

SECTION A

ANSWER BOTH QUESTIONS IN THIS SECTION

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blank*

A1. (a) Study Figure 1 in the Resource Book. It shows world population growth since 1750 and its possible growth to 2100.

(i) What was the total world population in 1800 and in 2000?

1800.....

2000.....

(2)

(ii) Cross out the **wrong** words in the following sentences:

World population grew **slowly/rapidly** from 1750 to 1950.

After 1950 it grew more **slowly/rapidly**.

It is expected to grow more **slowly/rapidly** after 2050,

when it will be **ten times/five times** greater than it was in 1750.

(2)

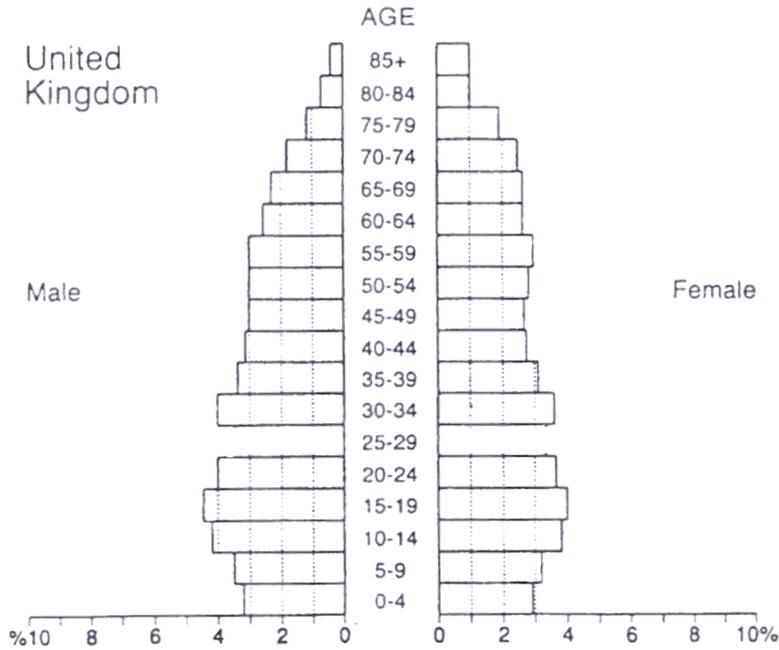
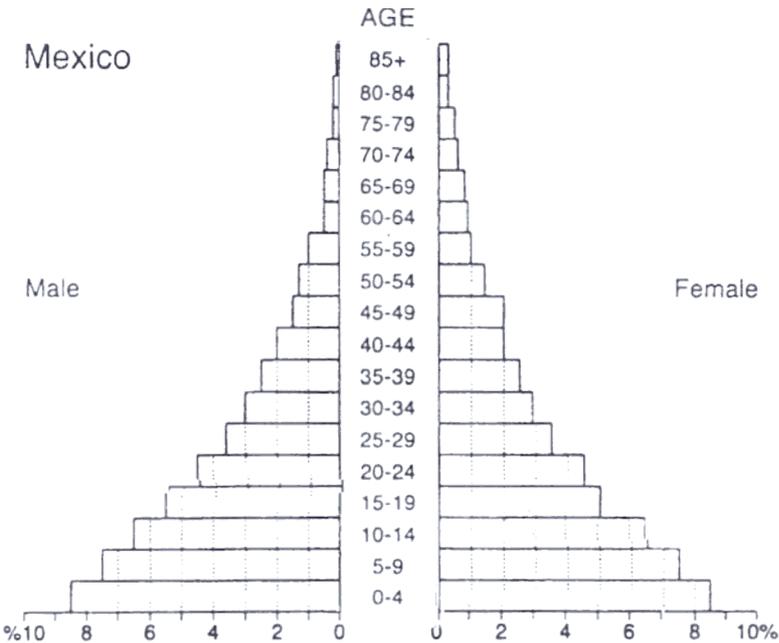
(iii) Figure 1 shows that LEDCs have grown much faster than MEDCs.
Suggest why.

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(3)

(b) Look at Figure 2 below. It shows the population structure of Mexico and the UK.

Leave blank



Each full square represents 1% of the total population

Figure 2

- (i) Complete the pyramid for the United Kingdom.
Use the data below.

Age Grouping	Male	Female
25 – 29	3.5	3.3

(2)

- (ii) What do the two pyramids suggest about the birth rate of each country?

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

(2)

- (iii) Suggest **two** factors which may cause a country to have a high death rate.

1.....
2.....

(2)

- (iv) The UK pyramid suggests an **ageing population**.
Why might this be a problem? Give **two** reasons.

1.....
.....
2.....
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(2)

(c) Look at Figure 3 below. It shows the reasons for population change.

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blank

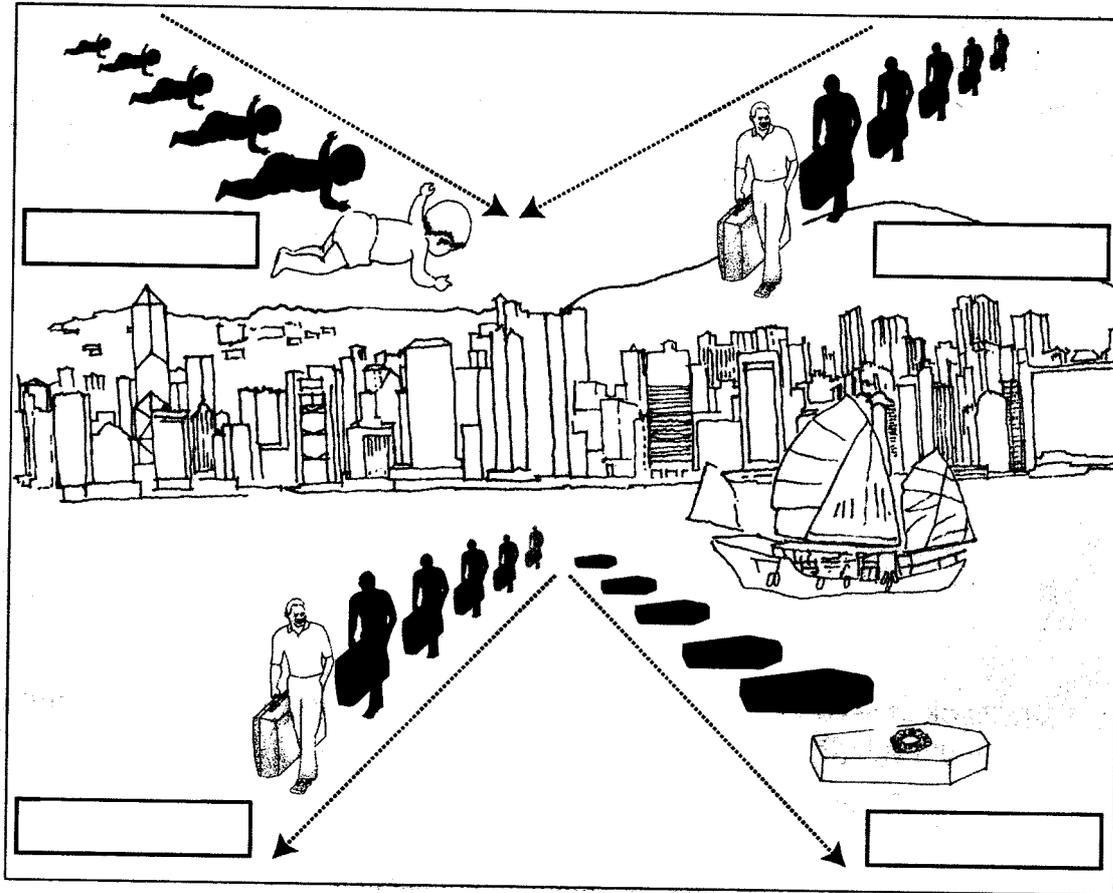


Figure 3

(i) Write these words in the correct boxes on Figure 3:

- immigrants
- emigrants
- birth rate
- death rate

(2)

Part (ii) begins on the next page

(ii) An MEDC in Europe is receiving a large number of migrant workers.
A government minister is in favour of this. Suggest why.

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.....
.....
.....(2)

(iii) Some people in the same MEDC disagree with the government minister.
Suggest why.

.....
.....
.....(2)

(d) For **either** a thermal energy source in an MEDC
or a small scale renewable project in an LEDC:

- Describe how energy is produced.
- What impact does this energy source have on the environment?
- In your opinion, how far is this a sustainable development? Give your reasons.

Study chosen:

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(9)

Total: 30 marks

End of Question 1

A2. Look at the 1:50,000 Ordnance Survey (OS) map of the area around Shoreham-by-Sea in Sussex.

- (a) Look at grid square 1711. Find the town of Steyning. Many tourists visit Steyning.

Give **two** reasons for this. Use map evidence.

1.....
.....

2.....
.....

(2)

- (b) There is a plan for a large new housing development in grid square 1812.

- (i) Find grid square 1812.

Cross out the wrong words in the following sentences.

The land is **steep/flat**.

The road going through the corner of the grid square is the **B2135/A283**.

The sewage works is in the **north/south** of the grid square.

There are already **many/a few** houses in this grid square.

(4)

- (ii) Many people would like to live in small towns or villages rather than in large urban areas.

Why do you think this is?

Give **three** reasons.

1.....
.....

2.....
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3.....
.....

(3)

(iii) Many people already living in small towns are against new housing being built.
Give reasons why.

.....
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.....

(2)

(c) Houses can be built on **brownfield sites**.

(i) What is a **brownfield site**?

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.....

(2)

(ii) Give one **advantage** and one **disadvantage** of a brownfield site.

Advantage

.....
.....

Disadvantage

.....
.....

(2)

(d) A developer wants to build an out-of-town shopping centre in Grid Square 1905.

(i) State **two** advantages of the site.

1.....
.....

2.....
.....

(2)

- (ii) Local people have different opinions about the shopping centre.
Complete the following table to show this.

Local Person	For/Against	Reason
Shopkeeper	Against	
School leaver	For	
Senior Citizen	For	
Senior Citizen	Against	

(4)

(e) Describe some of the traffic and waste problems found in cities

and

explain how these problems can be dealt with.

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(9)

Total: 30 marks

End of Question 2

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SECTION B

CHOOSE EITHER QUESTION B3 OR QUESTION B4

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blank*

B3. WATER

(a) Look at Figure 4 in the Resource Booklet.
It is a map, which shows part of the Narmada River Project, a water management scheme.

(i) How many dams have already been built?

.....

(1)

(ii) In which compass direction is the river flowing?

.....

(1)

(iii) State two ways that water reaches the irrigated areas.

1.....

2.....

(2)

Part (b) begins on the next page

(b) Look at Figure 5 in the Resource Booklet. It provides more information about the Narmada River Project.

(i) State two kinds of land likely to be flooded.

- 1.....
 - 2.....
- (1)**

(ii) Suggest three advantages this project may bring to people living in this part of India.

- 1.....
 - 2.....
 - 3.....
- (3)**

(c) (i) Downstream of the dam there may be increased erosion by the river. Why?

-
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 -
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- (2)**

(ii) 1.5 million people living in the Narmada Valley will be forced to move. Why is this?

-
 -
- (1)**

(iii) What other problems could there be for people living in the Narmada Valley?

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(3)

Part (d) begins on the next page

(d) Choose a river or lake which has been polluted.

- Describe the effects of the water pollution
- and**
- explain how people are dealing with this problem.

River or lake chosen :

Effects

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

How people are dealing with it

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(6)

Total: 20 marks

End of Question B3

B4. WEATHER AND CLIMATE

(a) Look at Figure 6 in the Resource Booklet. It gives some comments about acid rain.

The people listed below made the comments A, B and C.
Which person is most likely to have made each comment?
Write the **correct** letters in the boxes provided.

A scientist working for the Forestry Commission	
A member of the conservation group, Friends of the Earth	
A press officer for an electricity generating company	

(2)

(b) Study Figure 7 in the Resource Booklet. It is a map showing the world distribution of acid rain.

(i) Highly acidic rain falls in three areas.
Name **two** areas where highly acidic rain falls.

1.....

2.....

(2)

(ii) Look at Figure 7 again. Why do some areas have highly acidic rain?

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(4)

(c) Look at Figure 8 in the Resource Booklet. It shows the temperatures recorded in a British city on 21 January in the evening.

(i) What was the highest temperature recorded?

.....°C

(1)

(ii) Why was it warmest in that part of the city?

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

(2)

(iii) What was the lowest temperature recorded?

.....°C

(1)

(iv) Why was it coldest in that part of the city?

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(2)

(c) Many people are worried about **global warming**.

Explain why global warming is happening

and

describe what people are doing to reduce the risk of global warming.

Why global warming is happening

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What people are doing

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(6)

*Leave
blank*

Total: 20 marks

End of Question 4

SECTION C
ANSWER EITHER QUESTION C5 OR QUESTION C6

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blank*

C5. FARMING

(a) Look at Figure 9 in the Resource Booklet
It shows land use changes on a farm in Denmark between 1950 and 1995

(i) What was the main land use in:

- 1950
- 1995?

1950.....

1995.....

(2)

(ii) Name a crop that was grown in 1950 but not in 1995

.....

(1)

(b) (i) What change has taken place to the size of the fields since 1950?

.....

.....

(1)

(ii) **How** and **why** was the field size was changed?

.....

.....

.....

.....

(2)

(iii) Local conservationists were against this change.
Explain why.

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(2)

(c) The farmer kept dairy cattle on the farm in 1950. By 1995, no cattle were kept.

(i) State two changes in land use that suggest the farm no longer keeps cattle. Use figure 9.

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.....

(2)

(ii) Suggest why the farmer decided to stop keeping dairy cattle.

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(2)

(iii) The farmer now uses large amounts of chemical fertilisers for crop growing.
Explain how this may harm the environment.

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(2)

Leave blank

(d) Name an area you have studied where **either** deforestation **or** desertification has occurred.

Name of area.....

Deforestation or Desertification?

- Explain the problems that have been caused in your chosen area by deforestation or desertification

and

- describe what is being done to solve the problems.

Problems caused

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What is being done to solve them

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(6)

Total: 20 marks

End of Question C5

QUESTION C6

(a) Look at Figure 10 in the Resource Booklet.
It shows the number of visits to a National Park.

(i) Briefly describe the change in the number of visits shown on the graph.

.....
(1)

(ii) Suggest **two** reasons to explain this change.

1.....
.....
2.....
.....
(2)

(b) Look at Figure 11 in the Resource Booklet. It is a map a National Park on the Dutch coast.

(i) Give three facilities that have been provided in the National Park for visitors.
Use map evidence

1.....
2.....
3.....
(3)

(ii) Horse-riding is allowed in the park.
What map evidence shows this? (1)

(c) (i) Look at figure 11 again.

Find area X on the map.

People are only allowed to travel to area X on foot.

Suggest four reasons why travelling by car is not allowed there

*Leave
blank*

- 1.....
.....
- 2.....
.....
- 3.....
.....
- 4.....
.....

(4)

(ii) The public were asked what extra things they would like adding to the park.

Two suggestions were:

- 1. Motor-boat racing on the central lake
- 2. A laser zap zone in the woods

The park owners did not think either of these suggestions was suitable.

Choose ONE of them, and explain why the park owners rejected it

(3)

Chosen suggestion

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Part (d) begins on the next page

(d) **Ecotourism** is a growing industry in many parts of the world.

Name an LEDC you have studied where ecotourism has been successfully developed.

Name of LEDC.....

Describe

- the **attractions** of its natural environment for tourists
- and**
- how ecotourism benefits the environment and/or the local people.

Attractions

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Benefits

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(6)

Total: 20 marks

End of Paper

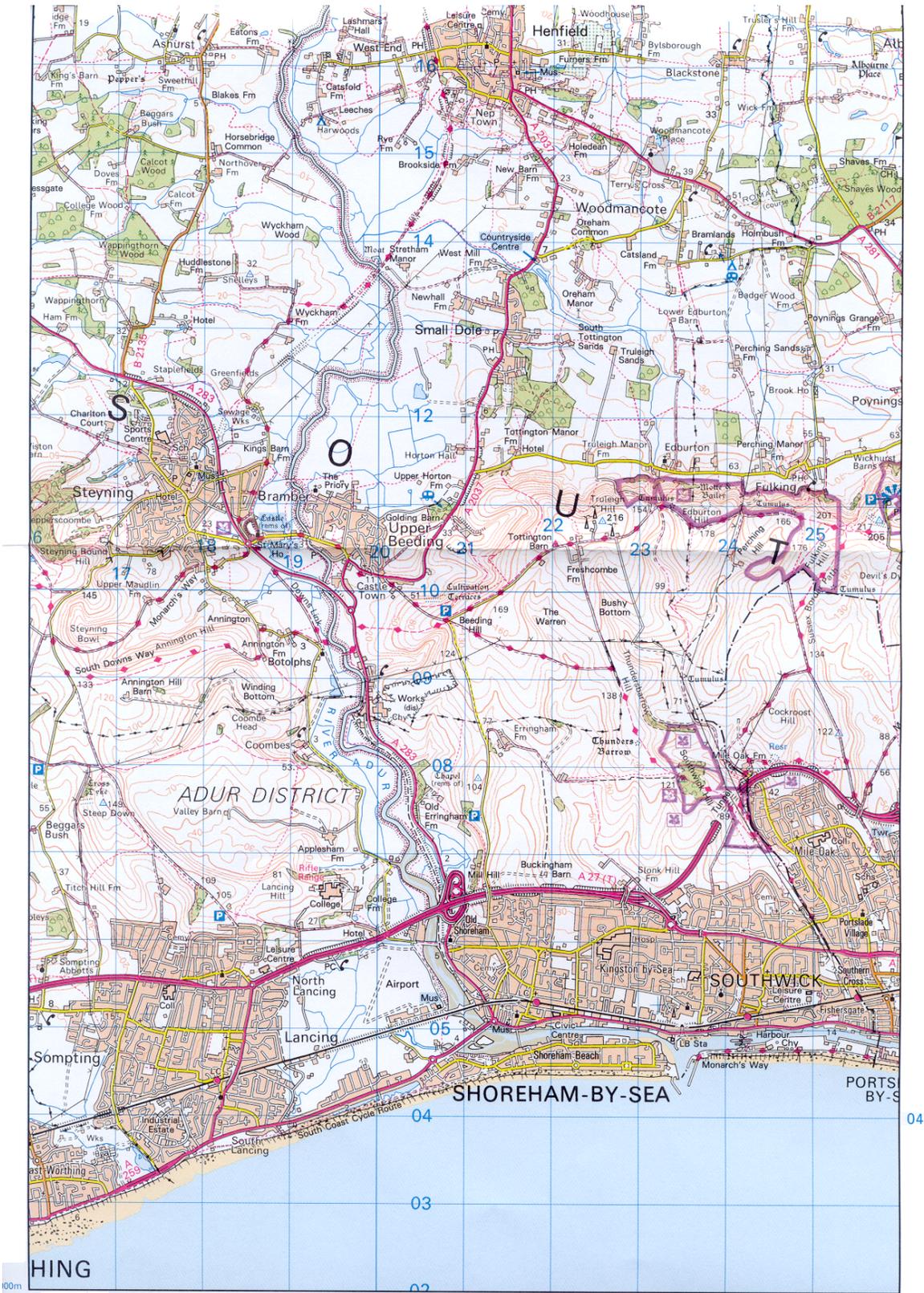
Paper
Reference
1313/2F

**Ordnance Survey
Map Extract**

Edexcel GCSE

Geography B

Paper 2F



Paper
Reference
1313/2F

Resource Booklet

Edexcel GCSE

Specimen Paper

Geography B

Paper 2F

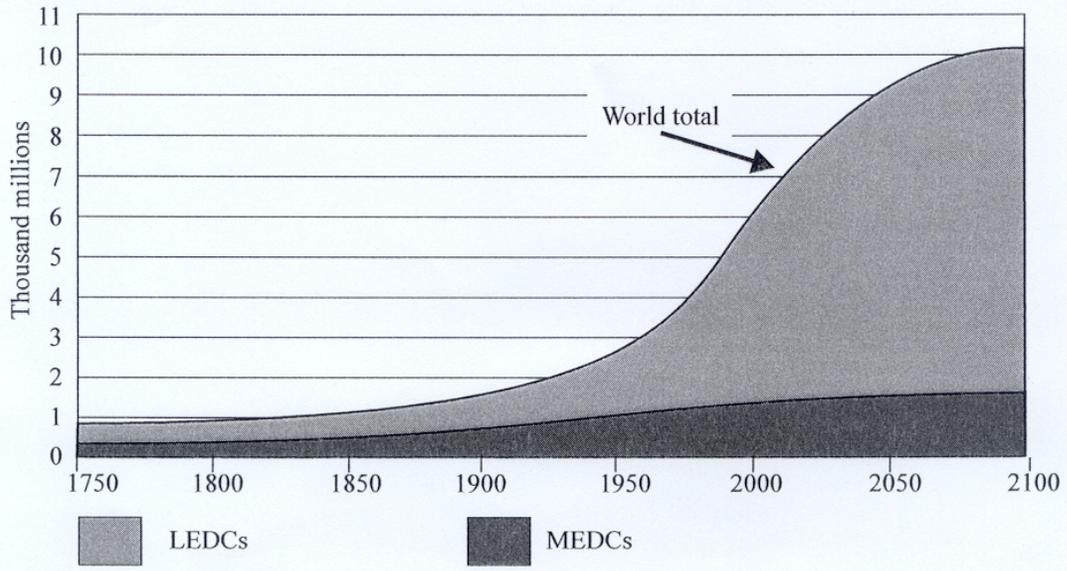


Figure 1

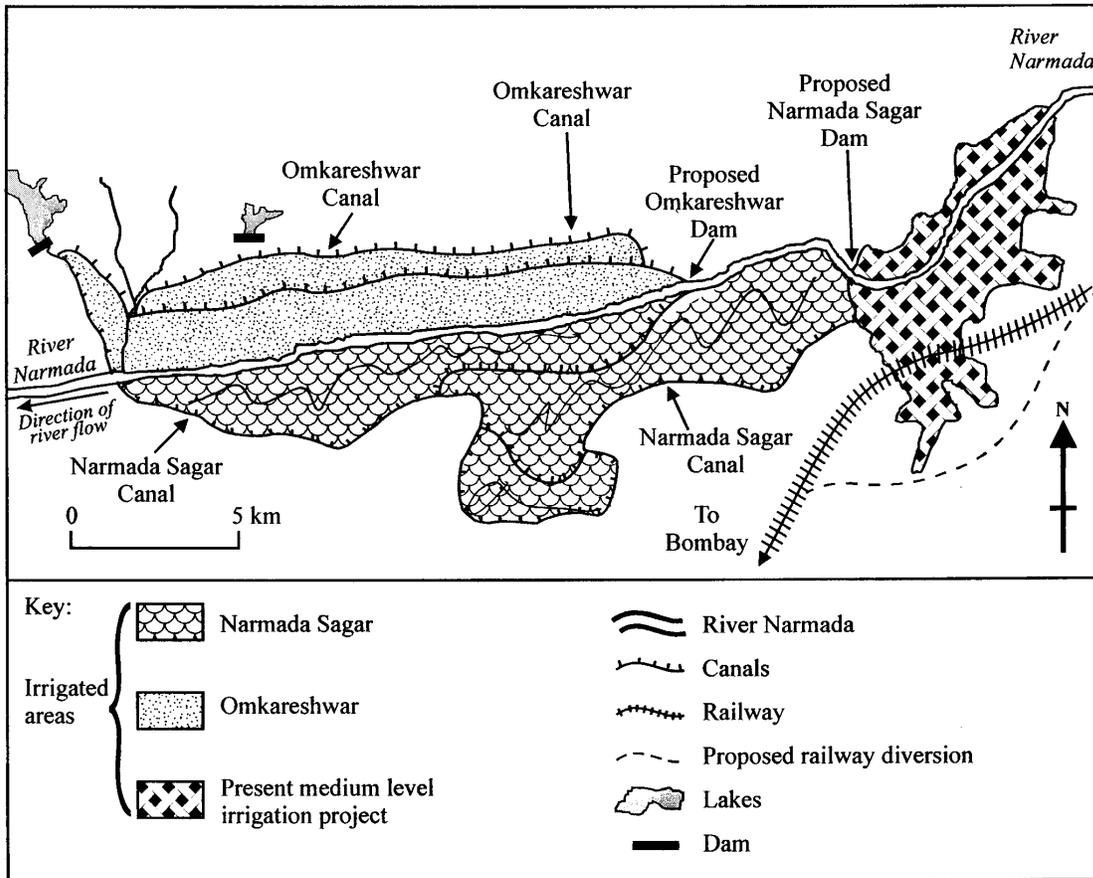


Figure 4: The Narmada Sagar Scheme

The Narmada River Project

- The whole project has 2 super dams, 30 large dams, 130 medium dams and 3,000 minor dams.
- 3,500 km² of forest and 600 km² of farmland will be flooded.
- 1.5 million people will be forced to move.
- The project will provide at least:
 - 75 billion litres of water daily
 - 11,000 km² of irrigated land
 - 1450 megawatts of electricity.

Figure 5

**International co-
operation is needed
if this pollution is to
be controlled**

A

**We need to know more
about the causes of acid
rain before the
government puts further
controls on our industry**

B

**My research shows ozone is
responsible for much of the
tree damage that acid rain
is supposed to have caused.**

C

Figure 6 – Some comments about acid rain

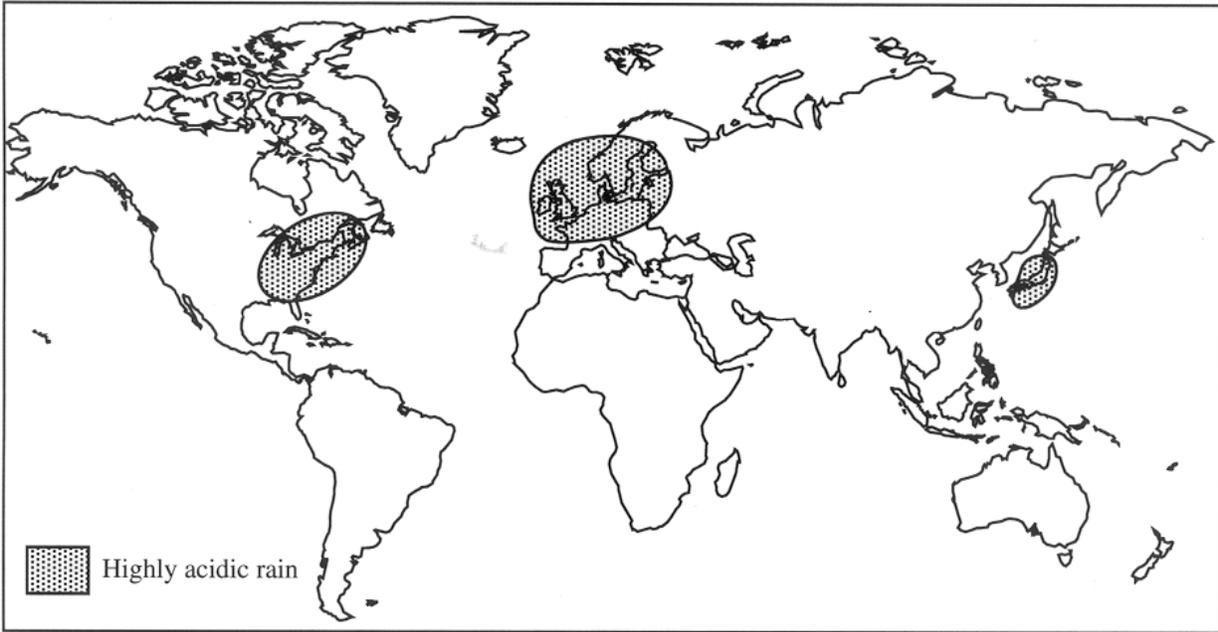


Figure 7 – The world distribution of highly acidic rain

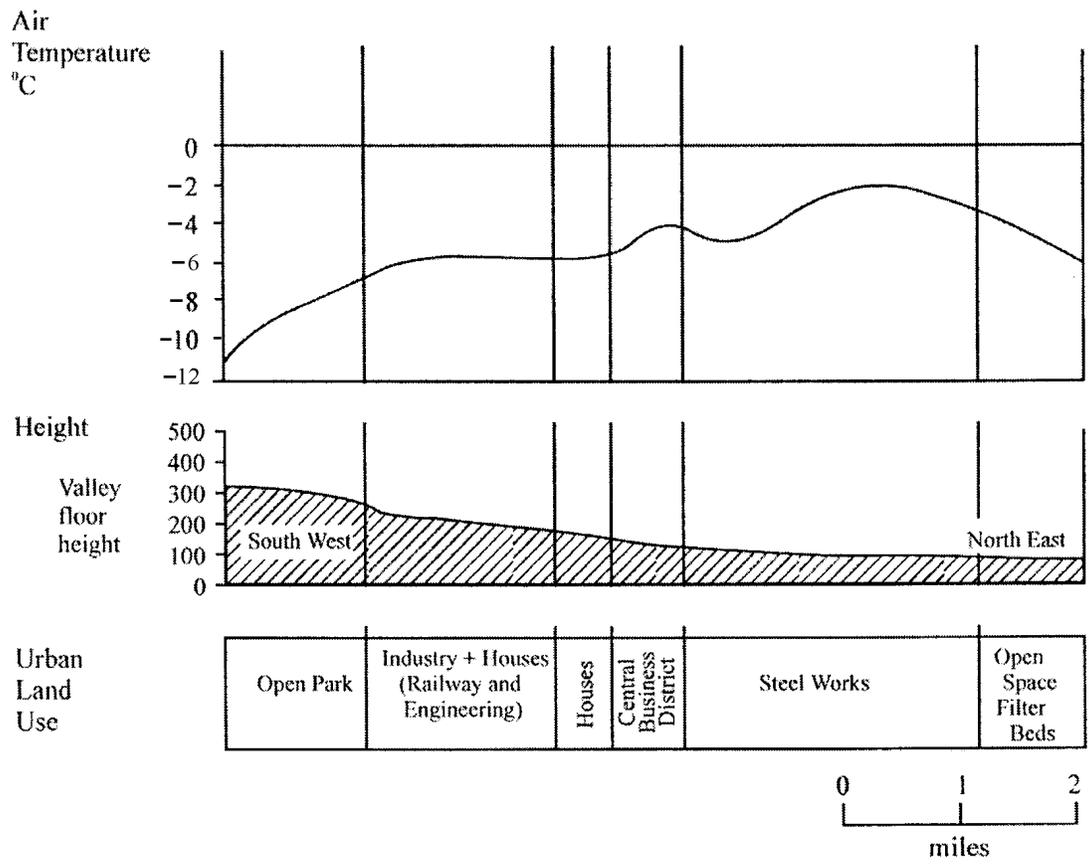
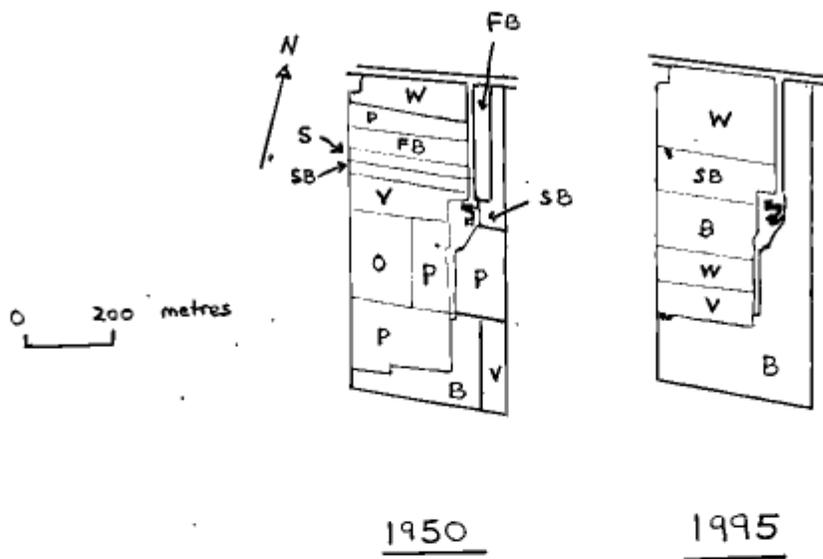


Figure 8



KEY

- ==== Road
- ▀ Farm building
- ▭ Field boundary (hedge)

- B Barley
- W Wheat
- O Oats
- SB Sugar beet
- FB Fodder beet
- S Swedes
- Y Vegetables
- P Pasture

Figure 9

Changes on a farm in Denmark between 1950 and 1995

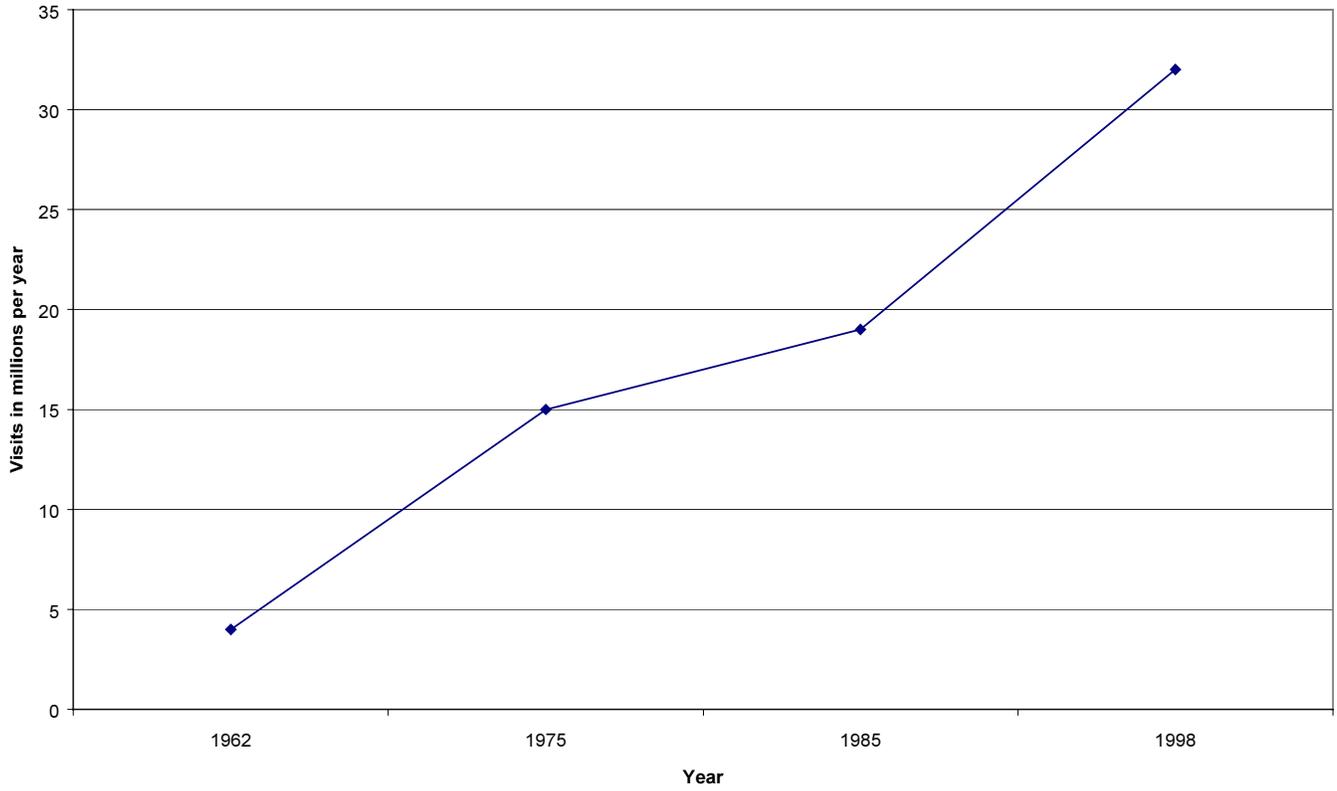


Figure 10 – Number of visits to the Peak District National Park

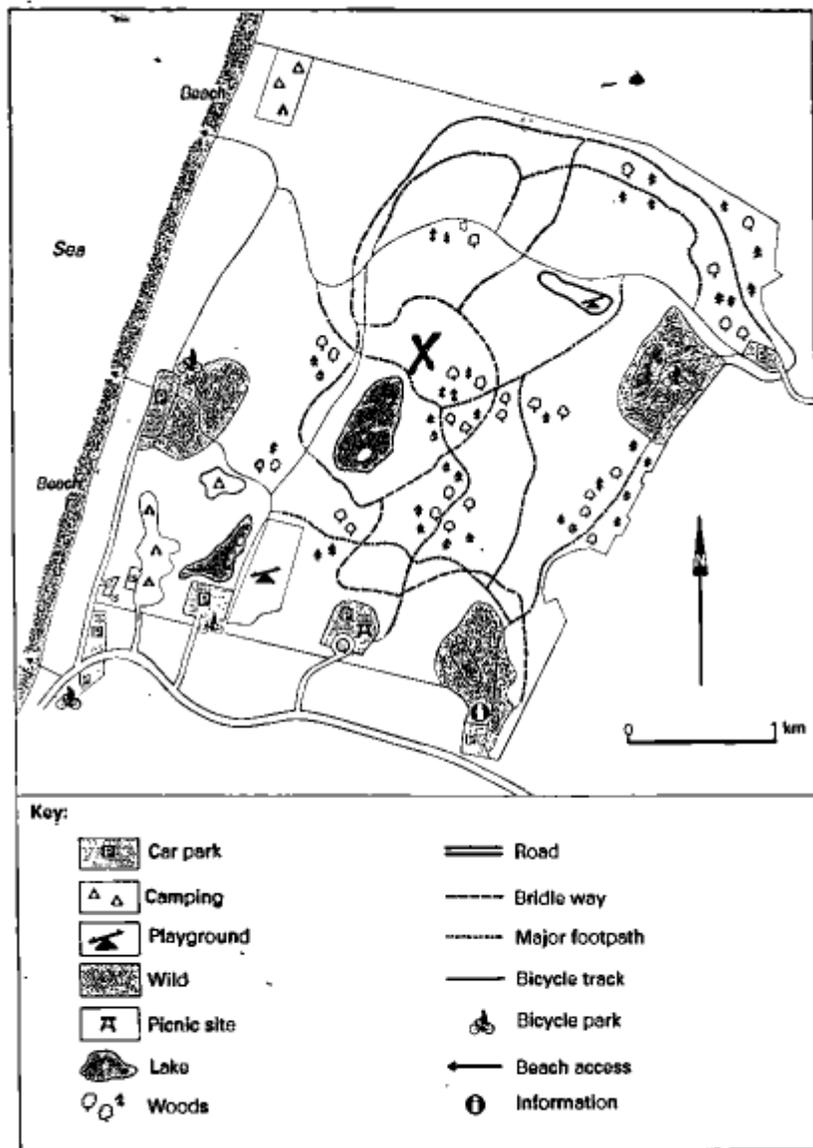


Figure 11 – A National Park on the Dutch coast

GCSE

Mark Scheme

GEOGRAPHY 1313

PAPER 2F

Edexcel
Success through qualifications

GENERAL MARKING INSTRUCTIONS

The mark scheme is based on a combination of direct credit marking and levels of response marking.

When levels of response marking are used, the examiner should determine the highest level reached by the candidate before awarding marks within the range allocated to that level of response. Do not be afraid to give full marks.

Not all points mentioned in the mark scheme against each level need to be met for an answer to start scoring at that level. It will be possible for a candidate to reach a score through either the breadth or depth of the answer.

Where a points mark scheme is used, candidates should be credited for each valid point made, whether the points give extra breadth or greater depth. The wording of the question should be used to determine the validity of the points offered: for example an answer requiring explanation could not gain full marks if it only describes; a question requiring ‘reasons for ...’ could not get full marks if only one reason is offered in depth – some breadth would be required.

The answers suggested in the mark scheme are for guidance only. In many cases it will be possible for candidates to offer valid, plausible alternatives. Examiners should use their professional judgement to decide whether a given answer is acceptable. In cases of any doubt, the examiner should refer the answer to their team leader or the principal examiner.

Where appropriate, annotated diagrams are acceptable as a substitute for text and can gain full marks if they meet the requirements of the mark scheme.

Question A1

- (a) (i) 1800 = 1 billion
2000 = 6 billion 1 x 2 2
- (ii) Correct completion: slowly, rapidly, slowly, 10 times ½ x 4 2
- (iii) High birth rate (1)
Lack of birth control (1)
Declining death rate (1)
Need children to help work on farms (1)
Need children to look after parents in old age (1) 1 x 3 3
- (b) (i) Correct completion 1 x 2 2
- (ii) The birth rate for Mexico is high (1) for the UK low or declining (1) 1 x 2 2
- (iii) Eg Lack of clean water (1)
Lack of medical facilities (1)
Poor hygiene (1) 1 x 2 2
- (iv) Increased need for nursing homes etc (1)
Increased cost of pensions (1) 1 x 2 2
- (c) (i) Correct completion ½ x 4 2
- (ii) Likely to be highly skilled(1) Shortage skilled material (1) + example (1) 1x2 2
Could bring cultural diversity (1) + example (1)
- (iii) Loss of jobs (1) fear of foreigners (1) 1x2 2

(d)

Level One

Briefly describe the ways in which the chosen scheme contributes to the supply of energy. Provides brief statements about the impact of the scheme on the environment e.g. pollution. Answers may be general rather than specific to the chosen study. May state a view about sustainability without giving reasons.

1 – 4

Level 2

Describes with some factual information how the chosen scheme contributes to the supply of energy. Includes an explanatory point about how the scheme will affect the environment. Answer can be related to the chosen study. State a view about sustainability with one or two brief reasons.

5 – 9

Total: 30 marks

Question A2

(a)	Remains of castle (1) Museum (1) close to attractive scenery (1) Base for exploring local area (1)	1 x 2	2
(b) (i)	Flat (1) Small (1) A few (1) A283 (1)	1 x 4	4
(ii)	Attractive scenery (1) Cleaner air (1) Less noise (1) Less congested (1) Less crime (1)	1 x 3	3
(iii)	Loss of open countryside (1) More pollution (noise, visual etc) (1)	1 x 2	2
(c) (i)	Vacant land (1) formerly used for industry (or built on before) (1)	1 x 2	2
(ii)	Advantage Land has already been used/not taking important land (1)		
	Disadvantage High cost of land (1)/expense of land cleaning (1)	1 x 2	2
(d) (i)	Close to main road for access (1) flat land (1) large site (1)	1 x 2	2
(ii)	Shopkeeper: (against) loss of trade (1) School leaver: (for) jobs (1) Senior citizen: (against) problems of access (1), (for) increased choice (1)	1 x 4	4

(e)

Level One

States or briefly describes one or two problems eg traffic congestion and makes brief reference to possible solutions e.g. improved public transport. Answer may be general rather than specific to chosen study.

1 – 4

Level Two

Describes some problems associated with both traffic and waste.

Refers to several possible solutions eg park and ride, improved bus service, recycling etc, and explains at least one. Answer can be related to chosen study.

5 – 9 9

Total: 30 marks

Question B3 – Water

(a)	(i)	2	1	1
	(ii)	West	1	1
	(iii)	Canals (1) River (1)	1 x 2	2
(b)	(i)	Forest land (½) Farm land (½)	½ x 2	1
	(ii)	Advantages Power for industry (1) Improved water supply (1) Jobs during construction (1) More land for farming (1)	1 x 3	3
(c)	(i)	Sediment trapped below dam (1) so less sediment for the river to carry (1) so increase power for erosion (1)	1 x 2	2
	(ii)	Land will be flooded	1	1
	(iii)	For example: Railway diverted (1) people will need houses (1) cost of new homes (1) water –borne diseases (1) less timber for fuel (1) soils could become waterlogged (1)	1 x 3	3
(d)		Level One Briefly states one or two effects eg chemicals from farmland kill fish. May state one or two simple actions that can be taken. Answers may be general, rather than specific to the chosen study..	1 - 3	
		Level Two Describes at least one effect, with other effects perhaps listed. Provides some detail on what action has been taken. Answer can be related to the chosen study.	4 - 6	

Total: 20 marks

Question B4 – Weather and Climate

(a)	Scientist C FOE A Company B		
	Three correct 2 marks, two correct 1 mark, one correct ½ mark	1 x 2	2
(b)	(i) E Asia (1) or Japan (1) NW/N/W Europe (1) or up to two named countries there (1 each) E USA or E America or E North America (1)	1 x 2	2
	(ii) Burning coal/oil/fossil fuels (1) Car exhausts (1) or heavy traffic (1) Power station fumes (1) Factory smoke (1) or heavy industry (1) Winds carry pollutants from other areas (1) Credit developed points e.g. “Power station fumes (1) contain sulphur (1) which mixes with rain to make it acid (1)” or “These areas have more heavy industry than others” (2)	1 x 4	4
(c)	(i) - 2	1	1
	(ii) Because of the steel works (1) which produces heat (1) Industrial air pollutants act as ‘blanket’ trapping heat (1)	1 x 2	2
	(iii) - 11	1	1

- (iv) There are no buildings (1) so no extra heat is produced (1)
Vegetated surfaces lose heat more quickly than built-up ones (1)
Accept effect of increased altitude on temperatures (1)

1 x 2 2

Level One

Identifies air pollution or CO₂ as a cause of global warming and mentions some sources e.g. factories, cars

May state one or two simple actions (eg re-cycling; energy conservation)

1 - 3

Level Two

Identifies one or more greenhouse gases, and their sources, and states that they absorb heat or prevent escaping from atmosphere.

States a few actions, perhaps by both individuals and government (eg policy to reduce CO₂ emissions, flood precautions)

Total: 20 marks

Question C5 - Farming

(a)	(i)	1950 – Permanent pasture (1) 1995 – Barley (1)	1x2	2
	(ii)	Oats/swedes/fodder beet	1	1
(b)	(i)	Increased	1	1
	(ii)	Hedges were removed (1) to enable larger machinery to be used (1) or to increase the amount of productive land (1) or to increase profits (1)	1x2	2
	(iii)	Removal of hedges means loss of wild animals/habitats (1) loss of wild plants/flowers (1) increased soil erosion (1) loss of traditional farm landscape (1)	1 x 2	2
(c)	(i)	Permanent pasture gone (1) Fodder crops no longer grown (1)	1x2	2
	(ii)	Crops more profitable (1) Guaranteed prices for cereals (1) Milk quotas reduced (1) Less labour available for milking (1) Credit reference to EU policy (1)	1x2	1
	(iii)	Chemicals from fields enter a river (1) Growth of algae (1) Reduction in oxygen levels (1) Fish die (1)	1 x 2	2

(d)

Level One

States one or two problems, rather than offers explanation, e.g. soil erosion, flooding, loss of fertility.

May mention one or two measures: e.g. terracing; afforestation.

Answer may be general and not specific to chosen study.

1 – 3

Level Two

In addition to stating problems, at level one is explained. Explanation can be in terms of explaining why it is a problem.

Mentions a few measures to solve the problems and/or describes one in some detail. Answer can be related to chosen study..

4 – 6 6

Total: 20 marks

Question C6

(a)	(i)	It increased	1	1
	(ii)	Increased wealth (1) Increased car ownership (1) Building of motorways/improved accessibility (1) Decrease in working week/longer holidays/increased leisure time (1) Increased popularity of outdoor leisure activities (1) Better publicity (1)	1 x 2	2
(b)	(i)	Car Park (1) Bicycle Park (1) Camping ground (1) Playground (1) Picnic site (1) Information centre (1)	1 x 3	3
	(ii)	Bridle paths	1	1
(c)	(i)	Air pollution/fumes (1) Noise pollution from cars (1) Erosion of ground by cars (1) Cars would mean more visitors (1) leading to problems such as overcrowding (1), litter (1) destruction of habitats (1) Cost of building roads (1)	1 x 4	4
	(ii)	Motor-boat racing on lake Pollution from fuel spills (1) Noise pollution (1) Disturbance of wild life (1) Erosion of banks (1)		

Laser Zap Zone

Noise pollution (1)

Disturbance of birds, etc (1)

Damage to trees (1)

1 x 3 3

(d)

Level One

Mentions the environment:

eg coral reefs; rain forests; wild elephants

States one or two simple benefits for the environment eg forest conserved and/or for the locals eg jobs in tourism.

Answers may be general rather than specific to the study chosen.

1 – 3

Level Two

Gives a few details of the scenery, plant or animal life that attract visitors.

Either states several benefits for the environment and/or the locals, or describes more fully a few benefits (eg local farmers increase their income by selling food to tourists).

Answer can be related to the study chosen.

4 – 6 6

Total: 20 marks

Assessment Grid

Question A1

Question	Assessment Objective	Mark
(a)(i)(ii)	Skills	4
(a)(iii)	Understanding	3
(b) (i)	Skills	2
(b) (ii) (iii) (iv)	Understanding	6
(c)(i)	Application	2
(c)(ii) (iii)	Application	4
(d)	Knowledge	9
	Knowledge	9
	Understanding	9
	Skills	6
	Application	6
	Total	30

Question A2

Question	Assessment Objective	Mark
(a)	Skills	2
(b) (i)	Skills	4
(b) (ii)	Understanding	3
(b) (iii)	Application	2
(c) (i)(ii)	Understanding	4
(d)(i)	Understanding	2
(d)(ii)	Application	4
(e)	Knowledge	9
	Knowledge	9
	Understanding	9
	Skills	6
	Application	6
	Total	30

Question B3

Question	Assessment Objective	Mark
(a)(i)(ii)(iii)	Skills	4
(b)	Application/Understanding	4
(c)	Understanding	6
(d)	Knowledge	6
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	20

Question B4

Question	Assessment Objective	Mark
(a)(i)	Skills	2
(b)(i)	Knowledge	2
(b)(ii)	Understanding	4
(c)(i)(iii)	Skills	2
(c)(ii)(iv)	Application	4
(d)	Knowledge	4
	Understanding	2
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	20

Question C5

Question	Assessment Objective	Mark
(a)(i)(ii)	Skills	3
(b)(i)	Skills	1
(b)(ii)(iii)	Understanding	4
(c)(i)(ii)	Application	4
(c)(iii)	Knowledge	2
(d)	Knowledge	4
	Understanding	2
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	20

Question C6

Question	Assessment Objective	Mark
(a)(i)	Skills	1
(a)(ii)	Knowledge	2
(b)(i)	Skills	3
(b)(ii)	Knowledge	1
(c)(i)	Application	4
(c)(ii)	Understanding	3
(d)	Knowledge	3
	Understanding	3
	Knowledge	6
	Understanding	6
	Skills	4
	Application	4
	Total	20

ASSESSMENT OF QUALITY OF WRITTEN COMMUNICATION

Candidates will be assessed for the quality of written communication according to the following criteria:

Level 3	4 – 5	Candidates write in sentences which are clear, structured and coherent. They spell, punctuate and use the rules of grammar with few errors using a range of specialist terms appropriately and with precision.
Level 2	2 – 3	Candidates write in sentences with a clear and structured style. They spell, punctuate and use the rules of grammar with considerable accuracy.
Level 1	1	Candidates write in sentences with a limited structure. They spell, punctuate and use the rules of grammar with reasonable accuracy