visitor pressure. • Tourism has brought more employment opportunities (but low pay, seasonal, part time) in some areas, as the countryside is used much more for recreation and leisure. Jobs in hotels, gift shops, tourist attractions. • Other types of employment have changed as a result of new ways of working, e.g. telecommuting and homeworking facilitated by the internet and other new ways of communication; this has also encouraged some businesses to move into countryside/rural business parks. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response describes several types of employment in rural areas but these are not linked to explanations of change. Examples not used beyond a named place. Limited structure and basic use of geographical terminology.
Level 2	3-4	The response describes some changes in employment in rural areas and has some details and use of examples but is likely to be narrow and lacking in depth. There are some explanations. Some structure and clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	The response uses examples with some detail and explains a range of reasons why employment in rural areas has changed recently. Clear structure and well communicated with mostly sound 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography B

Unit 2: People and the Planet

Higher Tier

Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
5GB2H/01

You do not need any other materials.

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 5 **or** 6.
- In Section C, answer **either** question 7 **or** 8.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 78.
- 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 ►

S43570A

©2013 Pearson Education Ltd.



PEARSON

SECTION A: INTRODUCTION TO PEOPLE AND THE PLANET

Answer ALL questions in this section.

Topic 1: Population Dynamics

1 Figure 1 shows the demographic transition model.

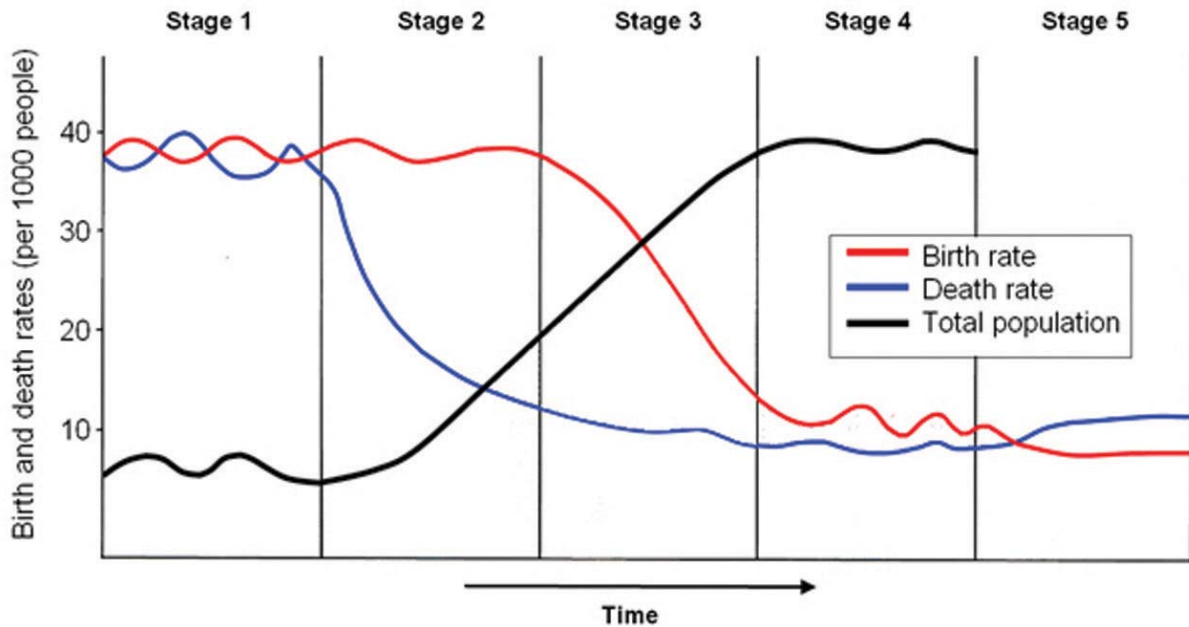


Figure 1

(a) Study Figure 1.

Describe the relationship between total population and death rate.

(2)

.....

.....

.....

.....

Topic 2: Consuming Resources

2 Figure 2 shows global oil production by region, 1965–2010.

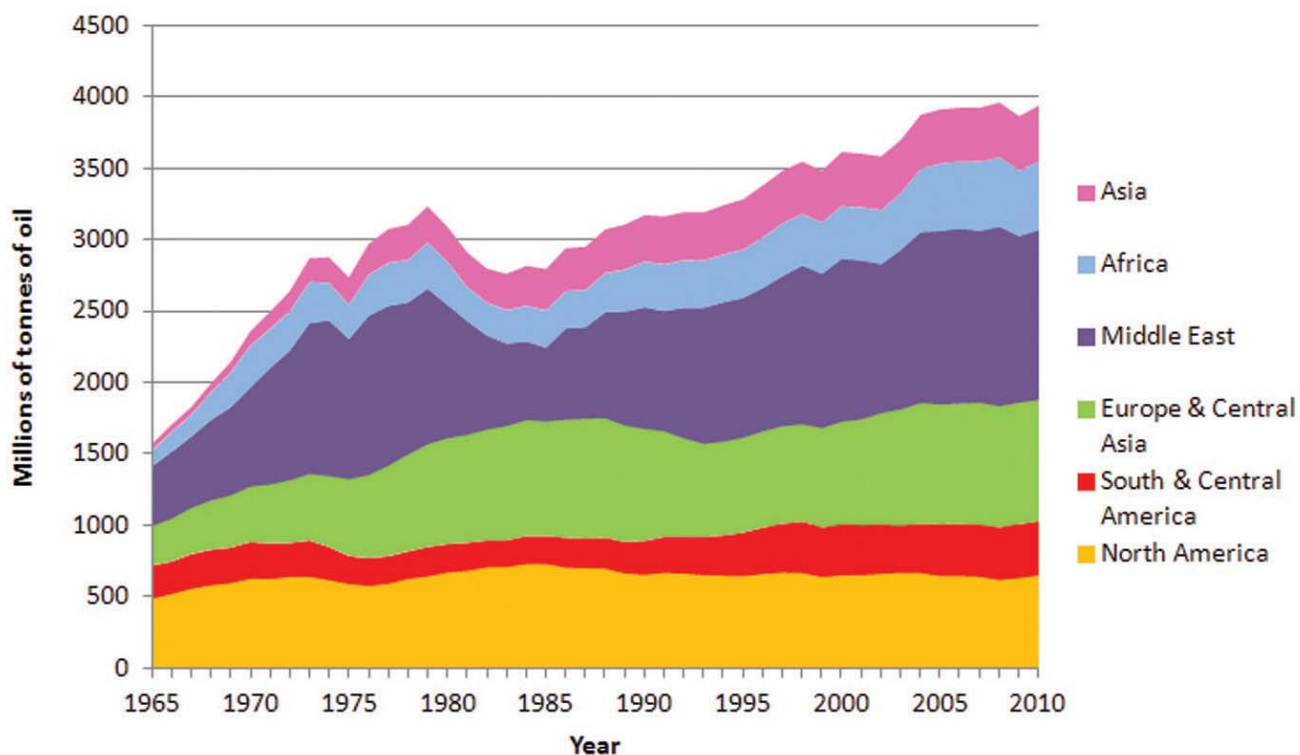


Figure 2

(a) Study Figure 2.

Describe **two** trends in global oil production between 1965 and 2010.

(2)

1

2

(b) In the future it is likely that there will be more pressure on energy supplies.

Explain the pressure that could result from:

(4)

global economic growth

.....

.....

.....

Topic 3: Globalisation

3 Figure 3 shows economic and employment data for four countries.

Country	GDP per capita (US \$ per person per year)	% of people working in three employment sectors		
		Primary sector	Secondary sector	Tertiary sector
Germany	43 000	2	24	74
Brazil	8 000	6	26	68
China	4 300	35	30	35
Ethiopia	400	85	5	10

Figure 3

(a) Study Figure 3.

Describe the relationship between GDP per capita and the percentage of people working in secondary sectors.

(2)

.....

.....

.....

.....

(b) Explain how the growth of secondary sector employment in developing countries can bring both benefits and problems.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

(c) Explain why international trade has grown rapidly in the last 50 years.

(6)

Dotted lines for writing the answer.

(Total for Question 3 = 12 marks)

Topic 4: Development Dilemmas

4 Figure 4 shows a global map of the Human Development Index (HDI) in 2011.

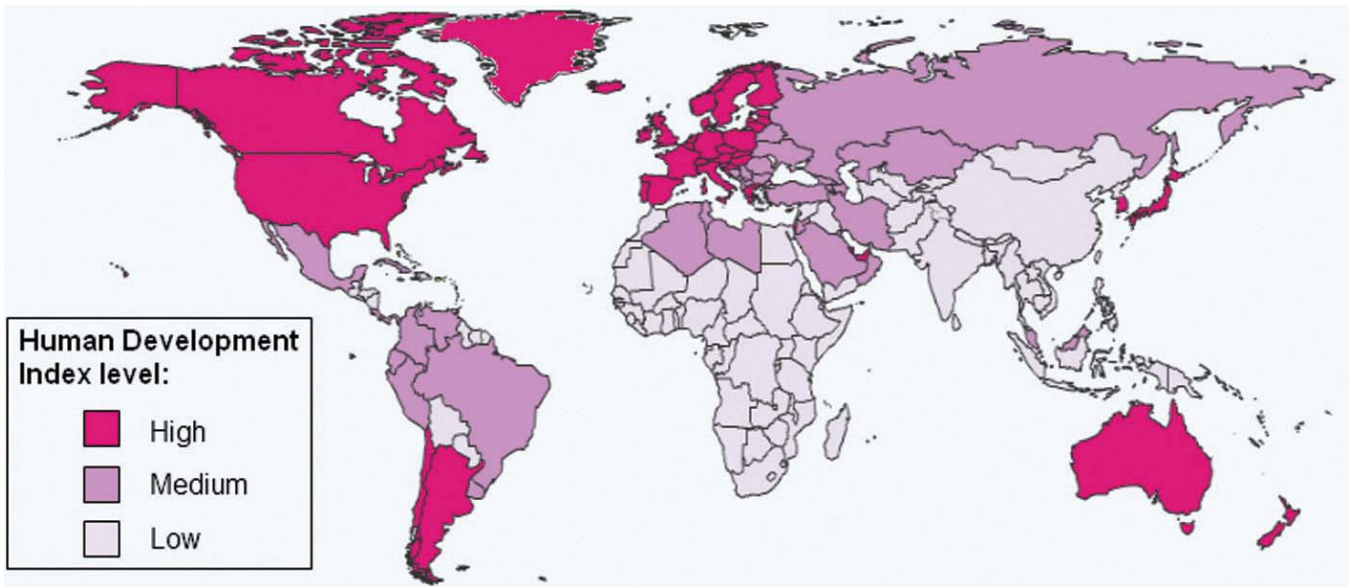


Figure 4

(a) Study Figure 4.

Describe the global pattern of the Human Development Index.

(2)

.....

.....

.....

.....

(b) Explain how Rostow's modernisation theory helps us to understand how countries develop.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

SECTION B: SMALL-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 5: The Changing Economy of the UK

If you answer Question 5 put a cross in this box

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

5 Figure 5 shows employment change in London, 1971–2010.

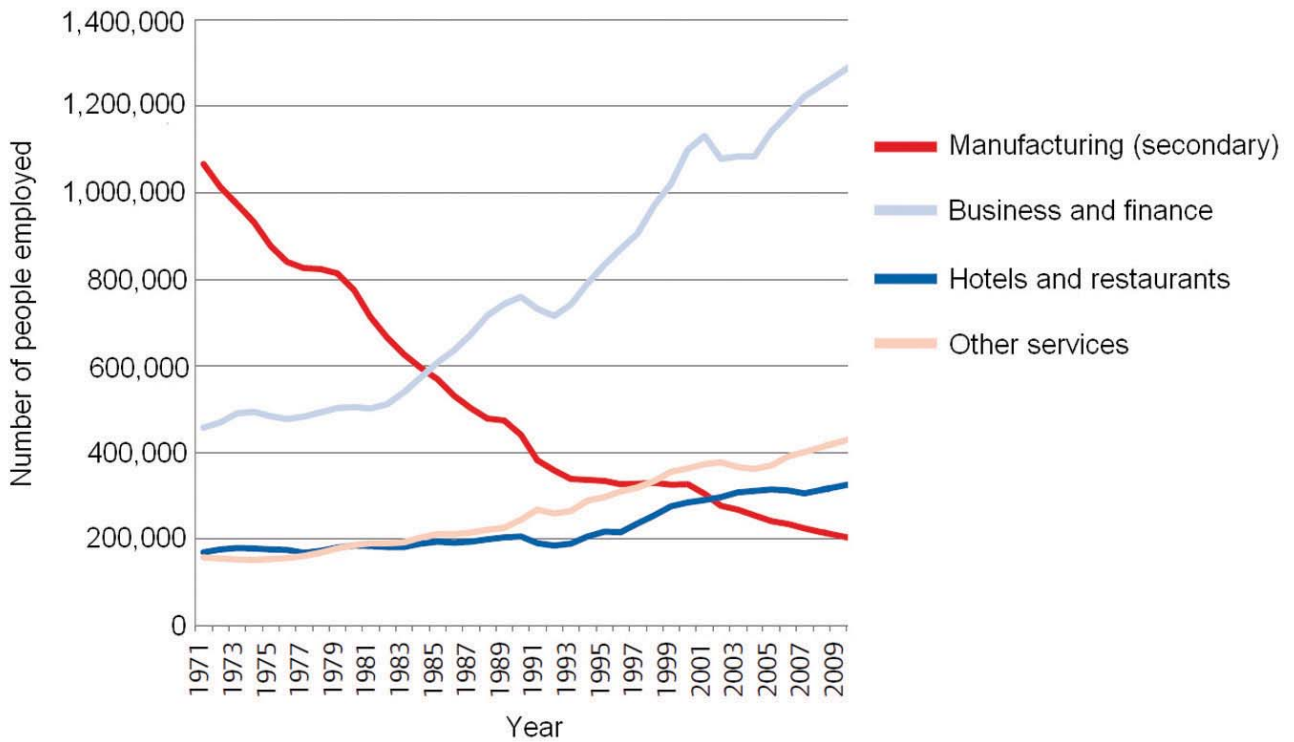


Figure 5

(a) Study Figure 5.

(i) Describe the changing trends in employment in London between 1971 and 2010.

(2)

.....

.....

.....

.....

Topic 6: Changing Settlements in the UK

If you answer Question 6 put a cross in this box

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

6 Figure 6 shows the pattern of multiple deprivation in London's boroughs in 2008.

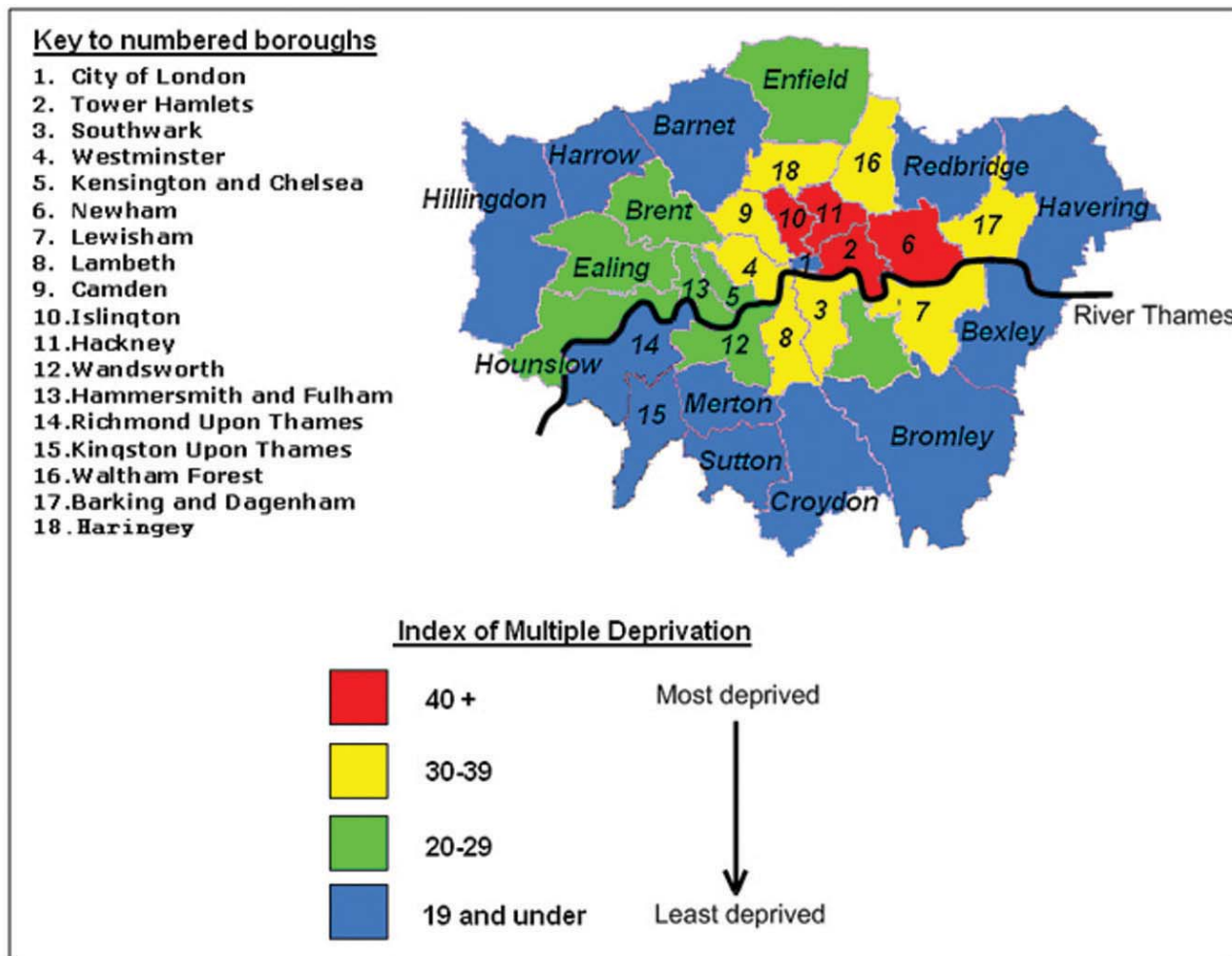


Figure 6

(a) Study Figure 6.

(i) Describe the pattern of multiple deprivation in London in 2008.

(2)

.....

.....

.....

.....

SECTION C: LARGE-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 7: The Challenges of an Urban World

If you answer Question 7 put a cross in this box

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

- 7** Figure 7 shows the percentage of the total population living in urban areas, 1950–2010, in the developed and developing worlds.

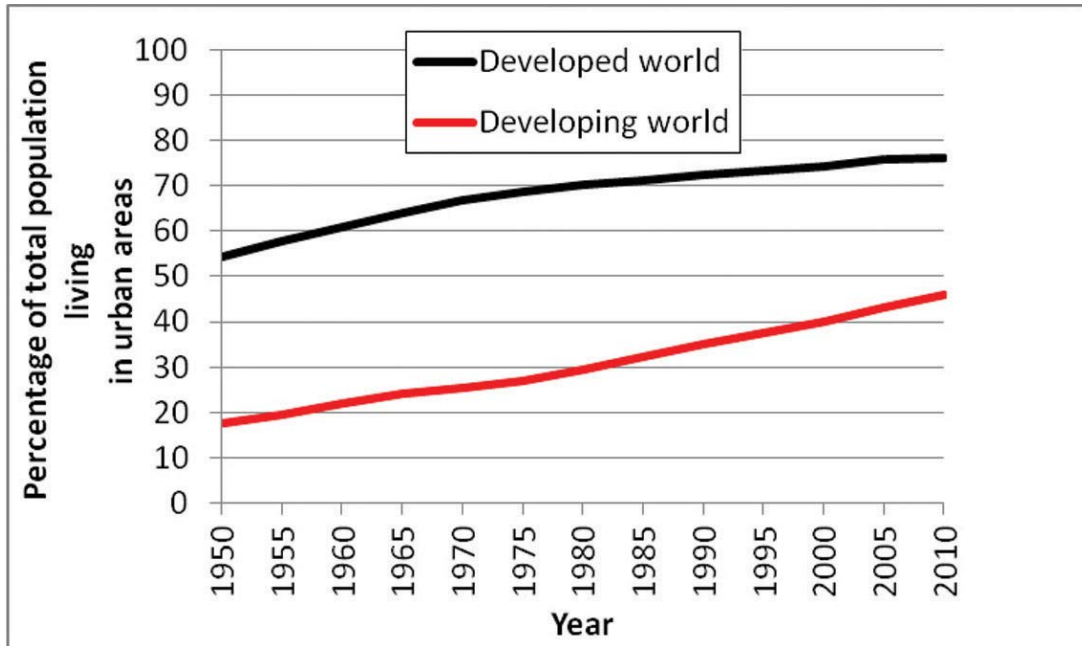


Figure 7

(a) Study Figure 7.

- (i) Describe the differences in urban population trends for the developed and developing worlds.

(2)

.....

.....

.....

.....

Topic 8: The Challenges of a Rural World

If you answer Question 8 put a cross in this box

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

8 Figure 8 shows changing village services in Dorset, 1991–2009.

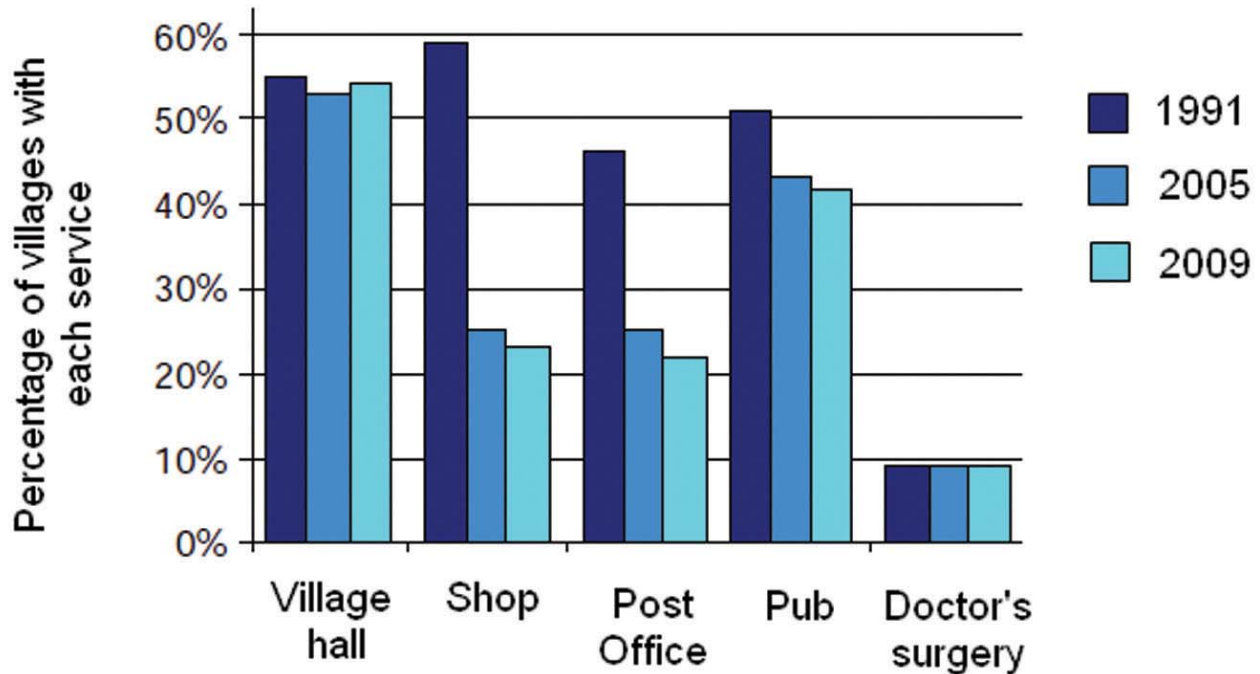


Figure 8

(a) Study Figure 8.

(i) Describe the changes in village services in Dorset between 1991 and 2009.

(2)

(ii) Outline **one** impact on villages of the changes to the services shown in Figure 8.

(2)

BLANK PAGE

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 2H: People and the Planet

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)	<ul style="list-style-type: none"> High death rates correspond to low total population (1). Accurate use of data, e.g. low population when death rates are 35/40 per 1000 (1). As death rates fall, total population rises/begins to rise (1). As death rates stabilise at a low level, population also stabilises (1). <p>Award one mark for each basic point, plus a second mark if point is developed.</p>	In Stage 5, death rate rises and population begins to fall (1).	The relationship between birth rate and total population is described.	2

Question Number	Acceptable Answers	Reject	Mark
1(b)	<p>Any two developed points from the following.</p> <ul style="list-style-type: none"> High costs of healthcare for the young/newborn (1), e.g. maternity units, premature units (1). Other service provision costs, such as schools/nursery places (1) or benefits that are child specific (1). High youthful dependency ratio (1) and therefore few working age people paying tax to pay for the young (1). Rapid population growth is 'built in' as the young move up the pyramid (1), so there are follow-on issues such as housing demand (1). <p>Award one mark for a basic point, plus a second mark for a developed point or relevant example.</p>	Answers that relate to an ageing population. The benefits of a youthful population.	4

Question Number	Indicative content	
1(c)	<p>Answers should cover both reducing and increasing immigration.</p> <p>Reduce: this is often because of real or perceived pressure on resources, e.g. housing, healthcare system or education services being over-stretched by the volume of immigration. Lack of available jobs or a view that jobs that could be taken by the host population are being filled by migrants. Overcrowding and pressure on space. Social/cultural reasons in terms of societies being worried about the scale of immigration.</p> <p>Increase: often related to skill shortages, e.g. lack of low-skill workers in construction, farming etc (Dubai, UK in terms of EU immigration) but could also be because of specific skills shortages, e.g. doctors, nurses. May also be due to under-utilised resources and the need to populate areas, e.g. USA/Canada in the past. Could also counteract an ageing population and increase birth rates (as it has done in the UK recently).</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempts an explanation of some reasons but with a narrow focus; likely to cover either reducing or increasing but not both. Some generalised examples used.
Level 2	3-4	Some explanation of several reasons for immigration policy, but in general terms. Some details are provided but may be unbalanced in terms of reducing/increasing. Some structure.
Level 3	5-6	A range of explanations with details, using examples linked to reasons for both increasing and reducing immigration. Well located and with linked detail. Structured explanation.

Question Number	Correct Answer	Acceptable Answer	Reject	Mark
2(a)	<ul style="list-style-type: none"> Overall trend is an increase between 1965 and 2007 (1). The rate of growth slows over time (1). Rises up to 1980 then falls to 1985 (1). <p>Note there is no additional mark for data use. Award one mark for each correct point.</p>	Reference to a specific region and its trend, e.g. increase in Europe and Eurasia or North America, essentially flat from 1965-2007.	Explanations, e.g. peak oil or more oil fields being discovered. Do not accept 'fluctuates' or 'goes up and down' without further details.	2

Question Number	Acceptable Answers	Reject	Mark
2(b)	<p>Global economic growth Will lead to rising demand (1) for energy resources and this could increase prices, e.g. the price of oil (1). Could be illustrated with reference to the industrialisation of China (1). Pressure to develop new sources of energy, e.g. wind farms/exploit fossil fuels in new areas (1).</p> <p>Changing international relations Countries may decide to retain their fossil fuels rather than export them (1). Conflict could result over supply chains (1) in unstable areas, e.g. the Middle East (1). Suppliers could use energy as a political lever, e.g. Russian gas (1).</p> <p>Award one mark for a basic point, plus a second mark for a developed point. Maximum of two marks for each pressure.</p>	<p>Do not accept generalisations, e.g. 'There won't be enough' 'It will cause a war' or similar.</p> <p>Answers that refer to other pressures or that move into other areas, e.g. impacts of energy use.</p>	4

Question Number	Indicative content	
2(c)	<p>Expect details of a range of policies and initiatives that focus on reducing resource consumption. The resources referred to could be energy, mineral, physical or biological.</p> <ul style="list-style-type: none"> • Education: national campaigns to raise awareness of issues, e.g. ‘Recycling: the possibilities are endless’ and ‘Switch it Off’ campaigns, educate the public to try and change behaviour. Local authorities use education (leaflets, posters) to encourage recycling. The national curriculum could be mentioned as promoting this nationally. Energy-rating stickers on cars and appliances encourage consumers to be ‘greener’ when they buy. • Conservation: national policy related to light bulbs (incandescent versus compact fluorescent lamp (CFL)) and schemes to encourage switching from fossil fuels to renewable, e.g. subsidies for solar panels. Car tax is stepped to encourage people to buy more fuel-efficient cars and there are grants available for home insulation and to install more efficient boilers. • Recycling: local government has set up a range of schemes to encourage recycling (bins, boxes, composting, recycling points at supermarkets). These vary according to the local authority but all have a similar aim. Some might mention the threat of fines for people who refuse to recycle. Local and national legislation and initiatives to encourage industry recycling of construction materials/car tyres etc. • Planning: local and national planning policies, e.g. greenbelts and zoning to encourage reuse of land/preservation of existing land. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempts an explanation of some methods but it is partial and examples used are not linked to national/local government. Some generalised examples are used.
Level 2	3-4	Some explanation of several named policies/ways but in general terms. Some details are provided but they are not always focused clearly on national and local government. There is some structure.
Level 3	5-6	A range of explanations with details of named policies/initiatives linked to managing resource consumption. Refers to both national and local government. Well located and with linked detail. Structured explanation.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(a)	<ul style="list-style-type: none"> As per capita GDP rises, secondary employment rises initially but then falls slightly at higher per capita GDP levels (1). Additional mark for supporting data (e.g. Ethiopia has 5% primary/lowest per capita income whereas in China income is higher and secondary employment is also higher). 	Use of different terminology (e.g. 'incomes' in lieu of GDP).	'It rises/falls' without further comment. Answers that relate to primary or tertiary sector data. Explanations instead of descriptions.	2

Question Number	Acceptable Answers	Reject	Mark
3(b)	<p>Benefits: greater employment (1), higher income (1), more services (1), e.g. electricity or water (1).</p> <p>Problems: pollution from factories (1), low wages (1), poor working conditions in factories (1), overseas companies may not pay taxes (1), profits from overseas companies go back overseas (1), so the country does not gain much (1).</p> <p>Maximum three marks if only benefits or only problems described.</p> <p>Accept answers that refer solely to transnational corporations, provided they offer benefits and problems in named countries; otherwise maximum three marks.</p> <p>Award one mark for a basic point, plus a second mark for a developed point.</p>	Generalised answers or points that do not relate to secondary sector employment in developing countries, or that misunderstand the point (e.g. the industries might not want to go there because the area does not have any services). Answers that do not focus on the developing world.	4

Question Number	Indicative content	
3(c)	<p>Answer should focus on the increase in trade (goods but services are also relevant) since around 1960.</p> <ul style="list-style-type: none"> • Transport costs: have lowered, especially due to container ships, but also cheaper road, rail and air freight; this has made it viable to produce in Asia and export to Europe and North America. Transport costs are a small proportion of the price consumers pay. • Transnational corporation (TNC) growth and mergers: as TNCs have grown, they have become more global, e.g. buying up/merging with competitors in other parts of the world; much of global trade is actually intra-TNC. Other TNCs have expanded globally and have complex supply networks. • State-led investment: some state-owned companies have expanded globally, e.g. Chinese oil and mineral companies into Africa, opening up new areas to trade. • Other: the role of the World Trade Organization (WTO), in encouraging free trade by reducing barriers to trade tariffs/quotas, has made trade between nations more viable and encouraged exports and imports; the internet and other communication methods have made it easier to trade globally, e.g. TNCs keeping in contact with suppliers/branch plants. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempts an explanation of some reasons for the increase but this is partial and examples used are not linked to increasing trade. Some generalised examples are used.
Level 2	3-4	Some explanation of several factors/reasons but in general terms and may be unbalanced. Some examples are used but these lack detail. There is some structure.
Level 3	5-6	A range of explanations with detailed use of supporting examples. Good linkage to increasing trade. Well located and with linked detail. Structured explanation.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4(a)	<ul style="list-style-type: none"> • High Human Development Index (HDI) countries concentrated in Europe and North America (1). • Low levels of HDI in Africa and Asia (1). • Medium levels of HDI in Latin America, Middle East, Eastern Europe and Central Asia (1). <p>Maximum one mark for a basic north/south comment only. Award one mark for a correct point.</p>	Conceptual north/south-divide descriptions and recognition of anomalies from this pattern (e.g. Chile and Argentina; the United Arab Emirates).	Explanations.	2

Question Number	Correct Answer	Reject	Mark
4(b)	<ul style="list-style-type: none"> • Rostow's modernisation theory shows how countries develop over time as incomes rise (1). • Countries need to meet the pre-conditions for take-off before they begin to develop/industrialise (1), e.g. infrastructure, educated workforce (1). Wealth/development then rises rapidly (1) as countries develop secondary sector and services (1). • Growth slows when countries reach Stage 4/5 (1). • Credit comments that the model is 'one-way' and that some countries do not achieve this, i.e. they stall or fall backwards. <p>Award one mark for a basic point, plus a second mark for a developed point.</p>	Answers which do not refer to the theory in the question, i.e. a general discussion of development only.	4

Question Number	Indicative content	
4(c)	<p>Examples can be any type of top-down development project. The most likely examples are large dams, e.g. the Three Gorges Dam, but others like airports, ports and factory developments are acceptable. Do not accept small-scale, non-governmental organisation (NGO)-led, bottom-up projects.</p> <p>Impacts: many impacts can be referred to. There are economic impacts such as jobs (temporary construction or permanent jobs) and contribution to wider economy, e.g. electricity production from an HEP dam. There will also be social impacts which are more likely to be seen as positive and negative, e.g. higher income versus some people suffering, moved off their land. Environmental impacts will depend on the example used but are often seen as negative.</p> <p>Different groups of people: there could be contrasts made between people/individuals who have had to move out of the way of the project, e.g. rural farmers, versus people who benefit, e.g. those in urban environments (electricity, water supply). Large companies might be seen as benefiting from construction contracts. Governments may be viewed as seeing large projects as beneficial to the economy in general. Credit reference to environmentalists who oppose large projects.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable answer.
Level 1	1-2	Attempts an explanation of some impacts but unbalanced (likely to be negative). Details non-specific with no real reference to different groups of people.
Level 2	3-4	Some structure with some details of a project and some explanation of some impacts but narrow range and unbalanced. Some groups of people are referred to.
Level 3	5-6	Structured answer that examines a range of positive and negative impacts, and makes reference to different groups of people in the specific context of the example used. Well located. Well structured.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(a)(i)	<ul style="list-style-type: none"> Major increase in business and finance employment (1) from 475,000 to 1,300,000 (1). Smaller rises in hotels, restaurants and other services (1). May use data to support (1). Major decline in manufacturing from close to 1,100,000 to 200,000 (1). <p>Award one mark for a basic point, plus a second mark for a developed point.</p>	<p>Description of subtle changes (e.g. fall in business and finance in early 1990s or around 2001). Slowing rate of manufacturing decline. Overall comment that employment has risen.</p>	<p>Explanations instead of descriptions. General answers not related to Figure 5.</p>	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(a)(ii)	<ul style="list-style-type: none"> Factory closures lead to abandoned buildings (1) and derelict/polluted/contaminated land (1), which is unsightly and/or a health hazard (1). Loss of factories leads to a reduction in air/noise pollution (1) because of lower SO₂/NO_x emissions (1) or a lower carbon footprint due to lower CO₂ emissions (1). <p>The two marks must be related to one environmental impact. Award one mark for a basic point, plus a second mark for a developed point.</p>	<p>Answers which use an example from another developed-world urban location. Credit reduced heavy transport/congestion if linked to environmental aspects.</p>	<p>Impacts which are not environmental, e.g. job losses. Answers not related to secondary employment. Developing-world focus.</p>	2

Question Number	Indicative content	
5(b) QWC i, ii, iii	<p>The examples used are likely to be developed world. Costs and benefits could relate to social, environmental or economic aspects.</p> <p>Brownfield costs Expensive to develop, e.g. costs of demolishing existing buildings, cleaning up contaminated land. Sites are often difficult shapes and access may be poor (inner city). Planning/zoning/listed building restrictions on what can be done.</p> <p>Brownfield benefits Seen as a greener alternative/form of recycling. Land could be relatively cheap to buy/lease. Possibility of grants or other financial incentives available may reduce overall costs.</p> <p>Greenfield costs Land may have restrictions relating to planning. The cost of developing new infrastructure/utilities. Potentially controversial and NIMBY (not in my back yard) attitudes against developing sites viewed as having amenity value. Conflict with environmentalists/existing residents or users.</p> <p>Greenfield benefits Land is often cheap to develop as site does not have to be cleared first, may be more accessible, e.g. on city edge. Sites have fewer restrictions in terms of size and shape so any form of development is possible.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes both greenfield and brownfield sites with basic accuracy. Some costs and benefits outlined in basic terms but unbalanced and lacking detail. Some structure to the answer and some relevant use of geographical terminology.
Level 2	4-6	Then response refers to both greenfield and brownfield sites and there is some use of examples although these may be more general locations. Some range of costs and benefits explained with some details but unbalanced. Clear structure, clearly communicated with relevant use of geographical terminology.
Level 3	7-8	The response uses several detailed and appropriate examples of brownfield and greenfield sites. A range of both costs and benefits are examined in detail and the response moves towards a view as to which is better. Clear structure, well communicated with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
6(a)(i)	<ul style="list-style-type: none"> Deprivation levels generally highest in the centre and lowest at edge (concentric) (1). Most deprived north and east of the City of London (1); least deprived in a ring around the edge of the City of London (1). East generally more deprived than west (1). <p>Award one mark for each basic point, or the second mark for a developed point.</p>	Anomaly in City of London (least deprived) (1).	Explanations of the pattern.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
6(a)(ii)	<p>Answers need to focus on inner/central locations shown as red/yellow on Figure 6.</p> <ul style="list-style-type: none"> Areas of economic decline and job losses (1), e.g. Docklands (1) leading to spiral of declining incomes (1). Older areas of the city with poor housing conditions (1). Lower educational opportunities, e.g. low-achieving schools (1). <p>Award one mark for a basic point, plus a second mark for a developed point or use of supporting examples.</p>	Answers that focus on high levels of immigrant population (higher than average unemployment/lower skills).	Wrongly-located answers, e.g. the suburbs/blue areas on Figure 6.	2

Question Number	Indicative content	
6(b) QWC i, ii, iii	<p>Can use any examples of urban regeneration, e.g. London's Docklands, Salford Quays and many others. Regeneration schemes focus on renewing the economic and environmental fabric of areas, as well as improving social aspects, e.g. housing and possibly education and training.</p> <p>Answers should also consider rebranding, which is more about the image of an area, especially how it 'sells' itself to outsiders using logos, advertising and events. Success can be considered in many different ways, a common approach is likely to include social, economic and environmental aspects of success.</p> <ul style="list-style-type: none"> • Economically, success can be considered via job creation and new businesses locating in an area, e.g. new offices and banks in Canary Wharf, or MediaCity in Salford. Some of the jobs could be seen as being for outsiders rather than benefiting local people. • Environmentally, areas are cleaned up, derelict and abandoned land is brought back into use and often trees are planted and open spaces created. • Socially, new housing could be provided and schools and training centres improved. Some might consider that local people do not fully benefit from regeneration, e.g. the housing issues (rising costs) associated with the Olympic site in Stratford. <p>Stronger answers should examine strengths and weaknesses, i.e. consider both positive aspects and areas of weakness of the examples they use.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes some aspects of rebranding and regeneration but does not differentiate clearly. Some places referred to in a general way but few aspects of the strategies are stated. Some structure and some relevant use of geographical terminology.
Level 2	4-6	The response uses several examples and a location and some details are provided. Some aspects of success are outlined and there are some details of these. May focus on regeneration/rebranding only. Clear structure, clearly communicated, with relevant use of geographical terminology.
Level 3	7-8	The response uses several detailed appropriate examples and differentiates between regeneration and rebranding. A range of aspects of success is examined in detail, including positives and weaknesses. Clear structure, well communicated with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(a)(i)	<p>Note that a clear difference must be given.</p> <ul style="list-style-type: none"> The developed world starts at a lower level, but the gap has narrowed by 2010 (1). Both are increasing, but the increase is steeper for the developing world (1). The developing-world urban population percentage is increasing, whereas the rate is slowing for the developed world (1). <p>Award one mark for a basic difference, plus a second mark for a development, e.g. accurate use of data.</p>	<p>Use of accurate data to support the stated difference (1).</p> <p>'Developing world is growing faster than developed world' would be one mark.</p>	<p>Description of the individual trends. Explanations.</p>	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(a)(ii)	<ul style="list-style-type: none"> Developing-world urban population is rising at an increasing rate because of rural–urban migration (1) (may include an example of a push/pull factor) (1). High internal population growth rates in cities (1) and details of fertility/birth rates (1) related to youthfulness of migrants (1). <p>Award one mark for a basic point, plus a second mark for a developed point or use of supporting examples.</p>	<p>Credit the idea that some small rural settlements grow to become urban.</p>	<p>Developed-world focus/explanations.</p>	2

Question Number	Indicative content	
7(b) QWC i, ii, iii	<p>Answers should use named examples of cities and compare the different challenges facing cities in the developed and developing world.</p> <ul style="list-style-type: none"> • Food: meeting the needs of a large number of wealthy consumers in developed cities by supplying a wide range of foods (fresh, exotic); complex supply chains, issues of wasted food. • Energy: the huge demands placed on developed cities for electrical power (air conditioning, appliances); there are demands in developing cities but these are lower and often not met (e.g. blackouts). • Transport: a problem for both types of city, given the large volume of vehicles leading to congestion and gridlock; developed cities might be seen as better places because of metro and rail systems. • Waste disposal: both types of city produce large volumes of waste; in developed cities there are systems to deal with this (sewage systems, landfill); in developing cities it often poses a health risk and is not dealt with, or is done so informally. • Slum housing: in developing cities, this is a huge problem, e.g. Kibera, Dharavi, as there is not enough formal housing to meet demand. There are health and sanitation problems. • Informal economy: a major issue of underemployment and low incomes in developing cities. • Urban pollution: a problem in both types of city but worse in developing cities such as Mumbai, Shanghai and Mexico City, where pollution levels are a major health risk. <p>Some answers might argue that there is some overlap, i.e. both types of city face the same challenges - examples might be waste disposal, water supply or traffic congestion.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes a number of urban problems but these are not specifically linked to developed/developing-world cities or focus on one only. No attempt at a comparison and examples are of named cities only. Some structure to answer and some relevant use of geographical terminology.
Level 2	4-6	The response explains a range of problems in both types of city, with some use of examples and some details; likely to be two separate accounts with some attempt to compare at the top of the level. Clear structure, clearly communicated, with relevant use of geographical terminology.
Level 3	7-8	Response uses detailed and appropriate examples to directly compare the challenges facing both types of city. Differences/similarities between the two types of city are outlined. Clear structure, well communicated with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8(a)(i)	<ul style="list-style-type: none"> Overall, service provision in the Dorset villages has fallen (1). Declines in shops, Post Office and pubs (1), with shops/Post Office showing the steepest losses (1), e.g. a fall from 58% of villages with shops to 24% (1). Some services have only slightly declined (village hall) (1). <p>Award one mark for a basic point, plus a second mark for a developed point or accurate use of data.</p>	<p>Subtle changes (e.g. fall in village halls 1991-2005, then slight rise to 2009) (1).</p> <p>Comments that retail services (shops, Post Office, pubs) have declined the most.</p>	<p>Explanations. Reference to areas other than Dorset, shown on Figure 8.</p>	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8(a)(ii)	<ul style="list-style-type: none"> Closure of services means people will have to travel further for the services (1), which could increase transport costs (1). The elderly/young could be affected most (1) because they often lack access to transport (1). Community interaction could have declined (1) because services such as pubs have closed (1). <p>Award one mark for a basic point, plus a second mark for a developed point.</p>	<p>Owners of the services may have lost their job/income. Unused/derelict buildings.</p>	<p>Answers that focus on doctors' surgeries, which have not changed.</p>	2

Question Number	Indicative content	
8(b) QWC i, ii, iii	<p>Answers should use named examples of rural areas and compare the different challenges facing these rural areas in the developed and developing world.</p> <ul style="list-style-type: none"> • Isolation: present in both the developed and developing world; areas tend to lack connections (road, internet) which limit development and reduce opportunities (trade); it also increases costs. Might be seen as worse in the developing world. • Employment/changing farming: commercialisation of farms in the developed world has reduced employment opportunities; in the developing world it has led to fewer small landowners and more labourers; the subsistence challenge in the developing world. • Tourism pressures: more of an issue in rural areas in the developed world, although it brings employment opportunities (but low pay, seasonal). It contributes to rising house prices (second homes) and puts pressure on roads and services. • Counter-urbanisation: developed-world issue, increasing house prices due to demand, changes the type of service in settlements, prices out locals. • Rural–urban migration: an issue both in terms of ‘brain drains’ and loss of the young, leaving behind a dependent population. <p>Some answers might argue that there is some overlap, i.e. both types of rural area face the same challenges, e.g. isolation, lack of employment opportunities, outmigration.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	The response describes several problems in rural areas but does not differentiate clearly between the developed and developing world, or focuses on one location only. No attempt at a comparison and examples do not move beyond a named place. Some structure, and some relevant use of geographical terminology.
Level 2	4-6	The response explains a range of problems in both types of rural area with some use of examples and some details. Likely to be two separate accounts with some attempt to compare at the top of the level. Clear structure, clearly communicated, but with relevant use of geographical terminology.
Level 3	7-8	The response uses detailed and appropriate examples to directly compare the challenges facing both type of rural areas; differences/similarities between the two types of rural area are outlined. Clear structure, well communicated with excellent 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography B

Unit 3: Making Geographical Decisions

Foundation Tier

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5GB3F/01

You must have:

Pre-released Resource Booklet

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** the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

Turn over ►

S43571A

©2012 Pearson Education Ltd.



PEARSON

Answer ALL questions.

- 1** Study Section 1 (pages 2 and 3) of the Resource Booklet and answer the following questions.

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.**

- (a) (i) What was the population of Australia in 2011? (1)

- A** 12.5 million
- B** 22.5 million
- C** 32.5 million
- D** 42.5 million

- (ii) By how much did Australia's population grow between 1951 and 2011? (1)

- A** About 0.14 million
- B** About 1.40 million
- C** About 14 million
- D** About 140 million

- (iii) Half of Australia's growing population now comes from 'natural increase'.
Which one of the following is the best way of describing 'natural increase'? (1)

- A** birth rate
- B** death rate
- C** birth rate minus death rate
- D** total population change

(b) Give **two** possible reasons why Australia has an ageing population.

(2)

1

.....

2

.....

(c) Outline **one** reason why the Australian government use 'skills tests' to manage immigration.

(2)

.....

.....

.....

.....

(d) (i) Study the opinions of Person 1, Person 2 and Person 3 in Figure 1c (page 3) in the Resource Booklet.

Give **two** possible benefits of an increasing population for Australia.

(2)

1

.....

2

.....

The following question is multiple choice. Put a cross in the box of the answer that you select. **There is only one correct answer to this question.**

(d) (ii) Which of the following is Person 2 (Tim Flannery) suggesting?

(1)

- A** Australia's population should stay the same as at present.
- B** Australia will have a housing shortage in the future.
- C** Australia's population needs to rise by more than 10 million.
- D** Australia's population needs to fall by more than 10 million.

(Total for Question 1 = 10 marks)

2 Study Section 2 (page 4) in the Resource Booklet and answer the following questions.

(a) (i) Identify **two** pieces of evidence in Section 2 to show that Australia is a highly developed country.

(2)

1

.....

2

.....

The following question is multiple choice. Put a cross in the box of the answer that you select. **There is only one correct answer to this question.**

(a) (ii) Which of the following describes Australia's employment structure?

(1)

- A** Most Australians work in the tertiary sector.
- B** Most Australians work in the primary sector.
- C** Most Australians work in the quaternary sector.
- D** Most Australians work in the secondary sector.

(b) Outline **two** possible threats that could affect each of the following exports from Australia.

(4)

Iron ore

1

.....

2

.....

Agricultural produce such as meat and wool

1

.....

2

.....

(Total for Question 2 = 7 marks)

3 Study Section 3 (pages 6 and 7) in the Resource Booklet and answer the following questions.

(a) Look at Photograph A and Photograph B (page 7).

State **one** fact about the vegetation shown in Photograph A and **one** fact about the vegetation shown in Photograph B.

(2)

Photograph A

.....
.....

Photograph B

.....
.....

(b) Study Figure 3a (page 6).

Describe the rainfall distribution shown on the map.

(3)

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

(c) Suggest why there are no trees in Photograph C.

(3)

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 8 marks)

4 Study Section 4 (page 8) in the Resource Booklet and answer the following questions.

(a) Outline **two** reasons why all Australia's largest cities are on the coast.

(4)

1

.....

2

.....

(b) Living in central Australia can be very difficult. Even so, people do live there.

Explain why there are some settlements in central Australia.

(3)

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 7 marks)

5 Study Section 5 (page 9) in the Resource Booklet and answer the following questions.

* (a) Explain the challenges farmers in central Australia could face due to climate change.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(b) Study Figure 5c: Desertification in Australia (page 9).

Explain why some areas are more at risk from desertification than others.

(3)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 5 = 9 marks)

BLANK PAGE

Sample Mark Scheme

Unit 3F: Making Geographical Decisions

Question Number	Correct Answer	Reject	Marks
1(a)(i)	B = 22.5 million	All other answers.	1

Question Number	Correct Answer	Reject	Marks
1(a)(ii)	C = About 14 million	All other answers.	1

Question Number	Correct Answer	Reject	Marks
1(a)(iii)	C = birth rate minus death rate	All other answers.	1

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
1 (b)	<p>Any two of the following.</p> <ul style="list-style-type: none"> • Longer life expectancy (1). • Better medical care (1). • People having children later in life (1). • Lower fertility rate /having fewer children (1). • People getting married later in life (1). • Women having careers (1). • More couples not having children at all (1). <p>Plus other points on merit.</p>	<p>People are living longer.</p> <p>Better medicines are available.</p> <p>People have fewer children.</p> <p>Many people want a 'lifestyle' instead of children.</p>	<p>People don't die as much.</p> <p>People don't marry as much now.</p>	2 x 1

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
1(c)	<p>Any of the following.</p> <ul style="list-style-type: none"> To encourage better qualified or skilled people to move there/ increase the skilled population (1) and one mark if exemplified (e.g. doctors) (1). Filling unwanted (in the sense of unfilled) jobs (1), example of this (1). To balance the loss of Australians moving overseas (1), example of this/destination (1). <p>Plus other points on merit.</p> <p>One mark for each correct point (or allow one mark for one point plus one for development).</p>	<p>Economic reasons, e.g. more people to buy goods (1).</p> <p>Social reasons, e.g. to control immigration (1).</p>	To stop illegal immigrants.	2 x 1

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
1(d)(i)	<p>Any of the following from the Resource Booklet.</p> <ul style="list-style-type: none"> More ‘...people to drive our growth’ (1). If we don’t then ‘fewer to pay for the care of the elderly’ (1). <p>Any of the following from knowledge and understanding from Unit 2.</p> <ul style="list-style-type: none"> More people to create demand for services (1), plus one if an example is given, e.g. schools, shops. More demand for food (1). More work for people (1). <p>Plus other points on merit.</p> <p>One mark for each correct reason.</p>	<p>From the Resource Booklet.</p> <ul style="list-style-type: none"> Because ‘No reason why we can’t’ (1). Because ‘Australia has an ageing population’ (1). <p>From knowledge and understanding from Unit 2.</p> <p>Companies will sell more/make more money. More need for hospitals/schools/shops.</p>	There’ll be more kids. The shops will be busier.	2 x 1 Or 1 x 2

Question Number	Correct Answer	Reject	Marks
1 (d) (ii)	D = Australia's population needs to fall by more than 10 million.	All other answers.	1

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
2 (a) (i)	<p>Any of the following.</p> <ul style="list-style-type: none"> • Very high HDI (1). • High GDP per capita (1). • Low death rate (1). • Low birth rate (1). • High life expectancy (1). • Low infant mortality (1). • Low fertility rate/few children (1). • Low primary employment percentage (1). • High tertiary employment (1). <p>Plus other points on merit. One mark for each correct point.</p>	<ul style="list-style-type: none"> • GDP is higher than most countries (1). • Women live longer than men (1). • The people live a long time (1). • Family size is small (1). • Not many children die (1). • Typical secondary employment (1). 	<p>People earn a lot. It has a good health service. It exports minerals. It exports lots of farm products.</p>	2 x 1

Question Number	Correct Answer	Reject	Marks
2(a)(ii)	A = Most Australians work in the tertiary sector.	All other answers.	1

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
2(b)	<p>Iron ore</p> <ul style="list-style-type: none"> • It is finite 'so it might run out' (1). • Demand might fall 'so Australia might have nothing to fall back on' or 'Chinese growth slows down' (1). • Transport costs might rise 'making it expensive' (1). • Other countries might produce it more cheaply 'so Australians would lose jobs' (1). <p>Plus other points on merit.</p> <p>Agricultural produce such as meat and wool.</p> <ul style="list-style-type: none"> • Weather events, e.g. drought, flooding 'which would lead to desertification/ruin the farmland' (1). • Tastes might change 'so demand for Australian wine would fall' (1). • Other countries might produce it more cheaply 'so Australians would lose jobs' (1). <p>Plus other points on merit. One mark for each correct point.</p> <p>A maximum of two marks for iron ore, and two marks for agricultural produce such as meat and wool.</p>	<p>There is only so much of it (1). Some countries might discover more of it than Australia (1). It might cost more in future (1).</p> <p>The weather might destroy it (1). Quality might decline (1).</p>	<p>It doesn't last very long. It rusts. You can recycle it.</p> <p>People might change their tastes.</p>	2 x 2

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
3(a)	<p>Any of the following.</p> <ul style="list-style-type: none"> • Photograph A is (rain)forest/ woodland/trees (1). • Photograph A is dense/thick (1). • Photograph B has more grass/fewer trees/a mix of trees and grass (1). • In Photograph B trees are less dense (1). • Photograph B has more grass (1). <p>Plus other points on merit.</p> <p>Maximum of one mark for Photograph A and one mark for Photograph B.</p>	<p>Accept locations by general reference to density of vegetation, e.g.:</p> <ul style="list-style-type: none"> • 'A is near the coast as that's where it rains' (1) • (For A), allow 'lush' (1) • (For B) 'Inland there is more grassland/fewer (or less) trees' (1) • (Or trends) 'As you go further inland there is more grass /are fewer trees' (1). <p>Accept up to one negative, e.g. 'There are few trees in Photograph B'(1).</p>	<p>Vague answers, e.g. 'There isn't much there', 'It's mountains'.</p> <p>Or statements making no reference to vegetation, e.g. 'There's no rain'.</p> <p>Or other statements which are not location specific.</p>	2 x 1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
3 (b)	<p>Any of the following.</p> <ul style="list-style-type: none"> • Most rain falls close to the coast (1). • Most rain falls in the east (1). • It rains a lot in the mountains/uplands (1). • It rains a lot on the north coast (1). • It rains less inland (1). • It rains less further west /south-west (1). • One mark for data e.g. quoted figures 'Over 1200 mm...' or names of states, e.g. 'It rains most along the coast of New South Wales '. <p>Plus other points on merit.</p> <p>One mark per correct answer, with a second mark if the point is developed.</p> <p>Allow up to three marks for one well-developed answer, e.g. 'Most rain falls on the coast (1) in the highlands (1) of New South Wales (1)'.</p>	<p>Accept real statements, e.g.</p> <ul style="list-style-type: none"> • Most rain is on the coast (1). • Most rain is in the north (1). • The centre of the country is very dry (1). <p>Or broad statements which apply, e.g. 'There is little rain over large areas of the country'.</p> <p>Allow one mark for exceptions, e.g. 'Rain gets less further west (1) except for south-west Australia (1) where it rains a lot'.</p>	<p>It doesn't rain much. It is dry. It is wet in some parts and dry in others.</p> <p>Or other statements which are not location specific.</p>	3 x 1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
3 (c)	<p>Any of the following.</p> <ul style="list-style-type: none"> • It rains less inland/is very dry (1). • Trees need a lot of water (1). • It is (semi-) desert/ arid (1). • It rains too little for trees (1)/trees need a lot of water (1). <p>Allow multiple points for developed answers, e.g.</p> <ul style="list-style-type: none"> • It is in/near the tropics (1) so is very hot (1) and water would evaporate very quickly (1). • Unable to survive in dry conditions (1). • Plus other points on merit. <p>One mark per correct reason.</p> <p>Award two marks for a developed point, e.g. 'Rain decreases inland (1) and so there isn't enough water for trees to survive (1)'.</p> <p>Allow up to 3 marks for one well-developed answer, e.g. 'Rain decreases inland (1) so there isn't enough water for trees to survive (1), so it's only grasses or desert (1)'.</p>	<p>Accept inference of location, e.g.</p> <ul style="list-style-type: none"> • 'The area in the centre is dry' (1). • 'Inland there is too little rain' (1) so they can't survive'. 	<p>Vague answers, e.g. 'There isn't much there in Photograph C'.</p> <p>Generalisations, e.g. 'There's no rain'.</p>	3 x 1

Question Number	Acceptable Answers	Reject	Marks
4(a)	<p>Accept any of the following from both the Resource Booklet and Unit 1 and 2 knowledge and understanding.</p> <ul style="list-style-type: none"> • Attraction of coastal lifestyle (1), attracting migrants (1). • Less extreme/cooler climate (1). Details/data or reasons related to specific locations (1). • Found in areas where rainfall is highest (1), water is easily available for farming/industry (1). • Historical reasons (1), e.g. cities are where settlers landed (1). • Development around ports/trade overseas (1) extension as in 'So there's more jobs' (1). <p>Plus other points on merit.</p> <p>One mark for each correct basic point.</p> <p>One mark for extension of each point.</p>	Generalised comments, e.g. 'There's not much inland'.	2 x 2

Question Number	Acceptable Answers	Reject	Marks
4(b)	<p>Accept any of the following.</p> <p>From the Resource Booklet.</p> <ul style="list-style-type: none"> • There are mining settlements (1) for iron ore and other minerals and/or, e.g. Kalgoorlie (1). • Some areas have higher rainfall (1), e.g. Northern Territories and/or Queensland (1). • Agriculture is an important part of the Australian economy (exports) (1) so there must be money/profit in it (1). <p>From Unit 2 knowledge and understanding.</p> <ul style="list-style-type: none"> • There is likely to be water at some places (1) where towns can be built (1). • Some towns needed for basic services for local rural populations (1), e.g. schools and/or healthcare (1). <p>Plus other points on merit.</p> <p>Expect two reasons for three marks, one with an extension to basic point.</p>	<p>Generalised points ‘they need towns there’, or ‘they need somewhere for entertainment’, without specifying a factor.</p>	2 + 1

Question Number	Indicative content
*5(a) QWC i-ii-iii	<p>Good answers will use both Section 5 and knowledge and understanding from Unit 1 and Unit 2 to explain specific/detailed challenges, and will develop points. At the top end, points will be well developed with detail and/or data and information from the Resource Booklet, e.g. rainfall figures.</p> <p>Answers should explain issues arising from the impacts of climate change. Two possible scenarios are likely:</p> <p>a) that the climate will warm, leading to greater heat, evaporation, water shortages and drought b) that the climate may become more stormy, with increased rainfall, cyclones etc.</p> <p>Broadly, decide levels as follows.</p> <ul style="list-style-type: none"> • Simple, undeveloped statements are limited to Level 1, e.g. ‘there will be more heat’. Level 1 also applies to a single developed point without further comment. • Developed statements start the road to Level 2/3. A single well-developed point can be Level 2 for 3 marks, e.g. ‘there will be more drought, which means that crops and animals might die, leading to food shortages’. • An answer can reach the top of Level 3 using three developed points (e.g. from the factors below). Exceptionally, two well-developed points can take a response to the top of Level 3 irrespective of the third point. <p>Specific challenges include:</p> <ul style="list-style-type: none"> • water shortages caused by evaporation, over-extraction from underground/from rivers • drought which could become longer and cause further desertification • soil erosion caused by over-grazing by animals (and can include crop farming). <p>Credit synoptic knowledge from other topics in Unit 1, e.g. threats to special landscapes, to rare animal or plant species.</p>

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	States at least one simply-stated challenge without detail e.g. 'There won't be much rain'. Points (or specific criteria) may be 'lifted' straight out of the Resource Booklet without comment. No proper explanation why these constitute a challenge. Basic use of geographical terminology and weak structure; spelling, punctuation and grammar weak or inaccurate.
Level 2	3-4	Describes at least two challenges; at least one with developed statements, e.g. 'Soils might get worse if there's more drought'. Resource Booklet used but also some imported knowledge and understanding from Units 1 and 2. A little explanation but largely asserted. Clearly communicated with a limited but accurate use of geographical terminology, a clear structure but some errors in spelling, punctuation and grammar.
Level 3	5-6	Describes several challenges; at least two with developed statements, e.g. 'Soils might get worse if there's more drought', 'Groundwater levels will decline'. Resource Booklet used well with useful imported knowledge and understanding from Units 1 and 2. Explanation makes obvious links between climate change and the 'challenges'. Well communicated with an accurate use of extensive geographical terminology, a good structure with few errors in spelling, punctuation and grammar.

Question Number	Correct Answer	Acceptable answer	Marks
5(b)	<p>Answered through Figure 5(c).</p> <ul style="list-style-type: none"> Some areas have more rainfall (1), identifies those areas from map (1). Other areas have less (1), identifies those areas from map (1). Overgrazing (1), explanation of process(1). <p>Expect two reasons for three marks, one with an extension to basic point.</p>	<p>From Unit 1 and 2 knowledge and understanding.</p> <ul style="list-style-type: none"> Because of bad farming practices (other than overgrazing) (1), example or detail of same - monoculture/ploughing techniques. Lack of knowledge of 'correct farming techniques (1), example of same (1). 	2 + 1

Question Number	Indicative content		
<p>*6 QWC i-ii-iii</p>	<p>Candidates will use the Resource Booklet and their knowledge and understanding from Units 1 and 2.</p> <p>All three options offer plenty of room for discussion. Any of the options could be considered; there are no 'loss leaders'. Opting for 1 might address economic and demographic challenges but exacerbate environmental issues. Opting for 3 might address environmental issues but raise considerable economic (and political) issues.</p> <p>Broadly, decide levels as follows.</p> <ul style="list-style-type: none"> • Simple, undeveloped statements are limited to Level 1, e.g. 'Option 1 might lead to more jobs'. Level 1 also applies to a single, developed point without further comment. • Developed statements start the road to Level 2/3. A single, well-developed point can be Level 2 for 3 marks, e.g. 'Option 2 might help to put less pressure on water, which means less pumping of underground water, and could even lead to better supplies'. • An answer can reach the top of Level 3 using three developed points (e.g. from the factors below). Exceptionally, two well-developed points can take a response to the top of Level 3 irrespective of the third point. 		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Advantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • It gives economic growth by providing labour for expanding key industries such as mining and agriculture. • It is easy to manage as it allows present policies to develop further. • It helps the ageing population problem. • It allows all Australians to benefit from expansion of economic growth, creating jobs in the tertiary sector • Technology could solve some of Australia's problems which might prevent growth, e.g. desalination for water supply. • Increased trade might pay for improving environmental problems. <p>Advantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • It admits that there are environmental problems that will have to be dealt with. • It prevents the kind of growth that would create further environmental issues, e.g. shortages of water or further soil erosion. </td> <td style="width: 50%; vertical-align: top;"> <p>Disadvantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • Environmental destruction arising from expansion of key industries, e.g. mining and agriculture. • Might be difficult to sell politically if the population keeps on rising. • It is built on economic growth in the rest of the world and is dependent on countries buying Australian iron ore etc. • Fails to provide for solutions to problems which might prevent growth, e.g. declining water supply. • It may create shortages in housing or key services (with credit for examples, e.g. schools, health care). <p>Disadvantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • The solution to providing key workers might always be seen as coming from overseas, not developing home-grown talent. • It is built on economic growth in the rest of the world. • Politically, present immigration policies are not always accepted. </td> </tr> </table>	<p>Advantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • It gives economic growth by providing labour for expanding key industries such as mining and agriculture. • It is easy to manage as it allows present policies to develop further. • It helps the ageing population problem. • It allows all Australians to benefit from expansion of economic growth, creating jobs in the tertiary sector • Technology could solve some of Australia's problems which might prevent growth, e.g. desalination for water supply. • Increased trade might pay for improving environmental problems. <p>Advantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • It admits that there are environmental problems that will have to be dealt with. • It prevents the kind of growth that would create further environmental issues, e.g. shortages of water or further soil erosion. 	<p>Disadvantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • Environmental destruction arising from expansion of key industries, e.g. mining and agriculture. • Might be difficult to sell politically if the population keeps on rising. • It is built on economic growth in the rest of the world and is dependent on countries buying Australian iron ore etc. • Fails to provide for solutions to problems which might prevent growth, e.g. declining water supply. • It may create shortages in housing or key services (with credit for examples, e.g. schools, health care). <p>Disadvantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • The solution to providing key workers might always be seen as coming from overseas, not developing home-grown talent. • It is built on economic growth in the rest of the world. • Politically, present immigration policies are not always accepted.
<p>Advantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • It gives economic growth by providing labour for expanding key industries such as mining and agriculture. • It is easy to manage as it allows present policies to develop further. • It helps the ageing population problem. • It allows all Australians to benefit from expansion of economic growth, creating jobs in the tertiary sector • Technology could solve some of Australia's problems which might prevent growth, e.g. desalination for water supply. • Increased trade might pay for improving environmental problems. <p>Advantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • It admits that there are environmental problems that will have to be dealt with. • It prevents the kind of growth that would create further environmental issues, e.g. shortages of water or further soil erosion. 	<p>Disadvantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • Environmental destruction arising from expansion of key industries, e.g. mining and agriculture. • Might be difficult to sell politically if the population keeps on rising. • It is built on economic growth in the rest of the world and is dependent on countries buying Australian iron ore etc. • Fails to provide for solutions to problems which might prevent growth, e.g. declining water supply. • It may create shortages in housing or key services (with credit for examples, e.g. schools, health care). <p>Disadvantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • The solution to providing key workers might always be seen as coming from overseas, not developing home-grown talent. • It is built on economic growth in the rest of the world. • Politically, present immigration policies are not always accepted. 		

	<ul style="list-style-type: none"> • It allows more sustainable growth in the economy, e.g. in mining, without such serious impacts. • It takes poor quality land out of farming (which ought not to have been used anyway). <p>Advantages of Option 3 include the following.</p> <ul style="list-style-type: none"> • Has the greatest value in protecting the environment from development. • Places the environment at the top of the list even if it prevents maximum economic growth. • Could allow more economically and socially sustainable development or even a lead for the rest of the world. • It takes poor quality land out of farming (which ought not to have been used anyway). 	<ul style="list-style-type: none"> • Some environmental destruction is likely to continue. • Doesn't really encourage any resolution of environmental problems, e.g. soil erosion, or groundwater shortages. <p>Disadvantages of Option 3 include the following.</p> <ul style="list-style-type: none"> • Environmental problems might be seen to dominate and slow down economic growth. • Slow economic growth could cause unemployment. • It may create funding problems with an ageing population. • It limits economic growth through creating shortages of skilled workers. • It spares groundwater and soil quality but this might prevent expansion in farming. • It would slow down the mining industry.
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	States at least one simply-stated advantage and disadvantage but these are described without detail, e.g. 'Option 1 will bring more jobs'. Points may be 'lifted' straight out of the Resource Booklet, without comment. No obvious explanation of why this is beneficial for either people or the environment. Basic use of geographical terminology and weak structure.
Level 2	4-6	Sound description of at least two advantages and disadvantages using evidence to develop statements, e.g. 'Option 2 might help to put less pressure on water, which means less pumping of underground water'. Clear attempt to explain impact on either people or environment importing a little knowledge and understanding from Units 1 and 2. Clearly communicated with a limited but accurate use of geographical terminology, a clear structure.
Level 3	7-9	Good description of at least two advantages and disadvantages, using evidence to develop statements fully, e.g. 'Option 2 might help to put less pressure on water, which means less pumping of underground water and so less risk for future populations'. Strong attempt to explain impact on either people or environment, importing good knowledge and understanding from Units 1 and 2. Well communicated with an accurate use of geographical terminology, a good structure.

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

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Geography B

Unit 3: Making Geographical Decisions

Higher Tier

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5GB3F/01

You must have:

Pre-released Resource Booklet

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** the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

Turn over ►

S43572A

©2012 Pearson Education Ltd.



PEARSON

Answer ALL questions.

1 Study Section 1 (pages 2 and 3) in the Resource Booklet and answer the following questions.

(a) Describe Australia's population growth between 1951 and 2011.

(3)

.....

.....

.....

.....

.....

.....

.....

(b) Outline **one** reason why the Australian government might use:

(i) pro-natalist policies

(2)

.....

.....

.....

.....

(ii) immigration skills tests

(2)

.....

.....

.....

.....

(c) Outline why an ageing population poses challenges for Australia.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 1 = 11 marks)

2 Study Section 2 (page 4) in the Resource Booklet and answer the following questions.

(a) Identify **two** pieces of evidence to show that Australia is typical of a highly developed country.

(2)

1

.....

2

.....

(b) Describe **one** piece of evidence from either Section 1 or 2 that shows that Australia is **not** typical of a highly developed country.

(2)

.....

.....

.....

.....

(Total for Question 2 = 4 marks)

3 Study Section 3 of the Resource Booklet (pages 6 and 7) and answer the following questions.

(a) Describe the differences in vegetation shown in the Photographs of the three locations (A, B and C).

(3)

.....

.....

.....

.....

.....

.....

(b) Suggest reasons for the differences in vegetation.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 7 marks)

4 Study Section 4 (page 8) in the Resource Booklet and answer the following questions.

(a) Suggest reasons why all Australia's largest cities are on the coast.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* (b) Explain the challenges faced by people living in central Australia.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 10 marks)

Spelling, punctuation and grammar will be assessed in your answer to this question.

***6** Study the four options for the Australian government shown below.

Option 1: Expand Australia's population rapidly.

Target population: 40 million by 2050

Option 2: Expand Australia's population slowly.

Target population: 25 million by 2050

Option 3: Reduce Australia's population slowly.

Target population: 17–18 million by 2050

Option 4: Reduce Australia's population rapidly.

Target population: 14–15 million by 2050

Select **one** option you think would be the best for the people and environment of Australia.

- Justify your choice.
- Use information from the **Resource Booklet** and your knowledge from **Units 1 and 2** to support your answer.

Chosen option

(12)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Sample Mark Scheme

Unit 3H: Making Geographical Decisions

Question Number	Correct Answer	Marks
1(a)	It rose (1) in every period (1) at varying rates (1) data to support any one point (1).	3

Question Number	Correct Answer	Acceptable answers	Marks
1(b)	<p>Pro-natalist policies Any of the following.</p> <ul style="list-style-type: none"> To increase the number of births (1) because of ageing population (1). To increase fertility rate (because it is too low) (1) as above - ageing issue (1). To prevent/reduce an ageing population (1) /reduce the average age of the population (1). To increase the population naturally rather than by immigration (1) because that may cause tensions (1). <p>Immigration skills tests Any of the following.</p> <ul style="list-style-type: none"> To meet job/skill shortages (1) plus 1 if developed with example, e.g. in mining. To fill essential posts (1) plus 1 if developed with an example, e.g. doctors. To guarantee everyone could speak (for example) English (1) plus 1 if developed with an example, e.g. 'as it's an English-speaking country'. To attract young people/families (1) plus 1 if developed with an example, e.g. 'To increase the birth rate'/'So they'll have children'. <p>One mark for each correct point plus one mark for development of the point.</p>	Because a growing population will cause economic growth (1) by stimulating invention/innovation (1).	4 (2 x 2)

Question Number	Correct Answer	Reject	Marks
1(c)	<p>Any of the following.</p> <ul style="list-style-type: none"> • Increased costs of healthcare (1) plus 1 if developed with example, e.g. hospitals/ nursing care and/or particular conditions, e.g. dementia (1). • Need for housing (1) developed with example, e.g. sheltered or particular conditions, e.g. dementia (1). • Can be costly for the state, e.g. pensions or benefits (1). • Fewer working people (1) specify 'proportionately'/'increases dependency ratio and/or to support the elderly' (1). • Increase in longer-term serious disease (1), e.g. 'which are costly to treat' and/or example, e.g. heart conditions dementia (1). • Tax rates may have to increase (1), e.g. to pay for extra healthcare (1). <p>Allow basic point (1) followed by extension (1) x 2 or 3 basic points (3 x 1) with only one extended (+1).</p> <p>If just four basic points, limit to three marks.</p>	<p>'Society will get older.'</p> <p>'They can't work.'</p>	4

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
2 (a)	<p>Any of the following.</p> <ul style="list-style-type: none"> • Very high HDI (1). • High GDP per capita (1). • Low death rate (1). • Low birth rate (1). • High life expectancy (1). • Low infant mortality (1). • Low fertility rate/few children (1). • Low primary employment percentage (1). • High tertiary employment (1). <p>Plus other points on merit. One mark for each correct point.</p>	<ul style="list-style-type: none"> • GDP is higher than most countries (1). • Women live longer than men (1). • The people live a long time (1). • Family size is small (1). • Not many children die (1). • Typical secondary employment (1). 	<ul style="list-style-type: none"> • People earn a lot. • It has a good health service. • It exports minerals. • It exports lots of farm products. 	2 x 1

Question Number	Correct Answer	Acceptable Answers	Marks
2(b)	Accept any of: <ul style="list-style-type: none"> • exports (1) high proportion/half its overseas earnings are from mining and farming (1). • population (1) is increasing rapidly (1). One mark for basic point, one mark for development.	It imports large quantities of manufactured goods (1), e.g. machinery/ computers.	2

Question Number	Correct Answer	Reject	Marks
3(a)	Differences in woodland from tropical to grassland (1), detail from resources quoting evidence from photographs (1+1). Differences in grassland, becoming drier further inland (1), detail from resources quoting evidence from photographs (1+1). One mark for identification of difference, plus up to two marks for detail drawing on the three photographs. Candidates must describe at least one difference to be awarded full marks, using comparative language as in more/less. Three unconnected statements - award maximum two marks.	Explanations. Differences in relief.	3

Question Number	Correct Answer	Reject	Marks
3(b)	<p>Answer likely to depend on the Resource Booklet and also Unit 1 knowledge and understanding of biomes.</p> <ul style="list-style-type: none"> • Higher rainfall close to the coast/less rainfall inland (1) rain-bearing winds from the Pacific/the east (1) ‘means trees can survive’ or grassland more common (1) as they need more water (1). • Higher temperatures inland (1) so more moisture loss (1), so more grassland towards interior (1). <p>Example - ‘It is wetter around the coast than the interior (1) because that’s where the winds come from’ (1).</p> <p>Also allow:</p> <ul style="list-style-type: none"> • The effect of relief over the mountains/ highland/Great Dividing Range (1). • Rain shadow effect inland (1), creating dry interior (1). <p>Plus other relevant explanations on merit.</p> <p>Allow basic point (1) followed by extension (1) x 2 or 3 basic points (3 x 1)with only one extended (+1).</p> <p>If just four basic points, limit to three marks.</p>	Generalised and un-located points- ‘in some parts it’s too dry’/‘in some places it’s too dry for trees’.	4

Question Number	Acceptable Answers	Reject	Marks
4(a)	<p>Accept any of the following from both the Resource Booklet and Unit 1 and 2 knowledge and understanding.</p> <ul style="list-style-type: none"> • Attraction of coastal lifestyle (1), attracting migrants (1). • Less extreme/cooler climate (1). Details/data or reasons related to specific locations (1). • Found in areas where rainfall is highest (1), water is easily available for farming/industry (1). • Historical reasons (1), e.g. cities are where settlers landed (1). • Development around ports/trade overseas (1), extension as in 'so there's more jobs' (1). <p>Plus other points on merit.</p> <p>Allow basic point (1) followed by extension (1) x 2 or 3 basic points (3 x1) with only one extended (+1).</p> <p>If just four basic points, limit to 3 marks.</p>	<p>Generalised comments, e.g. 'There's not much inland'.</p>	4

Question Number	Indicative content	
*4 (b) QWC i-ii-iii	<p>Answers are likely to focus on some of the following drawn from both the Resource Booklet and candidates' own knowledge and understanding of Unit 1 and 2 material.</p> <p>Challenges are likely to be environmental but also economic and demographic or social.</p> <ul style="list-style-type: none"> • Low rainfall makes economic development difficult, e.g. farming or obtaining water with a stated purpose, such as for drinking, irrigation. • Desert or semi-desert soils, e.g. which cannot retain moisture or lack fertility. • Physical extremes of heat which can get as high as 45-50 degrees Celsius or can cause human survival problems, e.g. heatstroke. • Huge distances and settlements sparse, therefore difficult to obtain services and supplies. • Lack of services caused by low density of the population, e.g. schools or healthcare. • Limited employment opportunities lacking range and number of jobs. • Outmigration of young, creating unbalanced populations. • Few roads or railways, making access difficult. <p>High-quality answers will develop points (shown in bold) and explore geographical relationships, e.g. 'Rainfall is low so it would be difficult to farm crops to survive and therefore income would be difficult to earn'.</p> <p>One point developed well can take a candidate into Level 2/3. Look for a wider range of points to go to four marks or higher.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Makes one or two simple statements about challenges of survival in central Australia. Limited evidence which is largely generic. No linkage with why these are challenges. Lacks structure, very limited use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Describes at least two challenges in central Australia. Evidence drawn from the Resource Booklet and some indication of other knowledge and understanding. Some asserted linkage 'explaining' why these are challenges to people. Some structure, clear use of a number of geographical terminology; some errors in spelling, punctuation and grammar.
Level 3	5-6	Describes several challenges in central Australia with a range of human and physical challenges. Evidence drawn from the Resource Booklet and strong indication of other knowledge and understanding. Good explanation of why these are challenges to people. Clear structure, good use of a wide range of geographical terminology; very few errors in spelling, punctuation and grammar.

Question Number	Indicative content	
*5 QWC i-ii-iii	<p>This answer should suggest and explain possible ways in which climate change might impact negatively on the three issues in Section 5, i.e. water, soil usage, and desertification. Answers will draw on the Resource Booklet and knowledge and understanding from both Units 1 and 2.</p> <p>Two viewpoints could emerge:</p> <ul style="list-style-type: none"> • that climate change will make matters more severe in areas already affected, e.g. in terms of drought • that climate change will increase the range of impact on regions previously unaffected or lightly affected. <p>If pursuing a pathway that climate change would result in increased temperatures and drought, the best answers will see the implications of further economic development in a country already short of water, whose environments are special and under pressure, and whose soils are generally fragile and poor quality.</p> <p>If pursuing a pathway suggesting that climate change would result in increased storminess, and even rainfall totals, the best answers will see the negative implications of storms on soil erosion.</p> <p>Guidance for markers Some problems may be especially vulnerable to climate change, e.g.:</p> <ul style="list-style-type: none"> • land degradation (e.g. soil erosion) and increased desertification • water, either in terms of quantity (i.e. shortages caused by drought) or quality (candidates may bring in synoptic information here) • water shortages caused by over-extraction of ground sources/ rivers. <p>High-quality answers will develop points (shown in bold) and explore geographical relationships, e.g. ‘Climate change could lead to greater demand for water, which will lead to more pumping from underground, and could lead to severe water shortages’.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Makes one or two simple statements about climate change with no development or data. Limited and generic statements about impact on environment. No explanation linking climate change with its impact. Lacks structure, very limited use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Describes at least two aspects of climate change with a little supportive data. Evidence drawn from the Resource Booklet and some indication of other knowledge and understanding. Some asserted linkage ‘explaining’ how climate change increases environmental problems. Clear use of a limited range of geographical terminology; some errors in spelling, punctuation and grammar.
Level 3	5-6	Describes several aspects of climate change with good supportive data. Evidence drawn from the Resource Booklet and strong use of other knowledge and understanding. Good explanation of how the environment is impacted negatively. Clear structure, good use of a wide range of geographical terminology; very few errors in spelling, punctuation and grammar.

Question Number	Indicative content
<p>*6 QWC i-ii-iii</p>	<p>Expect candidates to draw on the Resource Booklet and knowledge and understanding from Units 1 and 2. Command is 'justify' so expect arguments and, at the top, counter arguments that also recognise the merits of other options. All three options offer plenty of room for discussion. Any option could be considered. Broadly speaking, the battleground is between economic and environmental sustainability.</p> <p>Guidance for markers</p> <p>Benefits for Option 1 include the following.</p> <ul style="list-style-type: none"> • It provides the most employment and economic growth by expanding key industries, e.g. mining, agriculture. • It is easy as it allows present policies to continue or increase. • It offers potential prosperity by offering employment in key areas of the economy. • It allows Australia to benefit from expansion of economic growth in, e.g. China and India by supplying, e.g. iron ore. • Technology can solve some of Australia's problems that might prevent growth, e.g. desalination for water supply. <p>Costs for Option 1 include the following.</p> <ul style="list-style-type: none"> • Potentially greater demand for water, over-use of soils, pressure on grassland and desert environments, with potential expansion of desertification. • More rapid use of resources. • Greater vulnerability to climate change. • Possible social changes through high rates of immigration. • Greater risks of depression in times of economic difficulty. <p>Benefits for Option 2 include the following.</p> <ul style="list-style-type: none"> • It provides employment by allowing (skills-based) migration to continue to supply key workers to industries such as mining and agriculture. • It is easy as it allows present policies to continue. • It offers prosperity by developing employment in key areas of the economy but at a slower rate that could take account of the environment. • It allows Australia to gain some benefit from expansion of economic growth in China and India. • Technology can solve some of the problems that might prevent growth, e.g. desalination for water supply, but at the same time slow down land degradation or other environmental issues, e.g. extraction of underground water. <p>Costs for Option 2 include the following.</p> <ul style="list-style-type: none"> • Present policies could still place pressure on demand for water, on soils, and on grassland and desert environments, with potential expansion of desertification. • Potential vulnerability to climate change. • Possible social changes through high rates of immigration. • Increased risks of depression in times of economic difficulty. <p>Benefits for Option 3 include the following.</p> <ul style="list-style-type: none"> • It relieves pressure on environmental problems that will have to be dealt with sooner or later. • It prevents the kind of growth that would create further environmental issues, e.g. shortages of water or further desertification. • It allows slower, and therefore more sustainable, growth in the economy, e.g. in farming without such serious impacts.

Costs of Option 3 include the following.

- Lack of economic growth because of skills shortages.
- Lack of economic development because of labour shortages.
- Ageing population leading to decline of economic and/or social innovation and invention.

Benefits for Option 4 include the following.

- Rapid decline in pressure on environmental problems that will have to be dealt with sooner or later.
- It prevents the kind of growth that would create further environmental issues, e.g. shortages of water or further desertification, perhaps reversing trends in some areas.
- It allows slower, and therefore more sustainable, growth in the economy, e.g. in farming without such serious impacts.

Costs of Option 4 include the following.

- Severe lack of economic growth because of skills shortages.
- High risk of lack of economic development because of labour shortages.
- Rapidly, ageing population leading to steep decline of economic and/or social innovation and invention.

High-quality answers will develop points (shown in bold) and explore geographical relationships, e.g. ‘Option 2 helps to maintain economic growth by attracting skilled migrants to Australia, helping farming to develop and increasing Australia’s exports and wealth’.

One well-developed point on its own takes a candidate to the top of Level 1 - three to four marks. Look for a wider range of points to go to four marks or higher. A marginal Level 3 answer will normally develop a minimum of three points well. Level 3 can also be achieved through a wide overview that links several problems together, e.g. population pressure, linked to farming, linked to land clearance and water supply, linked to desertification.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-4	Makes a few basic statements asserting reasons for choice, described with some evidence presented although often at a generic level. Some sound points made largely based on Resource Booklet. Limited reference to other options. Some structure, with generally sound use of geographical terminology.
Level 2	5-8	Describes at least two positive aspects of chosen option with a good range of detail, supported by the relevant use of data. Limited counter-argument. Evidence drawn from the Resource Booklet and some clear use of other knowledge and understanding from Unit 1 and 2. Some reference to other options. Clear use of geographical terminology.
Level 3	9-12	Justifies choice by describing several positive aspects of chosen option with good supportive data and also addressing potential drawbacks. Evidence drawn from the Resource Booklet and strong use of other knowledge and understanding from Unit 1 and 2. Clear debate about the other options. Excellent structure, good use of a wide range 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	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Edexcel GCSE

Geography B

Unit 3: Making Geographical Decisions

Paper 3F and 3H

Sample Assessment Material
Resource Booklet

Paper Reference
5GB3F/01
5GB3H/01

Do not return the Resource Booklet with the question paper

Instructions

- Read the information on the problem on page 2 first.
- You are advised not to write for the first 30 minutes, read and make pencil notes only during this time.
- When reading, make links with other topics you have studied in Unit 1 (e.g. Water World and Changing Climate) and Unit 2 (e.g. Population Dynamics and Development Dilemmas).

Turn over ►

S43573A

©2012 Pearson Education Ltd.

4/



PEARSON

Information on the problem.

The problem:

How large should Australia's population be?

- Some people and organisations think that Australia's population should increase.
- Others believe that its population should stay the same or even be reduced.
- The government of Australia must make a decision about the future.

Section 1 – Australia's population

Year	Population (millions of people)
1951	8.4
1961	10.5
1971	13.0
1981	14.9
1991	17.2
2001	19.5
2011	22.5

Figure 1a – Australia's population 1951–2011 in millions

- Australia's population is increasing rapidly, by nearly 300,000 people per year.
- Half the increase comes from natural increase and the other half from immigration.
- Australia's population is also ageing.
- Australia controls immigration using skills tests.

Figure 1b – Key facts about Australia's population

Person 1

Malcolm Fraser (Australian Prime Minister 1975–83)

"If we think we can keep Australia's population at 18 or 20 million people, then we are wrong. We need people to drive our economic growth! Australia's population has grown 2½ times since 1945. There is no reason why we can't grow another 2½ times by 2050."

Person 2

Tim Flannery (an Australian who writes about Australia's environment)

"The population of an area should not exceed the carrying capacity of the land. Australia should have a population target of 6–12 million."

Person 3

Jeff Kennett (former Prime Minister of the Australian state of Victoria)

"Australia has an ageing population. Without young immigrants, our population will get older and there will be fewer to pay for care of the elderly. We must increase immigration."

People have different opinions about how many people Australia can cope with in the future.

Figure 1c – Three views on Australia's population

Section 2 – How developed is Australia?

Human Development Index (HDI)	0.97
Life expectancy (years)	Men = 78 Women = 83
Birth rate (births per 1000/yr)	12.5
Death rate (deaths per 1000/yr)	6.7
Average number of children per household	1.9
Infant mortality rate (per 1000 live births/yr)	4.6

Figure 2a – Population and health information, 2009

GDP per person	US\$ 38,100
Employment by sector	Primary 3.6 % Secondary 21.1 % Tertiary 75.3 %
Exports to other countries	Minerals such as iron ore (the biggest export) and gold. Agricultural produce such as meat and wool. Machinery.
Imports from other countries	Machinery and transport equipment. Computers and office machines. Telephone equipment. Crude oil.
<ul style="list-style-type: none"> • Australia has many minerals, including the world's largest reserves of iron ore. • Half of Australia's overseas earnings come from mining and farming. 	

Figure 2b – Economic information, 2009

INTENTIONALLY BLANK – PLEASE TURN OVER.

Section 3 – Australia’s climate and vegetation

Australia is one of the world’s driest countries. Much of it is desert and semi-desert.

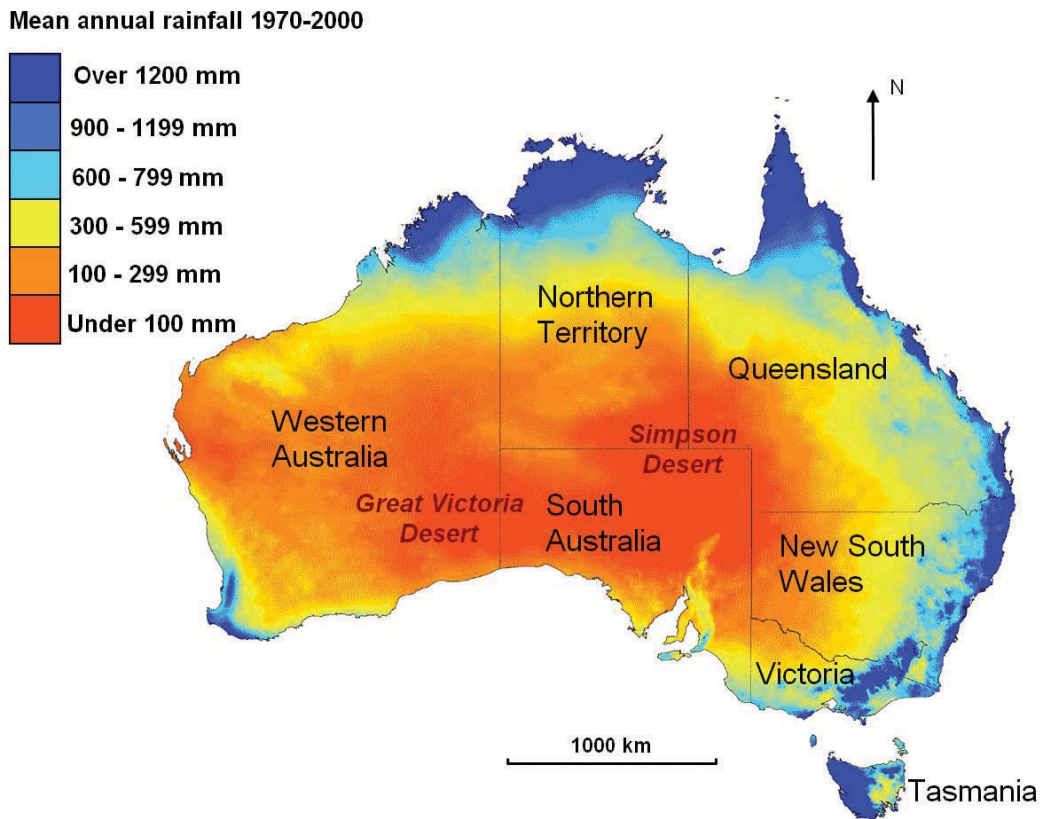


Figure 3a – Rainfall distribution in Australia

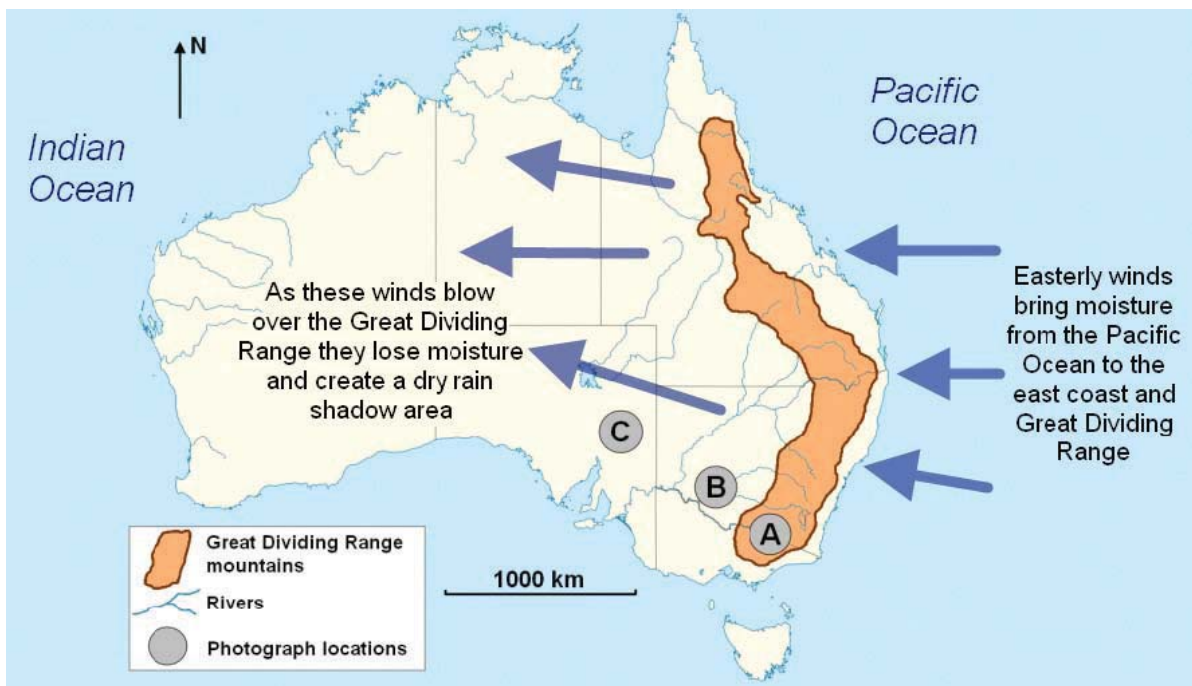


Figure 3b – The Great Dividing Range and other physical features

The photographs below were taken at photograph locations A, B and C. The locations are shown on Figure 3b.



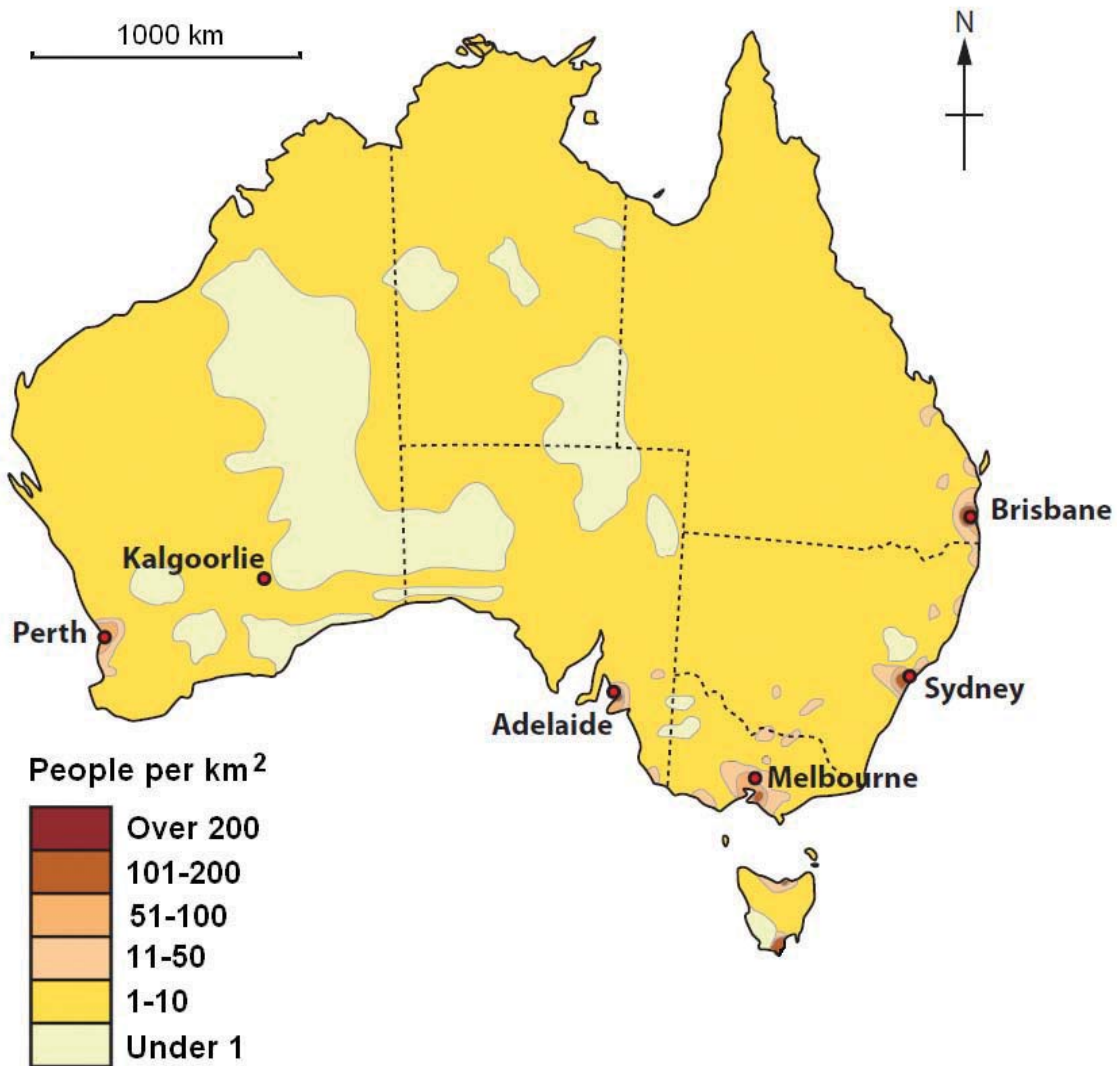
Photograph A (taken in the Great Dividing Range)

Photograph B



Photograph C

Section 4 – Australia’s population density and distribution



- 89% of the population live in urban areas, 70% of people live in the 5 biggest coastal cities shown which are growing fast whilst most rural areas are in decline.
- Australia’s average population density is less than 3 people per square km, it is one of the world’s most sparsely populated countries.
- Western Australia has the fastest growing population because of rapidly growing mining towns such as Kalgoorlie.

Figure 4 – Population density and distribution in Australia

Section 5 – Australia’s environmental problems

- Rainfall in Australia is unreliable and droughts are common.
- Inland, 94% of rainfall is lost through evaporation in the heat.
- Farming inland is difficult because water has to be pumped from underground.
- Supplies of water from underground are declining.

Figure 5a – Water problems

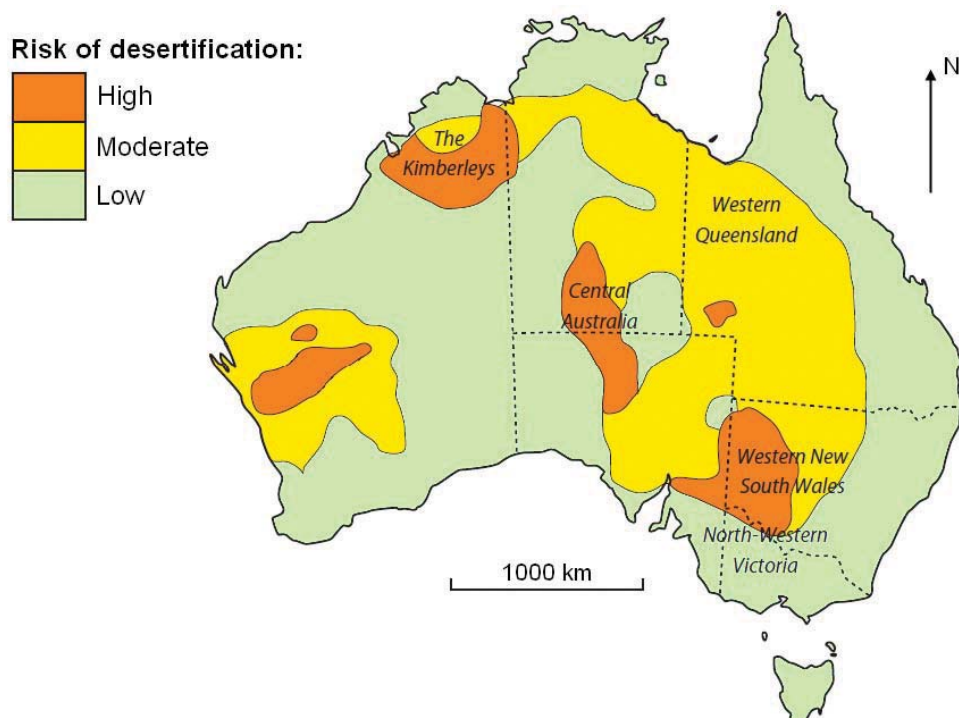
Most soil in Australia is of poor quality.

Stage 1: In dry periods cattle and sheep eat the grass faster than it grows, so it dies.

Stage 2: Soil is exposed, so rain erodes it into deep channels.



Figure 5b – Soil erosion in Australia grasslands



Note: 'Desertification' means when areas such as grasslands turn into desert.

Figure 5c – Desertification in Australia

BLANK PAGE

BLANK PAGE

BLANK PAGE

Edexcel GCSE

Geography B

Unit 4: Investigating Geography

Sample Assessment Material Controlled Assessment

Paper Reference

Valid from August 20x for submission May 20xx

5GB04/01

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 ►

W43574A

©2013 Pearson Education Ltd.

4/3



PEARSON

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

THEME: COASTAL ENVIRONMENTS–PHYSICAL PROCESSES

Task question 1: Investigate how coastal environments are shaped by rock type and structure.

THEME: COASTAL ENVIRONMENTS–CONFLICT AND MANAGEMENT

Task question 2: Investigate how approaches to coastal management schemes have both costs and benefits.

THEME: RIVER ENVIRONMENTS–PHYSICAL PROCESSES

Task question 3: Investigate the extent to which river landforms and channel shape vary downstream.

THEME: RIVER ENVIRONMENTS–FLOOD MANAGEMENT

Task question 4: Investigate the degree to which flooding is influenced by both physical and human factors.

THEME: RURAL/COUNTRYSIDE ENVIRONMENTS–PRESSURES INCLUDING TOURISM

Task question 5: Investigate some of the economic and environmental pressures that exist in rural areas.

THEME: RURAL/COUNTRYSIDE ENVIRONMENTS–FUTURES AND MANAGEMENT

Task question 6: Investigate how rural areas have used a variety of strategies to improve the quality of living spaces.

THEME: TOWN/CITY ENVIRONMENTS–SUSTAINABILITY AND ECO-FOOTPRINTS

Task question 7: Investigate the extent to which urban areas show great variety in quality of living space.

THEME: TOWN/CITY ENVIRONMENTS–CONTEMPORARY URBAN ISSUES

Task question 8: Investigate the success of different schemes in town centres/cities to improve urban living spaces.

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/gcse2012geographyb

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE
VAT Reg No GB 278 537121