Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 1: Dynamic Planet

Foundation Tier

Sample Assessment Material **Time: 1 hour**	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 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
  – *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

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

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S 3 7 2 8 7 A 0 1 2 0

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SECTION A – INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section.

Topic 1: Restless Earth

1 Look at Figure 1.

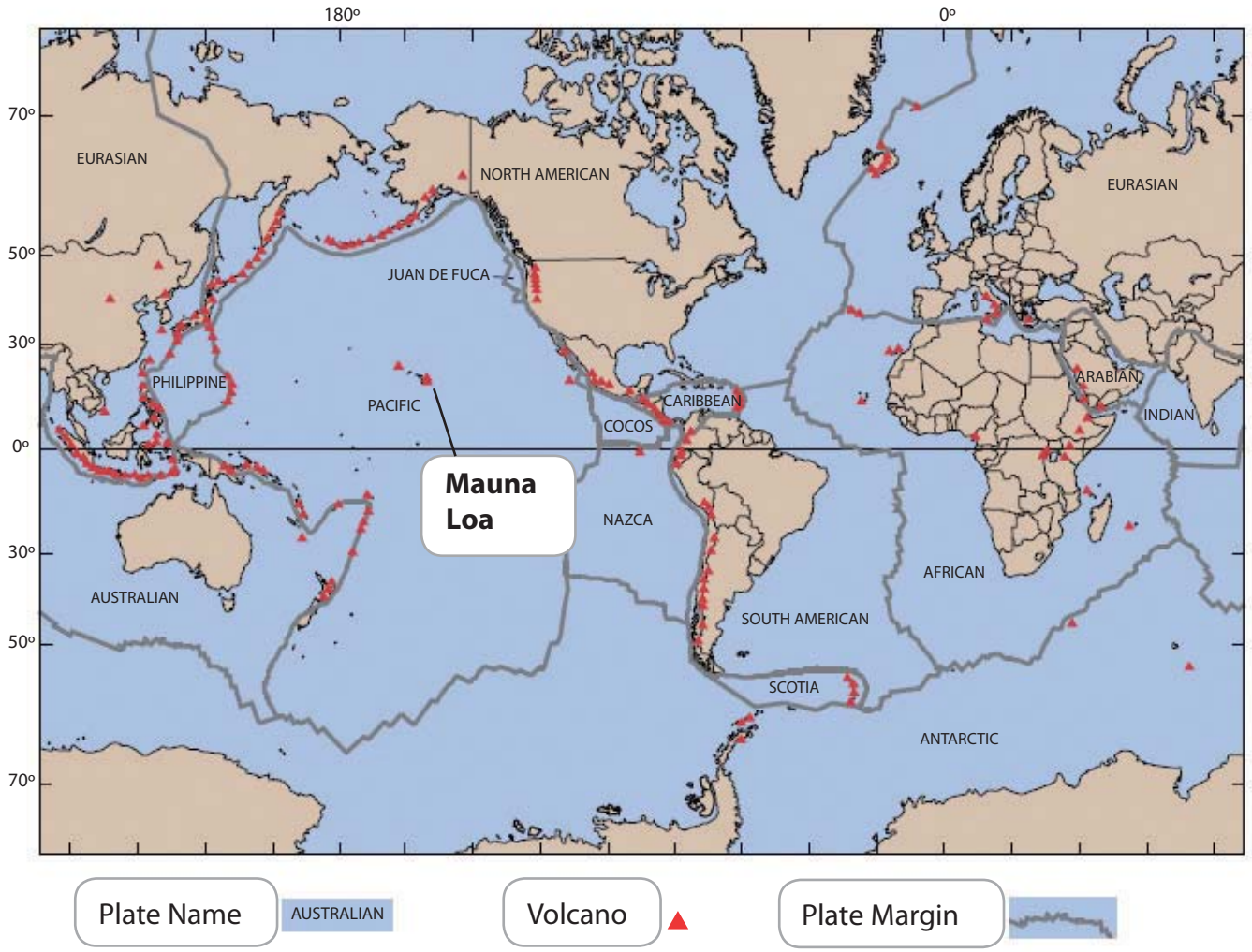

Figure 1 – The global distribution of volcanoes

(a) (i) Which of the following statements describes where volcanoes are found?

(1)

A Volcanoes are mainly found along plate boundaries ☒

B Volcanoes only occur in the oceans/sea ☒

C Volcanoes are only found in the southern hemisphere ☒

D Volcanoes are mainly found on the equator ☒

(ii) Find Mauna Loa on Figure 1.

Which plate is it on?

(1)

.....

(b) Mauna Loa is a shield volcano.

Describe the features of a shield volcano.

(2)

.....

.....

.....

.....

(c) Describe **two** hazards volcanic eruptions can create for people.

(4)

1 .....

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2 .....

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(Total for Question 1 = 8 marks)

2 Look at Figure 2.

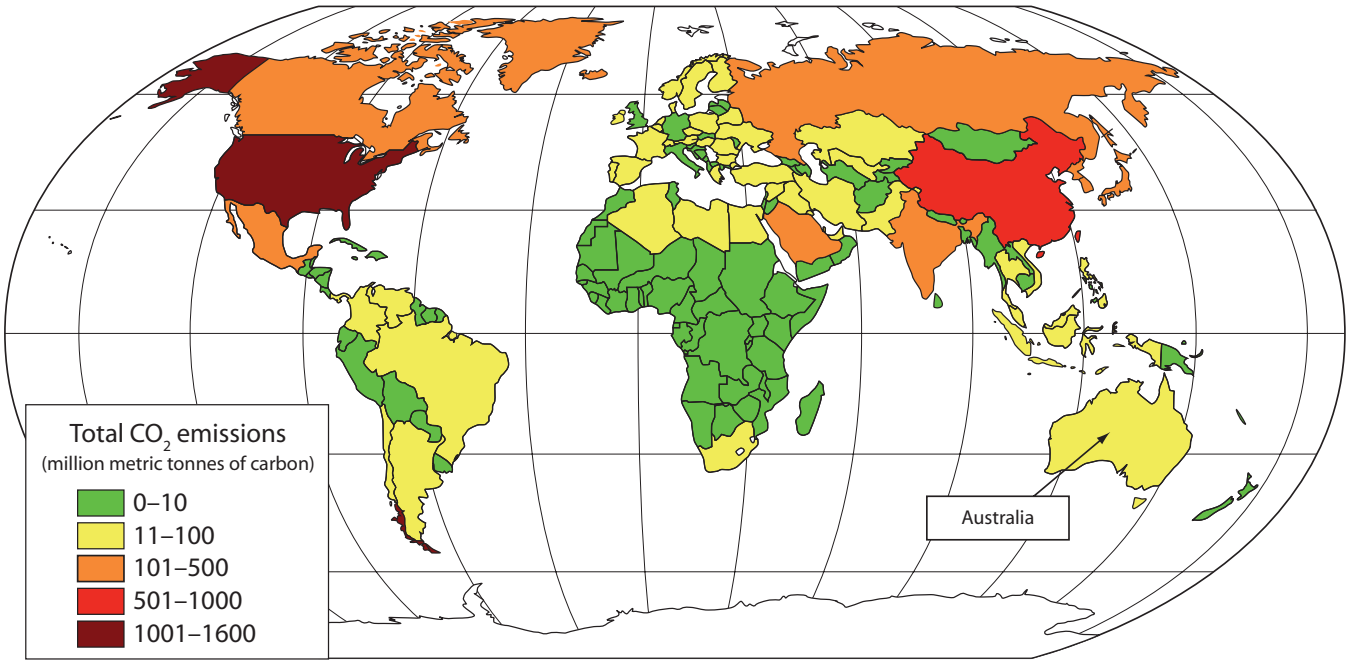

Figure 2 - Global carbon dioxide emissions

(a) Using Figure 2.

(i) What are the total carbon dioxide emissions for Australia?

(1)

.....

(ii) Name a **continent** with low carbon dioxide emissions.

(1)

.....

(b) Give **two** reasons why developing countries often produce less carbon dioxide than developed countries.

(2)

Reason One

.....

.....

Reason Two

.....

.....

(c) Describe how **two** human actions may have led to higher carbon dioxide levels.

(4)

1 .....

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2 .....

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(Total for Question 2 = 8 marks)

3 Look at Figure 3.

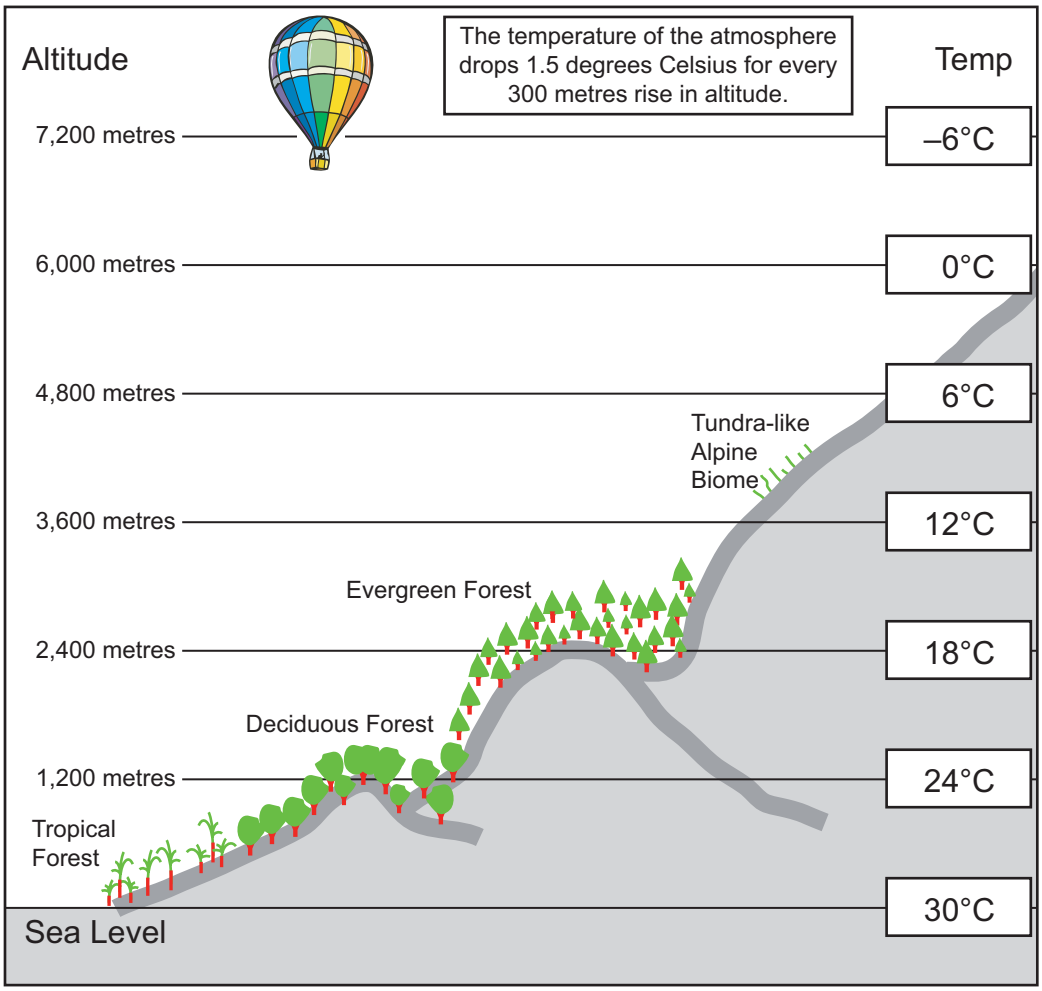

Figure 3 – An area close to the equator

(a) (i) Above what altitude (height) does **tundra-like alpine** vegetation grow?

(1)

.....

(ii) Why is no biome shown above 4,800 metres?

(1)

.....

(b) Suggest **two** reasons why many rainforest areas are being cut down (deforestation).

(2)

Reason One

.....

.....

Reason Two

.....

.....

(c) Describe **two** effects of deforestation on **the environment**.

(4)

1 .....

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2 .....

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(Total for Question 3 = 8 marks)

4 Look at Figure 4.

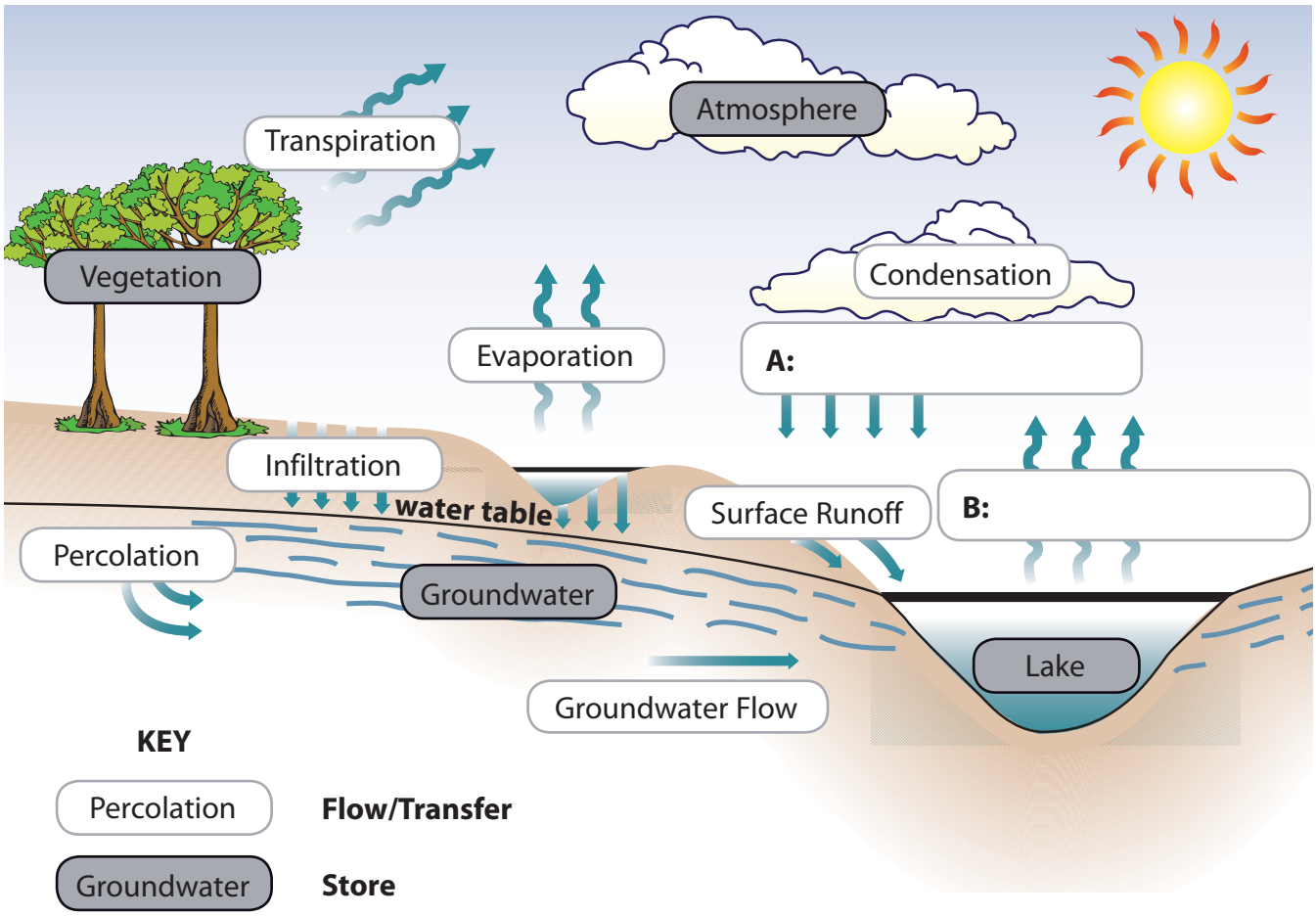

Figure 4 - The hydrological cycle

(a) Complete Figure 4 by correctly labelling boxes **A** and **B**.

(2)

(b) Identify **two** ways in which water moves between stores.

(2)

1 .....

.....

2 .....

.....

(c) Using examples, describe **two** ways in which human activity affects water **quality**.

(4)

1 .....

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.....

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2 .....

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.....

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 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 ☒ .

5 Look at Figure 5.

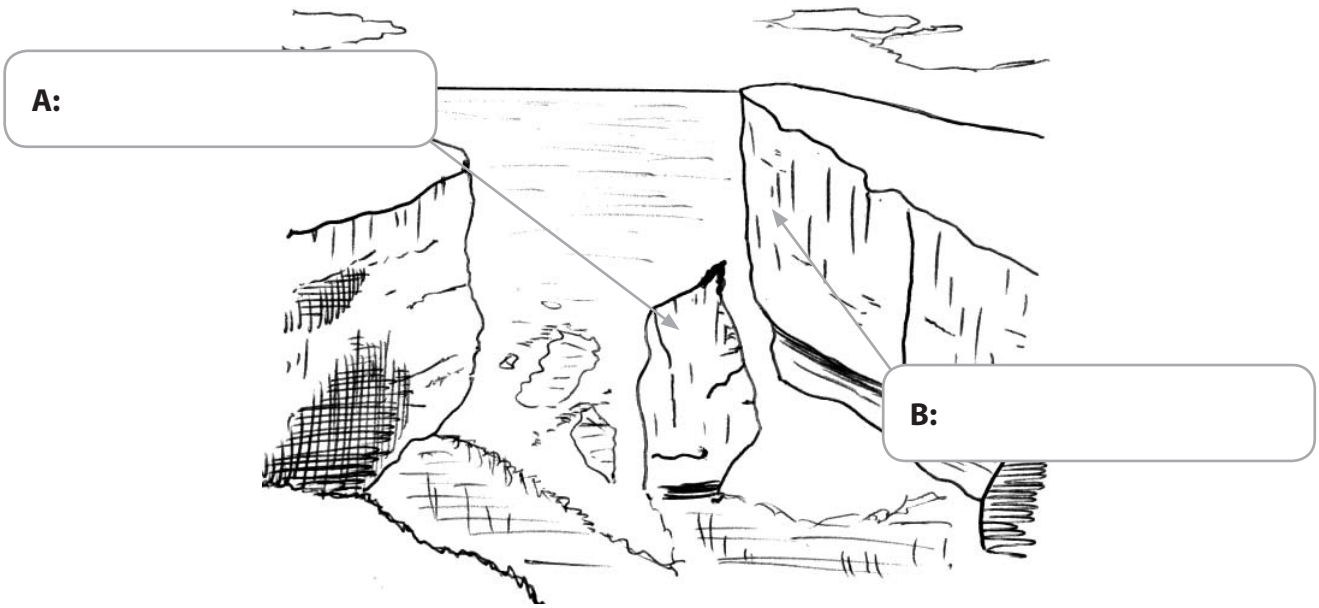
Figure 5 - Photograph of Flamborough Head

(a) On the sketch below label the landforms **A** and **B**.

Select your answers from the wordbox below.

Wordbox: Stack, Headland, Wave-cut Platform, Cove, Wave-cut Notch, Stump

(2)



(b) Suggest **one** reason why Flamborough Head is a popular destination for tourists.

(1)

.....

***(c)** For **two** different types of sea defences, explain how they reduce erosion.

(6)

1. Type of defence: .....

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2. Type of defence: .....

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(Total for Question 5 = 9 marks)

Topic 6: River Processes and Pressures

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

6 Look at Figure 6.

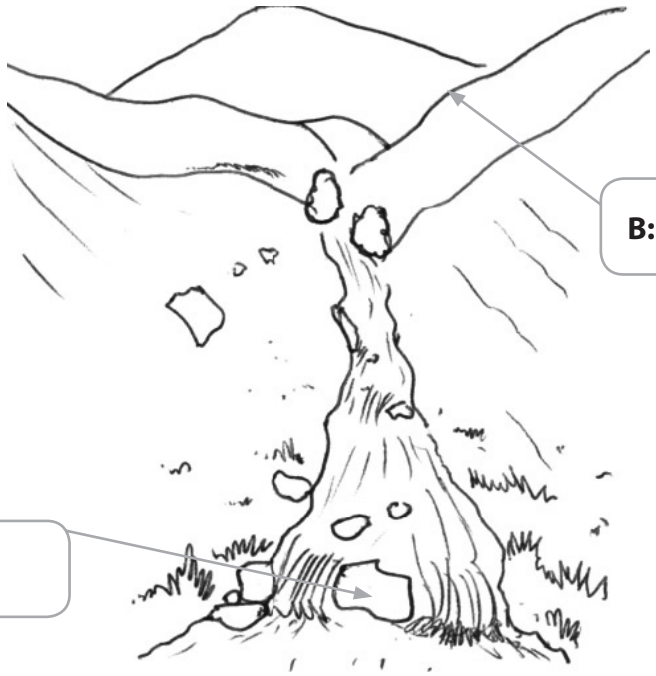
Figure 6 - A photograph of a river and its valley

(a) On the sketch of the river below correctly label features **A** and **B**.

Select your answers from the wordbox below.

Wordbox: Rapid, V-Shaped Valley, Large Bedload, Spur, Source, Waterfall

(2)



(b) Identify **one** feature of the river channel which suggests this photograph was taken in the upper course of the stream.

(1)

.....

*(c) For **two** different types of river flood defences, explain how they reduce the likelihood of flooding.

(6)

1. Type of defence: .....

.....

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2. Type of defence: .....

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(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

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 ☒ .

7 Look at Figure 7.

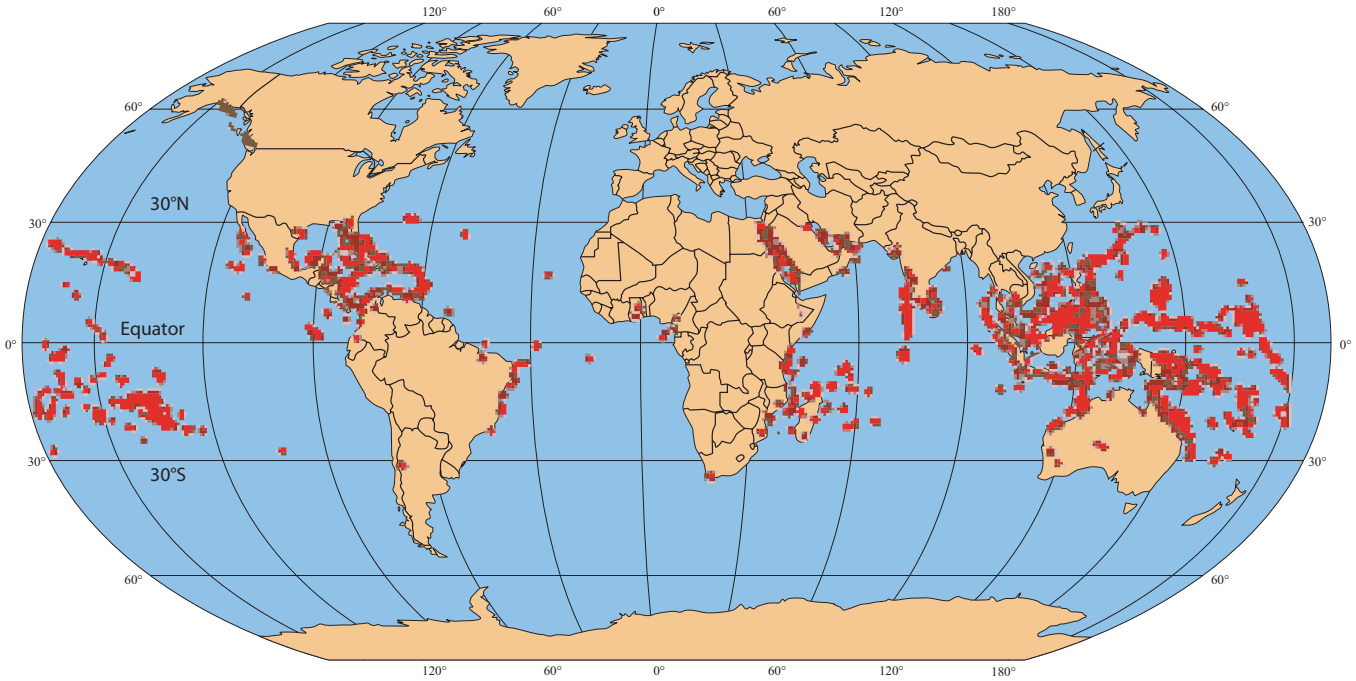

Figure 7 - Global distribution of major coral reefs

(a) Which **one** of the following four statements is true?

(1)

A All the world's coral reefs are along the equator ☒

B There are many coral reefs in the North Atlantic ☒

C The vast majority of coral reefs are between 30°N and 30°S ☒

D Coral reefs are always close to continents ☒

(b) Describe **one** benefit that marine eco-systems (such as coral reefs) bring to local people.

(2)

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***(c)** Describe how marine eco-systems (such as coral reefs) are being damaged.

(6)

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(Total for Question 7 = 9 marks)

Topic 8: Extreme Climates

If you answer Question 8 put a cross in this box ☒ .

8 Look at Figure 8.

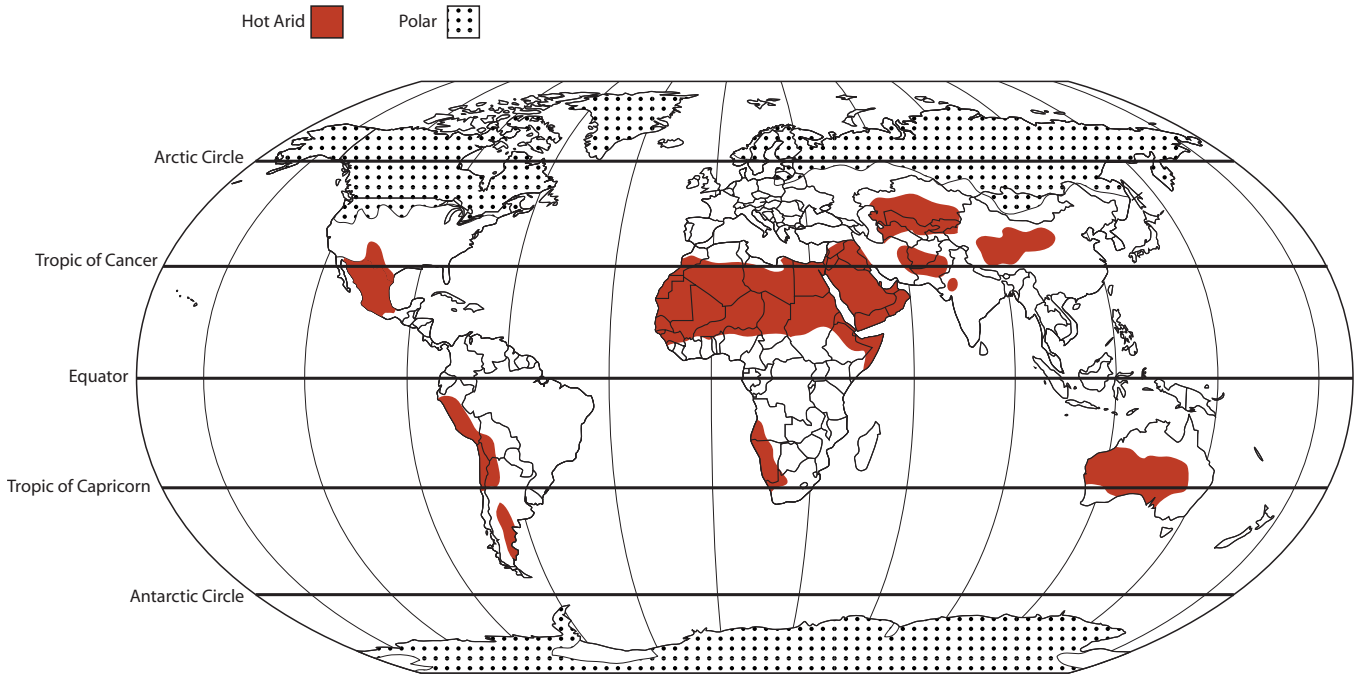

Figure 8 - The global distribution of Hot Arid and Polar regions

(a) Which **one** of the following four statements is true?

(1)

A Much of Western Europe has an extreme climate ☒

B Coasts usually have extreme climates ☒

C Australia has a large area of Polar climate ☒

D The largest Hot Arid area lies along the Tropic of Cancer ☒

(b) For **either** a Hot Arid **or** a Polar region, state **two** problems faced by local people.

(2)

Chosen extreme climate: Hot Arid ☒ **or** Polar ☒

1 .....

.....

2 .....

.....

*(c) For **either** plants **or** animals, describe how they have adapted to the climate you chose in (b).

(6)

Chosen extreme climate: Hot Arid ☒ **or** Polar ☒

(Total for Question 8 = 9 marks)

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 1F: Dynamic Planet

Question Number	Answer	Mark
1(a) (i)	a – Volcanoes are located along plate boundaries	**(1)**

Question Number	Answer	Mark
1(a) (ii)	Pacific Plate	**(1)**

Question Number	Answer	Mark
1 (b)(i)	Accept any of the following: • Shallow sides • Lava eruptions • Gentle eruptions • Acidic lava (runny) (2 x 1)	**(2)**

Question Number	Answer	Mark
1(c)	1 mark for identifying an appropriate hazard. Additional marks awarded for describing what makes the hazard so dangerous to people. eg volcanoes can create Pyroclastic flows (1 mark). These are clouds of super heated gas which travel at enormous speeds (2 marks). Chosen hazards are likely to include: • Pyroclastic flows • Lahars • Volcanic bombs • Ash clouds • Lava flows • Lightening storms • Seismic activity If only one hazard has been identified, maximum mark 3.	**(4)**

Question Number	Answer	Mark
2(a)(i)	11 to 100 million metric tons Accept without unit.	**(1)**

Question Number	Answer	Mark
2(a)(ii)	Either of the following: • Africa • South America • Australasia	**(1)**

Question Number	Answer	Mark
2(b)	One point for each valid statement. Likely answers: • Less industry • Lower car ownership • Fewer electrical appliances • Fossil fuels are too expensive (2 x 1)	**(2)**

Question Number	Answer	Mark
2(c)	1 mark: Valid action identified but description is simplistic or incomplete. eg driving a car releases carbon dioxide (1 mark). Additional marks awarded for statements which extend the description eg petrol is a fossil fuel (1 mark). Using petrol to power our cars releases carbon dioxide. (2 marks) Chosen actions are likely to include: • Transport – petrol is derived from oil. The use of petrol in car engines leads to the emission of carbon dioxide. • Thermal power stations generate electricity through the burning of fossil fuels which releases carbon dioxide into the atmosphere. • Deforestation has removed trees which previously absorbed carbon dioxide through photosynthesis. If only one action has been identified, maximum mark 3.	**(4)**

Question Number	Answer	Mark
3(a)(i)	12 000 feet Accept answer without unit.	**(1)**

Question Number	Answer	Mark
3(a)(ii)	Its too cold	**(1)**

Question Number	Answer	Mark
3(b)	One point for each valid statement. Likely answers: • To make room for farming • To enable the building of new transport links • To provide access to resources eg mining • As valleys have been cleared for HEP Power Stations (2 x 1)	**(2)**

Question Number	Answer	Mark
3(c)	1 mark: Valid action identified but description is simplistic or incomplete eg soil becomes thinner (1 mark). Additional marks awarded for statements which extend the description eg Without a supply of falling leaves (1 mark) the soil becomes thinner and less fertile (2 marks). Chosen effects are likely to include: • Decomposing leaves create the humus layer of the soil and add nutrients, increasing fertility. • The woodland canopy protects the ground from heavy rain reducing soil erosion. • Exposed soil is often leached as rainwater washes nutrients below the root layer. • The removal of woodland destroys habitats and forces wildlife to migrate, leading to less organic matter being added to the soil. • Removal of vegetation leads to lower transpiration rates and reduced rainfall. If only one action has been identified, maximum mark 3.	**(4)**

Question Number	Answer	Mark
4(a)	A = Precipitation (Do not allow rain) B = Evaporation (Allow evapotranspiration) (2 x 1)	**(2)**

Question Number	Answer	Mark
4(b)	1 mark for each clear statement eg water moves from vegetation to the atmosphere through transpiration. (2 x 1)	**(2)**

Question Number	Answer	Mark
4(c)	1 mark: Valid source identified but description is simplistic or incomplete eg waste from farms can harm rivers (1 mark). Additional marks awarded for statements which extend the description eg fertilisers can be washed from farmland (1 mark) into local rivers causing algae blooms to develop (2 marks). Chosen effects are likely to include: • Excessive use of fertiliser can lead to eutrophication. • Chemicals from industry can be highly toxic killing river life. • Releases of hot water from power stations can reduce the water's ability to hold oxygen. • Organic waste (sewage) consumes oxygen in the water and can kill river organisms. If only one action has been identified, maximum mark 3.	**(4)**

Question Number	Answer	Mark
5(a)	A = Stack B = Cliff or headland (2 x 1)	**(2)**

Question Number	Answer	Mark
5(b)	One mark for any valid reason eg spectacular scenery, good for water sports (eg canoeing) or popular site for birdwatchers.	**(1)**

Question Number	Indicative content	
5(c)	• Sea wall – usually built from concrete. Run along the coastline to act as barrier to the sea. Often curved to reflect waves back to sea. • Groynes – barriers built at right angles to the coastline. Prevent longshore drift and thus enlarge the beach. Beach acts as buffer zone preventing waves from reaching coastlines. • Rock armour – Large boulders for resistant rock placed in front of weakened coastline. Boulders dissipate wave energy and prevent waves from reaching the coastline.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Type(s) of sea defence have been identified with simplistic description/explanation. eg Groynes are fences which protect the coastline (1 mark).
Level 2	3-4	Type(s) of sea defence have been identified and clearly described. Statements are linked/elaborated. A range of geographical terms have been applied appropriately. eg Fences have been built into the beach at right angles to stop the sand from moving (1 mark), these are called groynes (2 marks). A curved sea wall can be built (3 marks) to absorb/reflect large waves back towards the sea. (4 marks) If only one form of sea defence has been identified, maximum mark 4.
Level 3	5-6	Two types of defence have been identified. Detailed description and clear explanation. Well developed answer. A good range of geographical terms have been effectively applied. eg Groynes have been built to hold sand in place (1 mark). These are fences dug into the beach at right angles to the coastline (2 marks). They trap sand and make the beach wider, stopping waves from reaching the cliff (3 marks). A sea wall may be built from concrete (4 marks). The walls absorb the wave's energy (5 marks) and often have a curved top to reflect the wave back towards the sea. (6 marks)

Question Number	Answer	Mark
6(a)	A = Large bedload B = V-shaped valley or spur (2 x 1)	**(2)**

Question Number	Answer	Mark
6(b)	One mark for any valid reason eg Narrow Shallow Small	**(1)**

Question Number	Indicative content	
5(c)	• Diversion channel – New channel constructed to divert river water away from city centre. • Dam – Barrier built across the river to hold back water, creating a reservoir. Water is released at a controlled rate. • Channel alterations – River widened or deepened to allow the channel to hold a greater quantity of water. • Afforestation – Planting trees to increase interception and transpiration. • Flood plain zoning – Introduce planning rules to prevent construction on sites likely to flood.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Type(s) of flood defence have been identified with simplistic description/explanation. eg a dam can be built to hold back flood water (1 mark).
Level 2	3-4	Type(s) of flood defence have been described clearly. Statements are linked/elaborated. A range of geographical terms have been applied appropriately. eg Dredging makes the river deeper (1 mark) by removing deposited silt (2 marks). Areas around the river can be landuse zoned to prevent buildings in areas prone to flooding (3 marks). If only one form of river defence has been identified, maximum mark 4.
Level 3	5-6	Two types of flood defence have been identified. Detailed description and clear explanation. Well developed answer. A good range of geographical terms have been applied effectively. eg Rivers can be dredged making the river deeper (1 mark) by removing deposited silt (2 marks) which had built up on the river bed, making the channel deeper and the current faster (3 marks). Areas prone to flooding can be landuse zoned preventing new construction projects in flood prone regions (4 marks), reducing the impact of future floods (5 marks). These areas are purposely flooded to reduce the river's energy. (6 marks)

Question Number	Answer	Mark
7(a)	The vast majority of coral reefs are between 30°N and 30°S.	**(1)**

Question Number	Answer	Mark
7(b)	1 mark: Valid source identified but description is simplistic or incomplete eg they are good for fishing (1 mark). Additional marks awarded for statements which extend the description eg Coral reefs provide shelter and food for a wide range of fish (1 mark) making them excellent fishing grounds (2 marks). Chosen effects are likely to include: • Important fishing grounds • Shoreline protection from storms and tsunami • Tourist attractions bringing jobs and investment • A raw material used in jewellery	**(2)**

Question Number	Indicative content	
7(c)	**Examples provided are for coral reefs, students can choose any marine ecosystem.** • Tourism has led to reef destruction resulting from increased sewage and pollutants as well as trampling by snorkellers and demand for reef jewellery. • Over, and selective, fishing has also damaged the ecological balance. • Some fishing techniques, such as trawling and 'blast' fishing, have proven particularly destructive. Note: Accept both human (fishing, tourism, mining, dredging, deforestation) and physical (global warming, storm activity, predators) factors.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	At least one appropriate factor has been identified. Simple statements. eg Tourist stand on the coral breaking it.(1 mark)
Level 2	3-4	Elaborated statements. Includes the use of some subject specific terms. eg Tourists break the coral when scuba diving (1 mark) and some buy reef jewellery (2 marks). Some fishermen use dynamite which destroys the coral (3 marks). If only one factor has been identified maximum score 4.
Level 3	5-6	Two factors have been described in detail. A range of subject specific terms have been applied appropriately. eg Tourists trample on the coral (1 mark) and break pieces off when scuba diving (2 marks). Sewage from hotels and sun creams pollute the reefs (3 marks). Fishing can also have a big impact on the reef. Dynamite fishing destroys the reef (4 marks), whilst trawling affects the reef food web (5 marks). Trawling nets catch all marine species, including those not wanted by the fishermen. Many of the marine animals caught are injured or killed (6 marks).

Question Number	Answer	Mark
8(a)	The largest Hot Arid area lies along the Tropic of Cancer	**(1)**

Question Number	Answer	Mark
8(b)	A point for each acceptable response. Likely answers include: <u>Hot Arid</u> • Daytime temperatures are very high • Night time temperature can be low • Rainfall is unreliable • Edible food can be difficult to find <u>Polar</u> • Extremely low winter temperatures • Ground frozen for much of the year • Short growing season • Snow cover for much of the year • Little daylight during the winter. (2x1)	**(2)**

Question Number	Indicative content	
8(c)	<u>Arid</u> • Many plants have surface layers which are thick and waxy preventing water loss. • Transpiration levels are reduced during drought periods as the stomata on leaves close. • Cacti have extensive root systems to absorb rainfall quickly when it occurs. • Some plants have deep roots so they can penetrate soil and rock to reach underground water sources. • Many animal species are nocturnal, spending the hot days in shady burrows. • Camels are able to store water in their humps. • Many desert animals have slow metabolisms. <u>Polar</u> • Conifer trees have downward sloping branches to allow snow to slip off, so they don't break under the weight. • Most trees have evergreen needles to reduce water loss and allow the tree to grow as soon as the weather is warm enough. • Most plants have shallow root systems as only the soil near the surface defrosts during the spring. • Conifers have thick bark to provide protection from wind and low temps. • Animals often hibernate during the coldest winter months. • Polar bears are white to provide camouflage in a snowy landscape.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	At least one appropriate adaptation has been identified. Simple statements. eg Conifers have downward sloping branches (1 mark) so the snow slips off (2 marks).
Level 2	3-4	Elaborated statements. Includes the use of some subject specific terms. eg Conifers have downward facing branches (1 mark) allowing the snow to slip off (2 marks). Thick bark (3 marks) provides protection from the low winter temperatures. (4 marks) If only one adaptation has been identified maximum score 4.
Level 3	5-6	Two adaptations have been described and their purpose clearly explained. A range of subject specific terms have been appropriately applied. eg Downward facing branches (1 mark) means the snow slips off (2 marks), lowering the weight and stopping the branches from snapping (3 marks). Evergreen needles (4 marks) reduce water loss (5 marks) and allow growth as soon as enough sunlight is available (6 marks).

Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 1: Dynamic Planet

Higher Tier

Sample Assessment Material
Time: 1 hour

Paper Reference
5GB1H/01

You do not need any other materials.

Total Marks

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SECTION A – INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section.

Topic 1: Restless Earth

1 Study Figure 1.

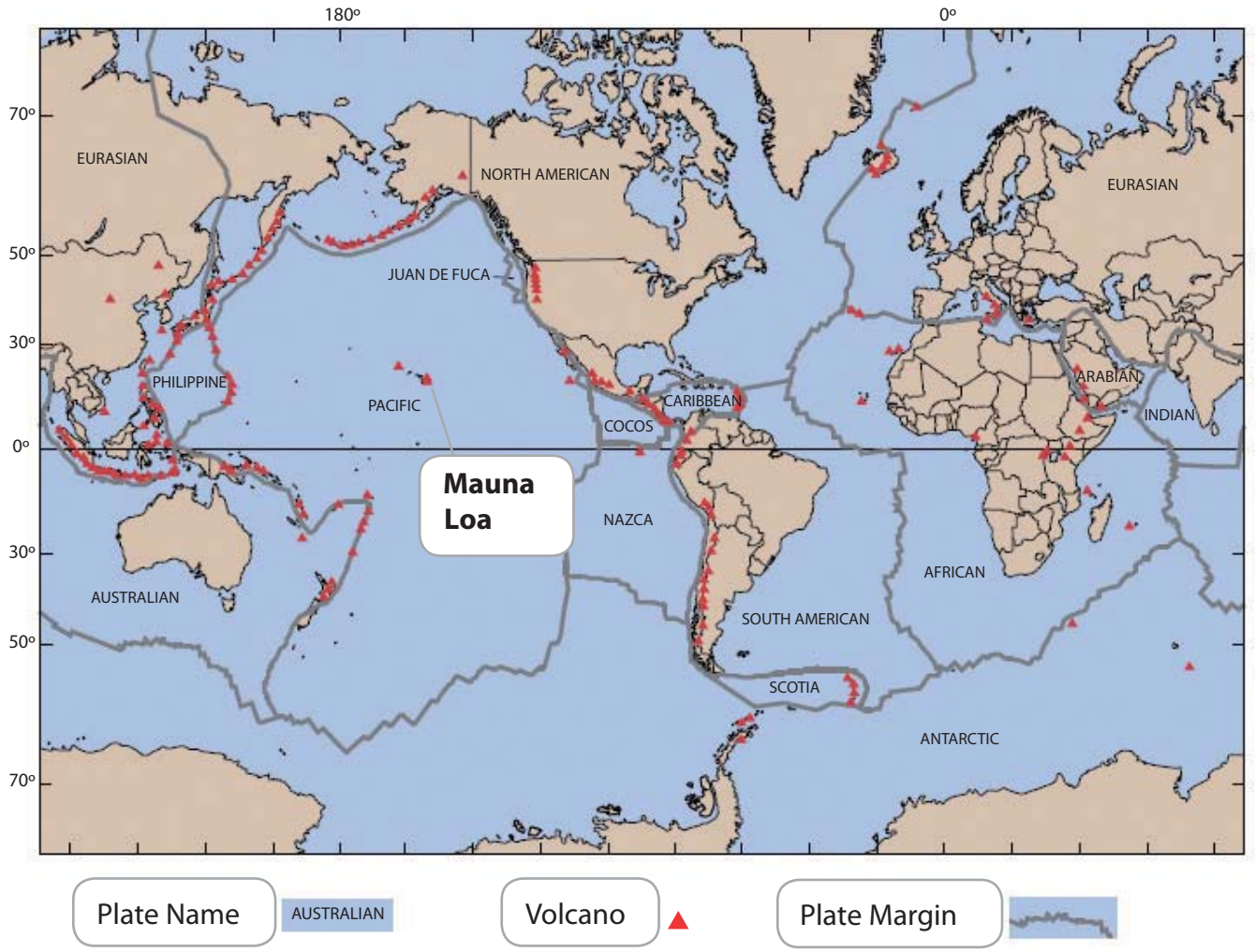

Figure 1 – The global distribution of volcanoes

(a) Identify **two** facts about the distribution of volcanoes in the Pacific.

(2)

Fact One

.....

.....

Fact Two

.....

.....

(b) Describe **one** hazard that volcanic eruptions can create for people.

(2)

(c) Mauna Loa is a shield volcano.

Explain how shield volcanoes are formed.

You may draw a diagram to help you with your answer.

(4)

(Total for Question 1 = 8 marks)

2 Study Figure 2.

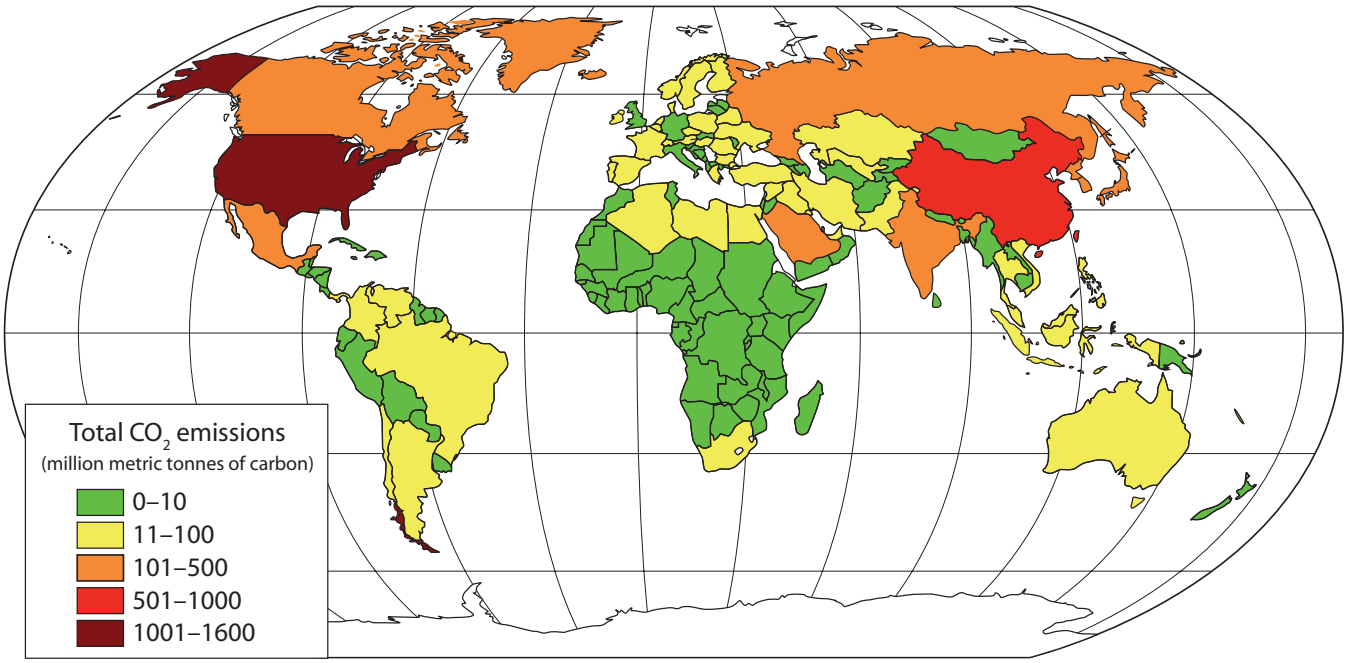

Figure 2 - Global carbon dioxide emissions

(a) Using Figure 2, identify **two** facts about carbon dioxide emissions in Africa.

(2)

Fact One

.....

.....

Fact Two

.....

.....

(b) Describe how **one** human action may have led to higher carbon dioxide levels.

(2)

.....

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.....

.....

(c) Explain the likely impact of climate change on the environment of **either** the UK **or** Bangladesh.

(4)

(Total for Question 2 = 8 marks)

3 Study Figure 3.

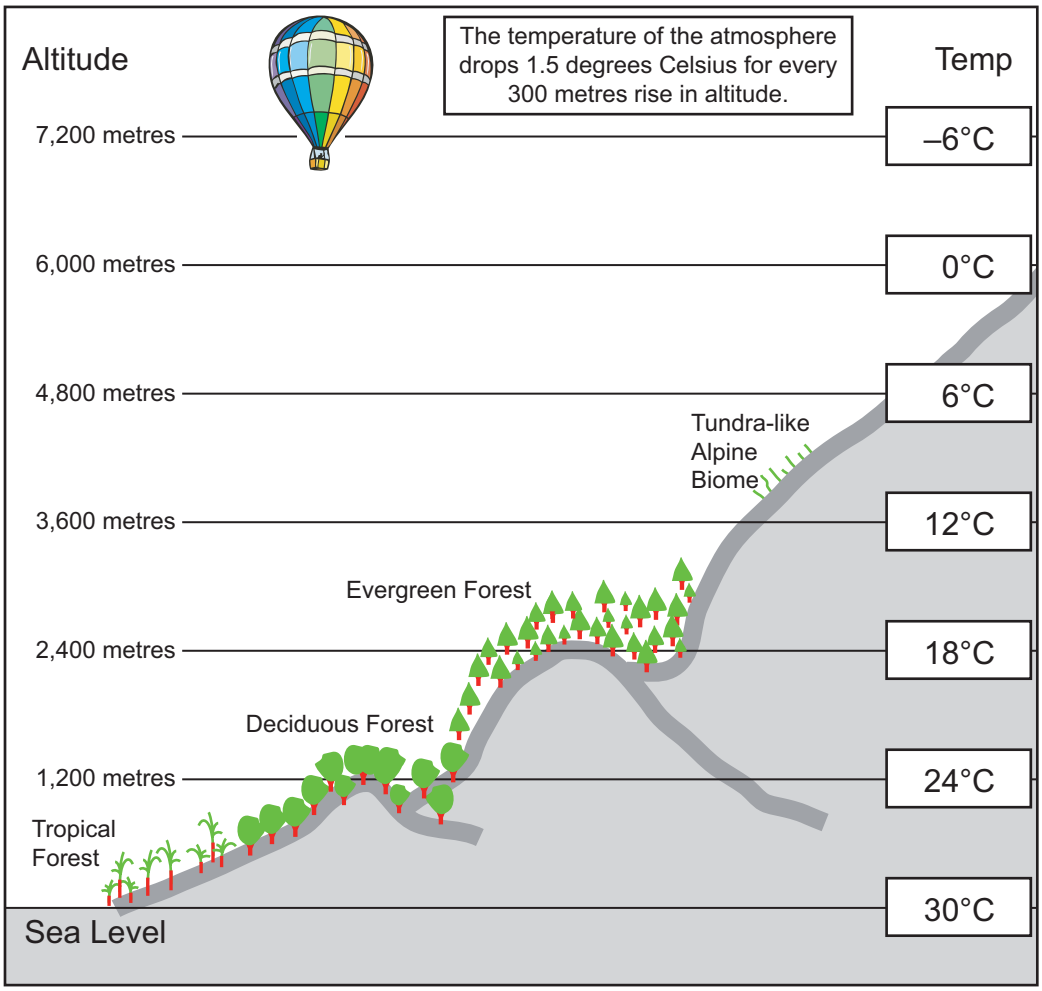


Figure 3 – An area close to the equator

(a) Describe how temperature changes with altitude.

(2)

.....

.....

.....

.....

(b) Describe **one** effect of deforestation on the environment.

(2)

(c) The destruction of some forests has made us more aware of the benefits they can provide.

Explain the value of a biome you have studied.

(4)

Name of biome: .....

(Total for Question 3 = 8 marks)

4 Study Figure 4.

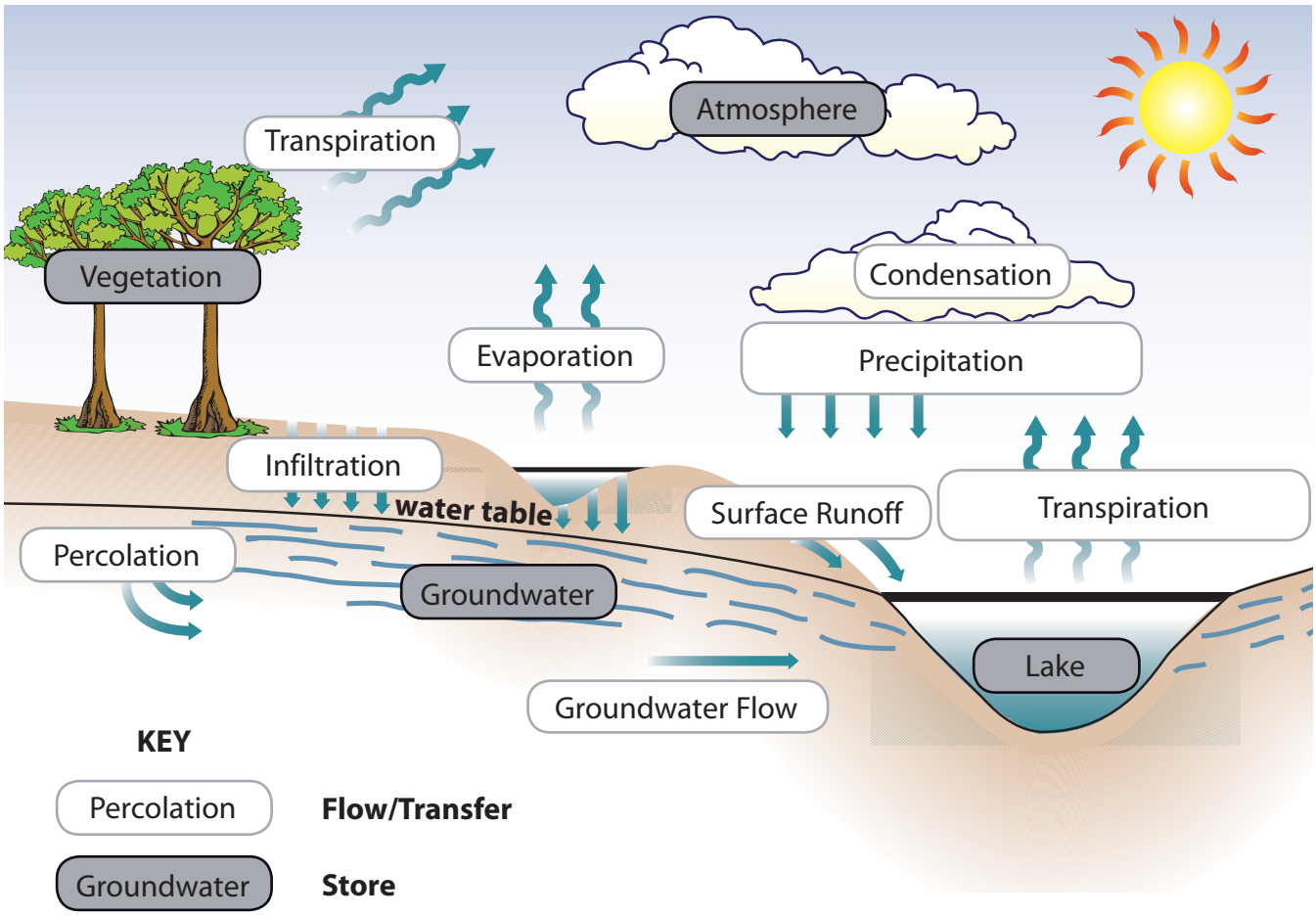


Figure 4 - The hydrological system

(a) Using Figure 4 to help you, state **two** impacts of deforestation on the hydrological system.

(2)

1 .....

.....

2 .....

.....

(b) Using an example, describe **one** way in which human activity affects water **quality**.

(2)

(c) Using a named example, describe the benefits and costs of a large scale water management project.

(4)

Name of large scale project: .....

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B – SMALL-SCALE DYNAMIC PLANET

Answer ONE question in this section.

Topic 5: Coastal Change and Conflict

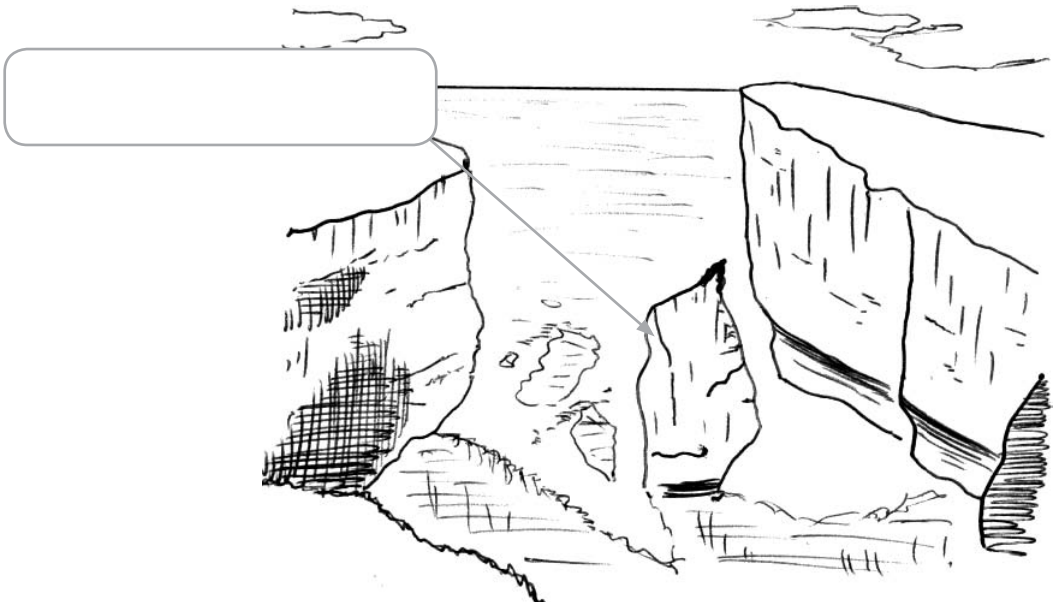
If you answer Question 5 put a cross in this box ☒ .

5 Study Figure 5.

Figure 5 - A photograph of Flamborough Head

(a) On the sketch of Flamborough Head below, identify the coastal landform indicated.

(1)



(b) Identify **two** differences between constructive and destructive waves.

(2)

1 .....

.....

2 .....

.....

***(c)** Using named examples, explain the costs of **two** different methods of coastal management.

(6)

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(Total for Question 5 = 9 marks)

Topic 6: River Processes and Pressures

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

6 Study Figure 6.

Figure 6 - A photograph of an upland river

(a) On the sketch of the upland river below, identify the feature of the river or its valley.

(1)

(b) Describe **one** process of river erosion.

(2)

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***(c)** Using named examples, explain the costs of **two** different methods of river flood management.

(6)

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(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

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 ☒ .

7 Study Figure 7.

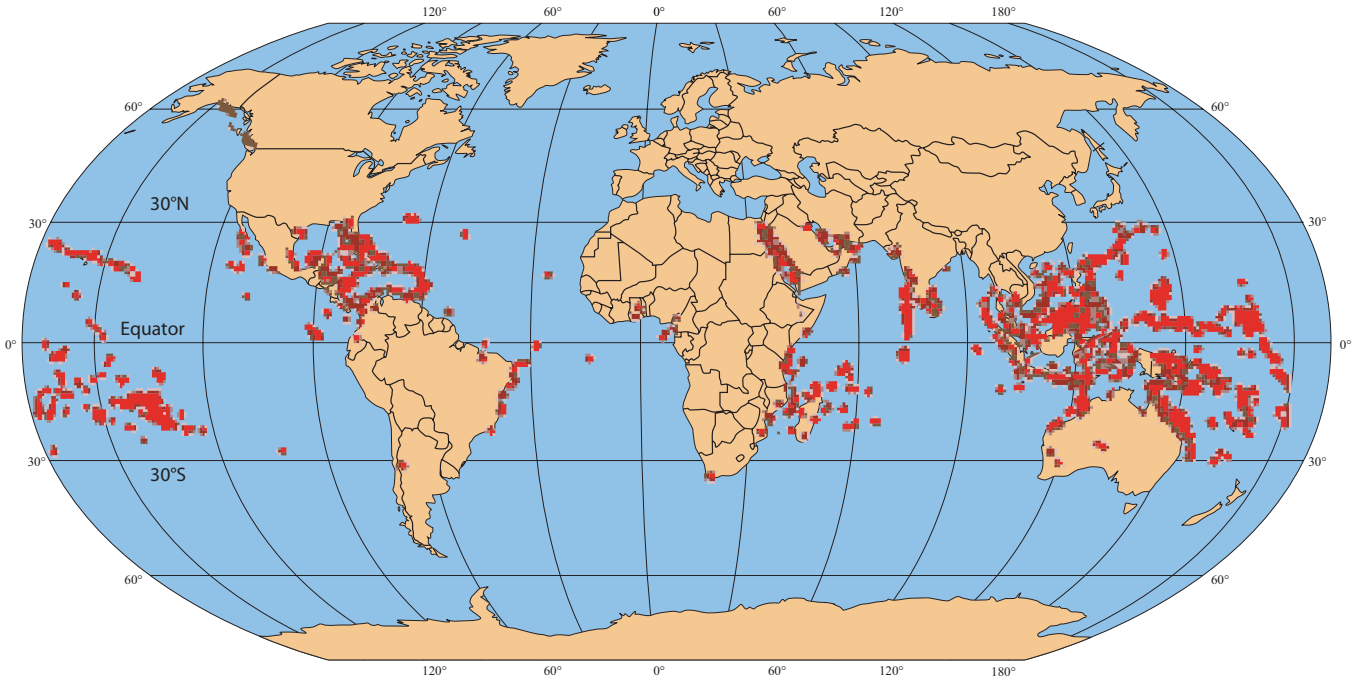

Figure 7 - Global distribution of major coral reefs

(a) Identify **one** feature of the distribution of coral reefs.

(1)

.....

(b) Suggest how marine eco-systems (such as coral reefs) bring benefits to local people.

(2)

.....

.....

.....

.....

*(c) Using named examples, explain why marine eco-systems (such as coral reefs) are increasingly under threat.

(6)

(Total for Question 7 = 9 marks)

Topic 8: Extreme Climates

If you answer Question 8 put a cross in this box ☒ .

8 Study Figure 8.

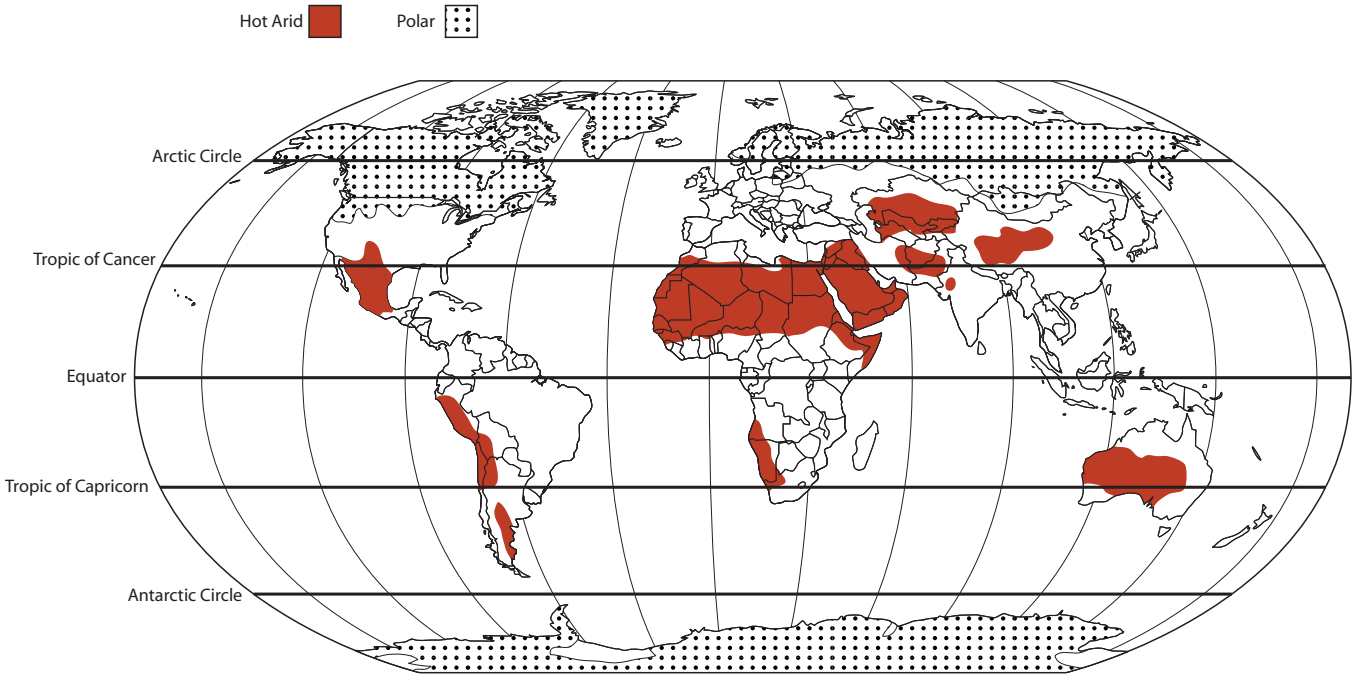

Figure 8 - The distribution of Hot Arid and Polar regions

(a) Identify **one** feature of the distribution of Hot Arid **or** Polar regions.

(1)

.....

(b) For **either** a Hot Arid **or** Polar region, describe **one** problem faced by local people.

(2)

Chosen extreme climate: Hot Arid ☒ **or** Polar ☒

.....

.....

.....

.....

*(c) Using named examples, explain why flora and fauna in extreme environments are vulnerable to a changing climate.

(6)

(Total for Question 8 = 9 marks)

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 50 MARKS

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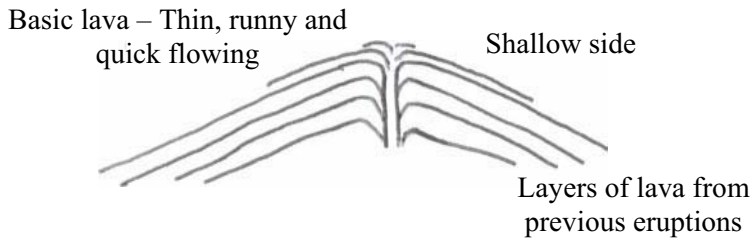
Sample Mark Scheme

Unit 1H: Dynamic Planet

Question Number	Answer	Mark
1(a)	One point for each valid statement. Likely answers: • Thin lines along plate boundaries • Clustered together • There are many/few volcanoes in … (location named) • Volcanoes are common at the edge of the … plate. (2 x 1)	**(2)**

Question Number	Answer	Mark
1(b)	1 mark for identifying a volcanic hazard, 2 marks for describing the hazard eg • Pyroclastic flow (1) A dense super heated cloud of gases which travels at high speed (2). • Lahar – A flow of heated water, ash and debris. • Volcanic bomb – Ejected lumps of lava which solidify and fall as solid rocks. • Lava flow – A flow of molten rock.	**(2)**

Question Number	Answer	Mark
1(c)	 Shield volcanoes form on constructive plate boundaries. Basic lava, directly from the mantle, spews through the cracks made from the diverging plates. As this lava is thin and runny it travels long distances before solidifying, forming gentle slopes. Maximum points can be achieved with or without a diagram/written explanation. In the example above, 1 mark is awarded for the diagram which shows the basic shape of a shield volcano; 2 marks are awarded for the detailed labels. The final mark is gained through the accompanying written explanation. NB: Had the labels been less informative, full marks would still have been awarded as the written explanation is detailed enough to gain the last point.	**(4)**

Question Number	Answer	Mark
2(a)	One point for each valid statement. Likely answers: • No country produces more than 100 million metric tonnes of carbon. • The lowest carbon emissions are in the centre of the continent. • The highest carbon emissions are in the North and South of the continent. • Carbon emissions in … are … (2 x 1)	**(2)**

Question Number	Answer	Mark
2(b)	Possible answers: • Transport – petrol is derived from oil. The use of petrol in car engines leads to the emission of carbon dioxide. • Thermal power stations generate electricity through the burning of fossil fuels which releases carbon dioxide into the atmosphere. • Deforestation has removed trees which previously absorbed carbon dioxide through photosynthesis. 1 Mark: Valid action identified but description is simplistic or incomplete. eg driving a car releases carbon dioxide. 2 Marks: Valid action identified and described clearly. Burning fossil fuels in thermal power stations releases carbon dioxide as these fuels are carbon based.	**(2)**

Question Number	Answer	Mark
2(c)	UK • Higher temperatures • More extreme weather events • Lowland flooding • Loss of tundra ecosystem in Scotland • Increasing droughts in South East England Bangladesh • Higher temperatures • Increased cyclone activity • Coastal flooding • More extreme weather events NB: Maximum marks can be achieved by stating 4 impacts or through a more detailed description of fewer impacts. eg Global warming will make the UK's climate hotter (1) eg Higher temperatures will reduce snowfall in mountainous parts of Scotland. This will lead to a number of habitats disappearing and wildlife migrations (3 marks).	**(4)**

Question Number	Answer	Mark
3(a)	The temperature of the atmosphere drops by 1.5 degrees Celsius for every 1000 feet in altitude. 1 mark for general description. Additional mark awarded for providing supporting evidence eg between sea level and 4000 feet the temperature drops by 6 degrees.	**(2)**

Question Number	Answer	Mark
3(b)	Possible answers: • Decomposing leaves create the humus layer of the soil and add nutrients, increasing fertility. • The woodland canopy protects the ground from heavy rain, reducing soil erosion. • Exposed soil is often leached as rainwater washes nutrients below the root layer. • The removal of woodland destroys habitats and forces wildlife to migrate, leading to less organic matter being added to the soil. • Removal of vegetation leads to lower transpiration rates and reduced rainfall. 1 mark: Valid impact identified but description is simplistic or incomplete. eg soil becomes thinner 2 marks: Valid action identified and clearly described. eg without the shelter of the canopy the exposed soil is eroded by heavy rain.	**(2)**

Question Number	Answer	Mark
3(c)	Biomes provide a range of uses and benefits, being a source of raw materials whilst providing ecological advantages. eg Rainforests provide local populations with a range of raw materials including foods, building materials and medicines. Rainforests also help to regulate climate, prevent soil erosion and landslides, and reduce the risk of flooding. 1 mark: Valid action identified but description is simplistic or incomplete. eg forests provide wood for buildings. Additional marks awarded for statements which extend the description. eg Forests are a source of wood for both commercial activities and local subsistent groups (1 mark). Local populations may use the wood for building housing and for heating and cooking (2 marks).	**(4)**

Question Number	Answer	Mark
4(a)	1 mark for each valid statement, likely answers include: Transpiration will be reduced Vegetation store will decline Surface runoff will increase (2x1)	**(2)**

Question Number	Answer	Mark
4(b)	Possible answers: • Excessive use of fertiliser can lead to eutrophication. • Chemicals from industry can be highly toxic killing river life. • Releases of hot water from power stations can reduce the water's ability to hold oxygen. • Organic waste (sewage) consumes oxygen in the water and can kill river organisms. 1 Mark: Valid source identified but description is simplistic or incomplete. eg waste from farms can harm rivers 2 Marks: Valid action identified and clearly described. eg fertilisers can be washed from farmland into local rivers causing algae blooms to develop.	**(2)**

Question Number	Answer	Mark
4(c)	Most large scale projects tend to involve dam construction. Dam projects are usually complex and multi-purpose. Dams bring benefits such as improved water supply and a reliable source of renewable energy, but often come with an environmental and cultural cost. Points are to be awarded for identifying an appropriate benefit/cost. Additional points can be gained through more in-depth description. eg the dam led to HEP (1 mark). The Three Gorges project will dam the Yangtze river in China, reducing the flood risk downstream (1 mark) whilst providing HEP power for local settlements and industry (2 marks). However, the project required the relocation of over a million people (3 marks) and several historical and cultural sites will be lost when the reservoir fills up. (4 marks) Answer must relate to identified project. For full marks the response must refer to both benefits and costs.	**(4)**

Question Number	Answer	Mark
5(a)	Stack	**(1)**

Question Number	Answer	Mark
5(b)	One mark for each valid statement. Likely answers:	**(2)**

	Constructive	Destructive
Wave length	Long	Short
Wave height	Small	Large
Swash	Strong	Weak
Backwash	Weak	Strong
Process	Deposition	Erosion

Question Number	Indicative content	
5(c)	A range of sea defence strategies are used to manage Britain's coastline. These techniques bring costs as well as benefits. • Sea wall – Expensive. Ugly. • Groynes – Knock-on implications for areas down drift as their beach may be starved of sand. • Rock armour – Looks artificial and can prevent access to the beach, restricting tourism. • Controlled retreat – land is lost to the sea. Large areas required to make an impact.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Simple/generic statements. Incomplete debate. Named examples not provided. eg sea walls look ugly (1 mark)
Level 2	3-4	Linked or elaborated statements. Answer includes named examples. eg In Scarborough groynes have been built. Groynes make beaches down drift smaller (1 marks), leading to faster erosion elsewhere (2 marks). Blackpool has built a sea wall. It is built from concrete (3 marks) and looks ugly and unnatural (4 marks). If only one form of sea defence is identified, maximum mark 4.
Level 3	5-6	Detailed, well developed answer. A good range of geographical terms have been applied effectively. Answer refers to named examples. eg In Blackpool a sea wall are made from concrete has been built. It looks ugly (1 mark) and makes accessing the beach difficult (2 marks). These drawbacks have discouraged tourists (3 marks). The construction of the sea wall required heavy machinery which destroyed some important habitats (4 marks). Scarborough has built groynes to stop the movement of sand. These have starved beaches down drift of new beach material (5 marks). Down drift beaches have become smaller, resulting in faster rates of erosion (6 marks)

Question Number	Answer	Mark
6(a)	Spur (also allow interlocking spur)	**(1)**

Question Number	Answer	Mark
6(b)	Hydraulic action – Force of water breaks of loose material Abrasion – Pebbles are knocked into the bed chipping off sections of rock Solution – Chemicals in the water dissolve surrounding rocks Attrition – Where bedload collides chipping off jagged edges Note – description must match the form of erosion identified.	**(2)**

Question Number	Indicative content	
6(c)	A range of flood defences are used to limit/prevent river flooding in the UK, including: hard techniques (eg dams, diversion channels, concrete lining) which are expensive and environmentally damaging. And soft techniques (eg afforestation, floodplain zoning, allow flooding) which limit rather than stop flooding. NB: Answers can relate to a specific form of flood defence or the hard/soft categories.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Simple/generic statements. Incomplete debate. eg hard techniques cost a lot. (1 mark)
Level 2	3-4	Linked or elaborated statements. Factors linked to specific methods. Named examples provided. eg In York flood gates were built on houses in high risk areas. These metal gates look ugly (1 mark) and restrict access (2 marks). Floodplains near Preston have been purchased and set aside for overflow waters. This took up a large area of land (3 marks) which could have been developed (4 marks). If only one form of sea defence is identified, maximum mark 4.
Level 3	5-6	Detailed, well developed answer. A good range of geographical terms have been applied effectively. Named examples provided. eg In York the Foss Dam was built to hold back flood waters. This was extremely expensive to build (1 mark) and costs a lot to maintain (2 marks). Concrete linings were added to the River Calder in Burnley. These look ugly (3 marks) and destroyed many of the river's habitats (4 marks). The river has now lost much of its visual beauty (5 marks) and wildlife has declined, leaving the river 'dead' (6 marks).

Question Number	Answer	Mark
7(a)	One mark for a valid response. In addition to answers directly taken from the map, accept responses which show personal knowledge. Likely answers include: • Between 30°n and 30°s • Close to land • Sediment from rivers prevent coral growth near estuaries • Corals only form in salt water	**(1)**

Question Number	Answer	Mark
7(b)	One mark for each valid response. Likely answers include: • Important fishing grounds • Shoreline protection from storms and tsunami • Tourist attractions bringing jobs and investment • A raw material used in jewellery (2x1)	**(2)**

Question Number	Indicative content	
7(c)	Human: Tourism has led to reef destruction resulting from increased sewage and pollutants as well as trampling by snorkellers and demand for reef jewellery. Over, and selective, fishing has also damaged the ecological balance. Some fishing techniques, such as trawling and 'blast' fishing, have proven particularly destructive. Physical: Global warming is leading to warming ocean temperatures which results in a process known as bleaching. The higher temperatures puts stress on the coral organisms, resulting in algae being expelled and their colour turing white. Global warming is also leading to stormier weather. Storm waves can break and snap off pieces of coral. Heavy coastal rain can lead to increased siltation.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	At least one appropriate factor has been identified. Simple statements. No named location. eg Tourists stand on the coral breaking it.(1 mark)
Level 2	3-4	Descriptions are clear and statements elaborated. A range of subject specific terms have been used. Named locations identified eg In Thailand tourists have trampled on the coral (1 mark) and broken pieces off when scuba diving (2 marks). In the Maldives increased storm activity has resulted from global warming (3 marks). Strong waves have broken up and damaged reefs. (4 marks) If only one form of threat is identified, maximum mark 4.
Level 3	5-6	Descriptions are detailed and clear. Good use of subject specific terms. Threats are related to specific locations. eg In Thailand tourists have trampled on the coral (1 mark) and broken pieces off when scuba diving (2 marks) whilst sewage from hotels and sun creams has polluted the reefs (3 marks). In the shallow seas around the Maldives global warming has increased the water's temperature (4 marks), leading to greater storm activity (5 marks). Higher temperatures have also led to algae in the reefs being expelled leading to the reefs becoming bleached(6 marks).

Question Number	Answer	Mark
8(a)	One mark for a statement which describes the distribution of polar regions. • Near to the poles • In … named location (Greenland, Siberia and Antarctica) • Mainly within the Arctic/Antarctic circles. **or** One mark for a statement which describes the distribution of hot arid regions. • Mainly on the tropics • In … named location (Africa, Central Asia and Australia) • Only found in major land masses	**(1)**

Question Number	Answer	Mark
8(b)	One mark for each acceptable response. Likely answers include: <u>Hot Arid</u> • Daytime temperatures are very high • Night time temperature can be low • Rainfall is unreliable • Edible food can be difficult to find. <u>Polar</u> • Extremely low winter temperatures • Ground frozen for much of the year • Short growing season • Snow cover for much of the year • Little daylight during the winter (2x1)	**(2)**

Question Number	Indicative content	
8(c)	Flora and fauna in extreme environments have evolved to enable them to survive the harsh weather conditions they are exposed to. These adaptations, however, can become a hindrance if the environment changes.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Simple statements. A vulnerability has been identified. eg Polar bears are endangered because the ice is melting (1 mark).
Level 2	3-4	At least two vulnerabilities have been identified. Descriptions are clear and statements elaborated. A range of subject specific terms has been used. eg Polar bears have become endangered as global warming has changed their environment (1 mark). Higher temperature have led to less ice, hampering the bears' hunting (2 marks). Arctic rabbits are also declining in numbers, as their white fur, previously camouflage (3 marks), now makes them easy to spot (4 marks). NB: If only one example is identified. Maximum mark 4.
Level 3	5-6	At least two examples have been provided. Descriptions are detailed and clear. Good use of subject specific terms. Vulnerabilities have been specifically linked to climate change. eg Polar bears have become endangered as climate change has resulted in higher artic temperatures (1 mark). Warmer seas have reduced the coverage and thickness of the ice (2 marks). This has been a disaster for Polar Bears as they depend on the ice for hunting (3 marks). Artic rabbits are also threatened by climate change. These rabbits have white fur, camouflaging them in snowy landscapes (4 marks). Warmer temperature have made snowfall less frequent and no snow lies for a longer proportion of the year (5 marks). A lack of snow makes the rabbits easy prey to predators (6marks).

Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 2: People and the Planet

Foundation Tier

Sample Assessment Material
Time: 1 hour

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

Advice

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

Turn over ▶

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SECTION A – INTRODUCTION TO PEOPLE AND THE PLANET

Answer ALL questions in this section.

Topic 1: Population Dynamics

1 Look at Figure 1.

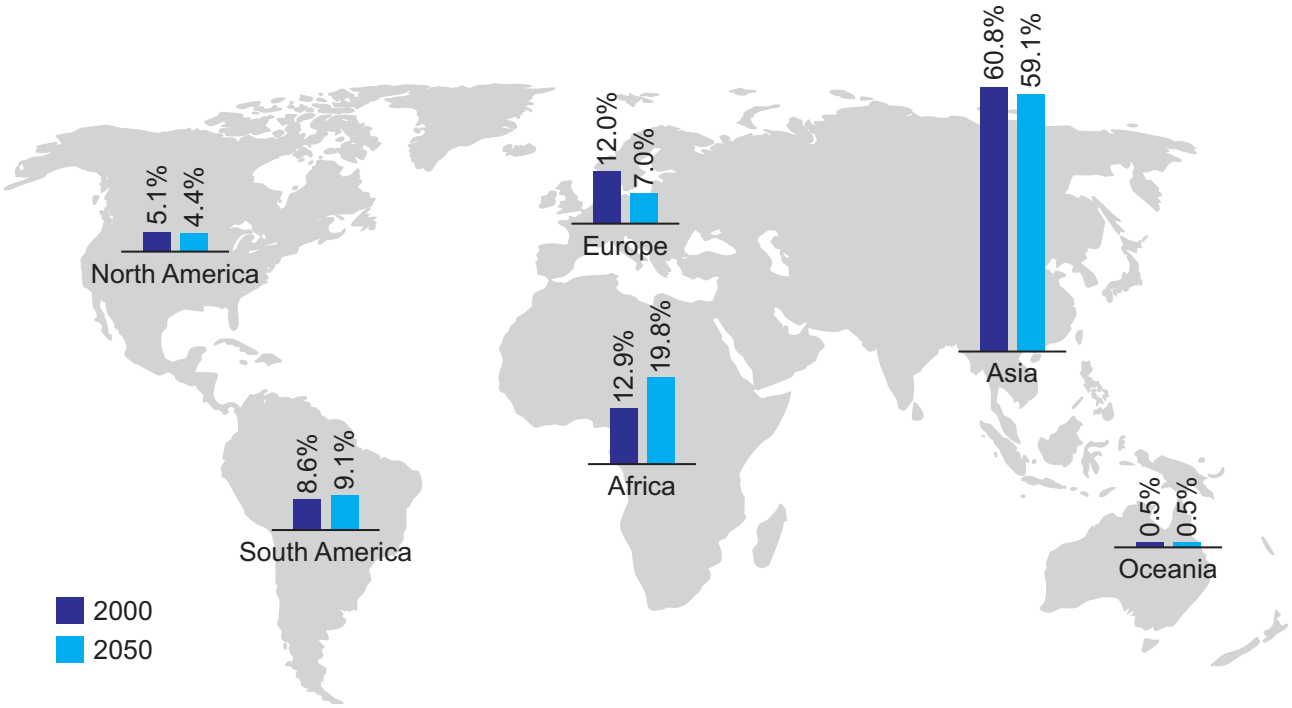

Figure 1 – Changing continental shares of global population

(a) (i) Which continent had the largest share of global population in 2000?

(1)

.....

(ii) Which continent's share is predicted to grow fastest between 2000 and 2050?

(1)

.....

(b) Suggest **two** reasons why some European countries have falling populations.

(2)

1 .....

.....

2 .....

.....

(c) Describe **one** policy used to control population size in a country.

(2)

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(d) Explain why some governments may wish to control their population size.

(2)

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(Total for Question 1 = 8 marks)

2 Look at Figure 2.

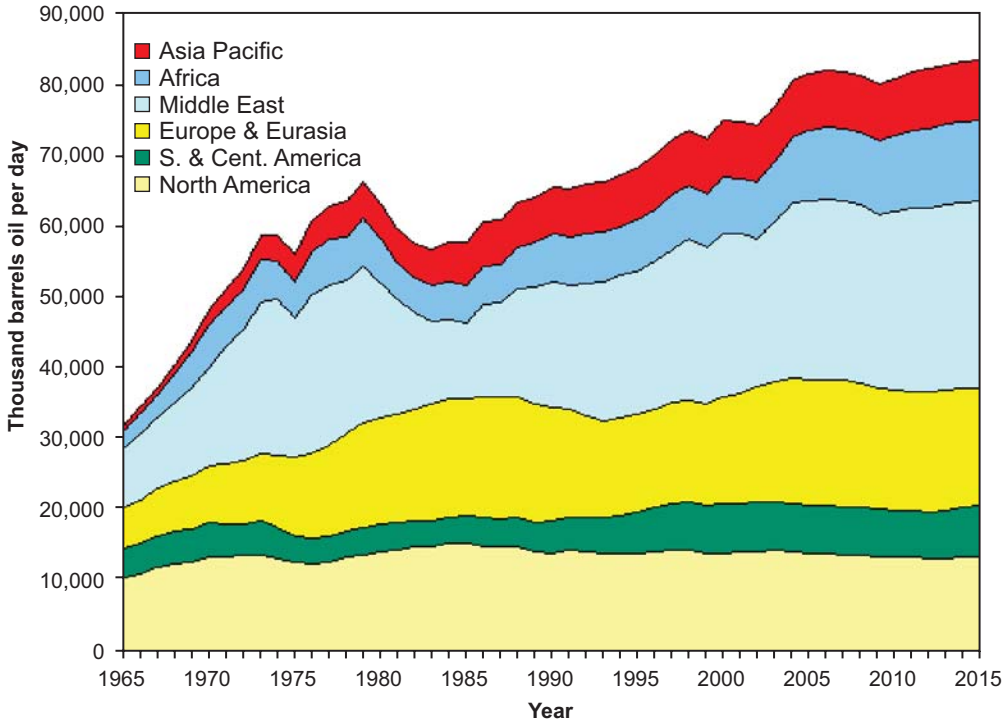

Figure 2 – Global oil production by region, 1965–2007, and predicted until 2015

(a) Describe **two** changes in global oil production between 1965 and 2015.

(2)

1 .....

.....

2 .....

.....

(b) Suggest **two** reasons for changes in global oil production.

(2)

1 .....

.....

2 .....

.....

(c) Define the term **non-renewable energy**.

(2)

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.....

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(d) Explain **one** reason why oil may become less important as an energy source in the future.

(2)

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(Total for Question 2 = 8 marks)

3 Look at Figure 3.

Figure 3 – An English village scene

(a) State **two** advantages for people of living in a place such as this village.

(2)

1 .....

.....

2 .....

.....

(b) What is meant by the term **rural idyll**?

(2)

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(c) Suggest **two** reasons why young people may move away from rural areas such as this.

(2)

1 .....

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2 .....

.....

(d) Explain **one** pressure facing rural living spaces.

(2)

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(Total for Question 3 = 8 marks)

4 Look at Figure 4.

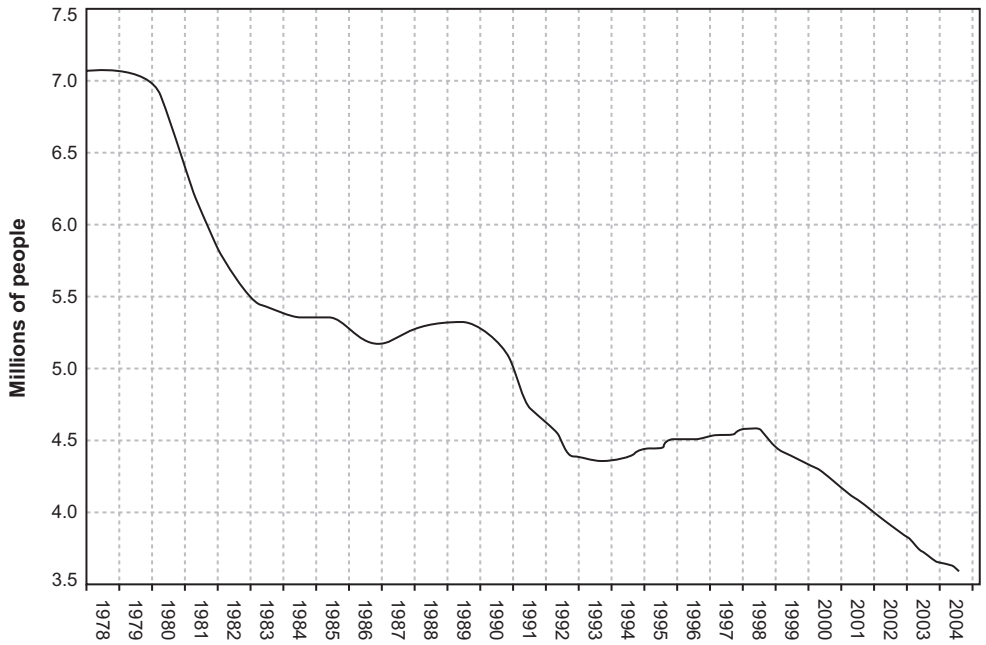

Figure 4 – Manufacturing employment in the UK, 1978–2004

(a) (i) How many people were employed in manufacturing in 2004?

(1)

.....

(ii) Identify **one** period when manufacturing employment rose.

(1)

Between ..... and ..... .

(b) Suggest **two** reasons why manufacturing employment has fallen in the UK.

(2)

1 .....

.....

2 .....

.....

(c) What is meant by the term **informal urban economy**?

(2)

.....

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.....

(d) Explain **one** negative impact of declining manufacturing employment on the environment.

(2)

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.....

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B – SMALL-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 5: Changing Cities

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

5 Look at Figure 5.

Figure 5 – A photograph of an area in a city

(a) Identify **one** piece of evidence of air pollution.

(1)

.....

.....

(b) Give **two** reasons why urban areas have large ecological footprints.

(2)

1 .....

.....

2 .....

.....

*(c) Using examples, describe how consumers can help reduce the eco-footprint of an urban area.

(6)

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(Total for Question 5 = 9 marks)

Topic 6: Changing Countryside

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

6 Look at Figure 6.

Figure 6 – A rural scene in the province of Darfur in Sudan

(a) Give **one** piece of evidence that shows this area is poor.

(1)

.....

.....

(b) Suggest **one** reason why some rural areas become depopulated.

(2)

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.....

*(c) Using a named example, describe how a rural area is trying to develop more sustainably.

(6)

Named rural area.....

.....

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(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

SECTION C – LARGE-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 7: Development Dilemmas

If you answer Question 7 put a cross in this box ☒.

7 Look at Figure 7.

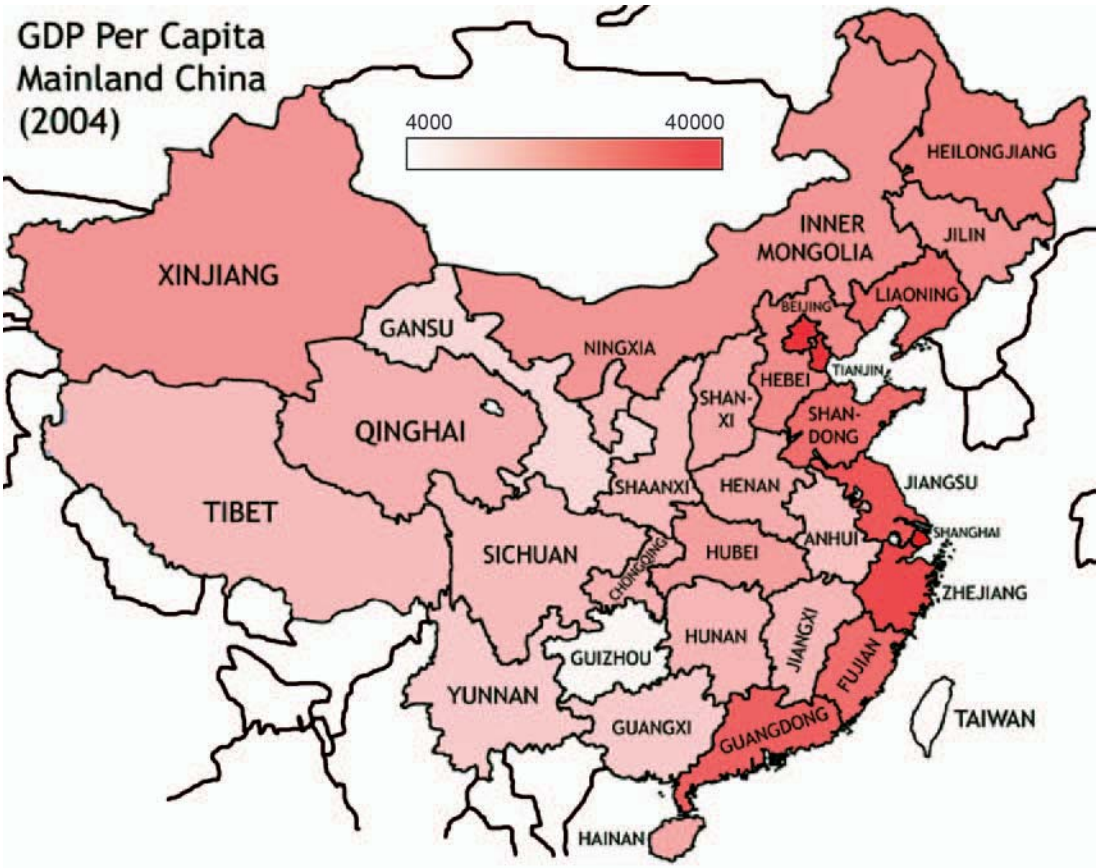

Figure 7 – Regional variations in the Gross Domestic Product (GDP) per person in China

(a) Identify a city or region with a very high GDP per person.

(1)

.....

(b) Suggest **one** reason why some Chinese regions are richer than others.

(2)

.....

.....

.....

.....

*(c) Using examples, compare the benefits of **top-down** and **bottom-up** development schemes.

(6)

(Total for Question 7 = 9 marks)

Topic 8: World of Work

If you answer Question 8 put a cross in this box ☒.

8 Look at Figure 8.

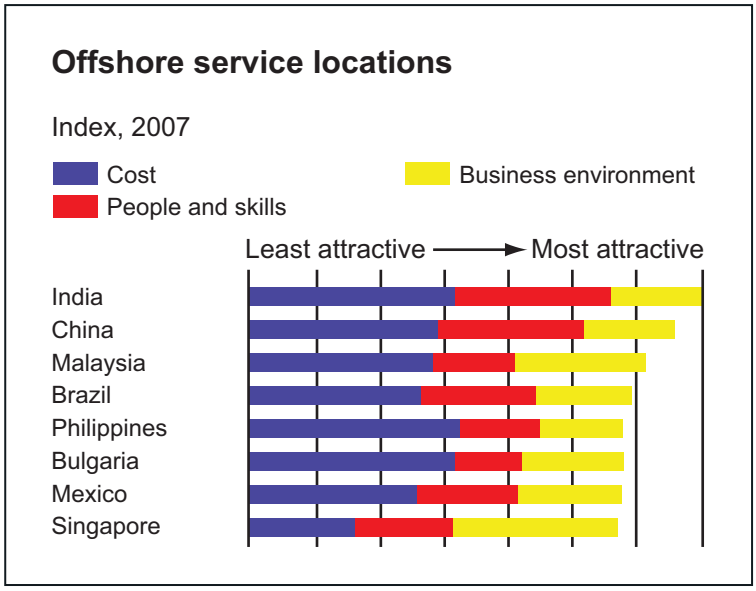

Figure 8 – The most attractive countries to Transnational Corporations (TNCs) for outsourcing services

(a) Identify the most attractive country for outsourcing services.

(1)

.....

(b) Suggest why **people and skills** are an important factor in choosing a location for outsourcing.

(2)

.....

.....

.....

.....

*(c) Using examples, describe how changes in the service economy, such as outsourcing, have affected people in a developing country.

(6)

(Total for Question 8 = 9 marks)

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 2F: People and the Planet

Question Number	Answer	Mark
1(a) (i)	Asia	**1**

Question Number	Answer	Mark
1(a) (ii)	Africa	**1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
1 (b)	• Other regions are growing faster • The birth rate is falling • Death rate is higher than birth rate	• People are migrating out of Europe • Death rate has risen	All incorrect answers	**2** **1+1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(c)	• One-child policy • Financial rewards for larger/smaller families • Tax breaks to encourage/discourage large families • Advertising campaigns one way of the other • Open-door migration policy • Restricting access to country through border controls/visas	• Ethnic cleansing • Forced repatriation	Anything that is unrelated to government policies	**2** **1+1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(d)	Control will usually be taken as limiting growth but allow answers that discuss the need to stimulate population growth Shortage of resources (1) such as water/food (1) shortage of land for development (1) overcrowded housing (1) congestion/air pollution (1) problems of waste disposal(1) threat of social unrest (1)	Need for people to exploit resource base (1) leading to increased economic activity (1) available land (1) provide more military power (1)	Answers that stray into description of policies or lack explicit reasons - eg better for development	**2** **1+1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
2 (a)	• It has risen from about 30,000 (th. barrels) to over 80,000 • Two periods of brief decline • Decline in early 1970s • Decline in late 1970s and early 1980s • Not much increase forecast	• Mid. East is largest • Mid. East has increased from 10,000 to about 30,000 • North America has 'flat lined' • Any other regional point	All incorrect answers	**2** **1+1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
2 (b)	• New oil is discovered in some regions (eg Europe) • Oil runs out in some areas • Some regions find new reserves • Some regions restrict production • The price changes making some reserves worth exploiting • Demand for oil increases as countries (such as China and India) industrialise	• New technology is applied in some regions (Canadian tar-sands)	All incorrect answers	**2** **1+1**

Question Number	Correct answer	Reject	Mark
2(c)	Non-renewable energy is an energy source that once used cannot be replaced (1) – oil/ natural gas/coal are non-renewable sources (1)	Definitions of renewable or sustainable energy sources	**2**

Question Number	Correct answer	Acceptable answers	Reject	Mark
2 (d)	It might be replaced as an energy source (1) by renewable sources (1) new technology may lead to development of alternatives (1) such as hydrogen cells (1)	Because we won't have so much (1) global economic collapse may reduce its significance	Answers that talk about reduced demand	**2** **1+1**

Question Number	Answer	Mark
3 (a)	• Quiet • Relative lack of crime • Attractive landscape • Amongst people of similar age/social background • Lack of pollution • Lack of congestion	**2** **1+1**

Question Number	Correct answer	Reject	Mark
3(b)	A perception/view (1) that the countryside and rural living represents an ideal living space (1)	Answers that suggest it actually **is** an ideal living space	**2**

Question Number	Correct answer	Acceptable answers	Reject	Mark
3 (c)	• Lack of employment opportunities/variety • Cost of housing too high • Low wages in local employment • Remoteness from facilities for young people • Education available elsewhere (cities) NB allow opposites for cities but do not credit twice	• Not enough social activity	All inverse responses such as – cities have more social activities if already credited for rural areas have less social activities	**2** **1+1**

Question Number	Answers	Mark
3 (d)	Pressure to use space for housing (1) because of population growth/movement (1) Or Pressure to develop rural resources such as quarries (1) because of demand for road stone/minerals (1) Or Pressure to develop tourism (1) because of boost to local economy/income (1) Any other acceptable couplet involving a legitimate 'pressure'	**2**

Question Number	Answer	Mark
4 (a) (i)	3.6 million (allow 3.6-3.7) don't insist on millions	**1**

Question Number	Answer	Mark
4(a) (ii)	Either 1992-1998 or any part thereof (1) or 1987-1989 or any part thereof (1)	**1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
4 (b)	• Mechanisation replacing people with machines/robots • Globalisation leading to a shift of manufacturing overseas • Rationalisation of production leading to employment falling	• The 'attraction' of alternative jobs in the tertiary sector	Running out of resources (confusion with primary industry)	**2** **1+1**

Question Number	Correct answer	Reject	Mark
4 (c)	The informal urban economy is the economic activity of cities (1) that is neither taxed nor monitored (1) by government; and is not included in that government's Gross National Product (GNP) (1) Any two points	A list of jobs without any context established	**2**

Question Number	Correct answer	Reject	Mark
4 (d)	Environment needs to be the physical environment ; Factories close (1) and wasteland/dross-scape replaces (1) or Less toxic waste as industries close (1) – rivers/groundwater improves (1) or Less tax income from companies (1) therefore less money to clean up/manage environment (1)	Answers that don't focus on **manufacturing** decline	**2**

Question Number	Answer	Mark
5(a)	One of: Smoke from chimneys (1) Car exhaust (1) Cooling tower emissions (1) Lady with mask (1)	**(1)**

Question Number	Correct answers	Acceptable answers	Mark
5(b)	• Little food grown in the city so needs to be grown elsewhere • High use of energy in transport, heating and industry • High levels of emissions of greenhouse gases	Large concentrations of people in one area	**(2)** **1+1**

Question Number	Indicative content	
5(c) **QWC**	A wide range of possible strategies might be covered here – answers are likely to cover both individual 'green' consumption and lifestyle decisions (many of which are not specifically urban). • Food practising policies – buy local food- thus reducing transport and so emissions • Use of farmers' markets – as above a reduction in imported food demand • Allotments – development of city gardens/farms • Recycling waste – reducing need for landfill/incineration • Using public transport/car sharing, reducing greenhouse gas emissions • Cutting back on electricity consumption reducing energy production • Holidaying at home thus avoiding air-flights	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. Links with reduction of urban footprints are minimal. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some ways of reducing footprints. Some range but lacks depth or detail. Some examples are located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of strategies explained in detail and well linked to the reduction of the eco-footprint of the city. Location details or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)	One of: Very poor quality of 'housing' (1) Poor roads – no tarmac (1) No sign of telecommunications (1) Very basic form of transport (1) Water being delivered in plastic cans (1)	**(1)**

Question Number	Correct answers	Mark
6(b)	Changing climate leading to desertification (1) Young people move away to go to university (1) and don't return (1) War and civil strife lead to out-migration (1) Jobs are lost (1) in fishing/forestry/agriculture (1) therefore people move away (1) to seek jobs elsewhere (1) Any two points	**(2)** **1+1**

Question Number	Indicative content	
6 (c) **QWC**	A wide range of possible strategies might be covered here according to chosen example – answers should cover specific case study material, usually from a developing country (eg Ethiopia) • Raising food production without damaging the environment through education and intermediate technology • Reducing population loss, particularly rural-urban migration, by diversifying local employment and providing micro-credit • Improving education and health facilities and empowering women through the education of girls • Sustainably managing resources such as water, woodland and fisheries • Developing links with markets beyond the region • A stress on bottom-up development projects are generally emphasised	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. No recognisable location. Links with sustainable development are minimal. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some ways of developing sustainably. Some limited use of location detail. Some range but lacks depth or detail on the schemes/projects. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of strategies/projects explained in detail and good explanatory links to sustainable development. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Acceptable	Mark
7 (a)	One from; Shanghai (1), Tianjin (1), Beijing (1)	Any of the coastal regions from Guandong, Fujian, Zhejiang, Jiangsu, Shandong, Liaoning	**(1)**

Question Number	Correct answers	Acceptable answers	Mark
7 (b)	• They have more manufacturing industry and therefore better paid jobs • They are the main centres for trade and thus generate more wealth • They are centres of government and administration	• They have more resources • They have more foreign investment	**(2)** **1+1**

Question Number	Indicative content	
7 (c) **QWC**	**Top-down schemes** are planned and, generally, managed by central or regional government. Local people may be consulted but they do not drive the decision making process. In developing countries they are frequently large scale and involve major corporations and foreign agencies and funding. Examples offered may include major dam schemes such as the Three Gorges. **Bottom-up schemes** are planned locally and 'grow' out of the needs of the local communities. Inevitably they tend to be smaller scale and address local issues. Funding is often more difficult but success rates are good reflecting the strong links between community needs and the projects that these generate.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. The differences are not explicitly developed. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some of the differences between the schemes, generally their scale . Some range but lacks depth or detail. Some examples are located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of contrasting development projects and strategies explained in detail and conclusions drawn about their differences. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	India	**(1)**

Question Number	Correct answers	Mark
8(b)	Most companies require a workforce with some skills (1) cost isn't everything (1) any sensible example (1) less training required (1) better at job if skilled (so more profit) (1)	**(2)** **1+1**

Question Number	Indicative content	
8 (c) **QWC**	A wide range of possible developments might be covered here – answers are likely to cover changes in the workplace in both developed and developing countries. Focus is on 'workplaces' not employment structure. • Health and safety regulations may affect work environment especially in the developing world • Further reduction in working hours • National minimum wage legislation may be applied • Equal opportunities legislation is also likely to be more common • Flexible working hours and part-time work will grow • Home-working, hot-desking and teleworking are growing in importance in some developed countries and these changes may spread. • Commercialisation of agriculture in developing countries will change the lives of rural peasants • Conditions in sweatshops may improve	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. No focus on different people. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some of the workplace changes. Some range but lacks depth or detail. Limited focus of different people. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of changes explained in detail and well linked to 'different people'. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 2: People and the Planet

Higher Tier

Sample Assessment Material **Time: 1 hour**	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 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
  – *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

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

Turn over ▶

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SECTION A – INTRODUCTION TO PEOPLE AND THE PLANET

Answer ALL questions in this section.

Topic 1: Population Dynamics

1 Study Figure 1.

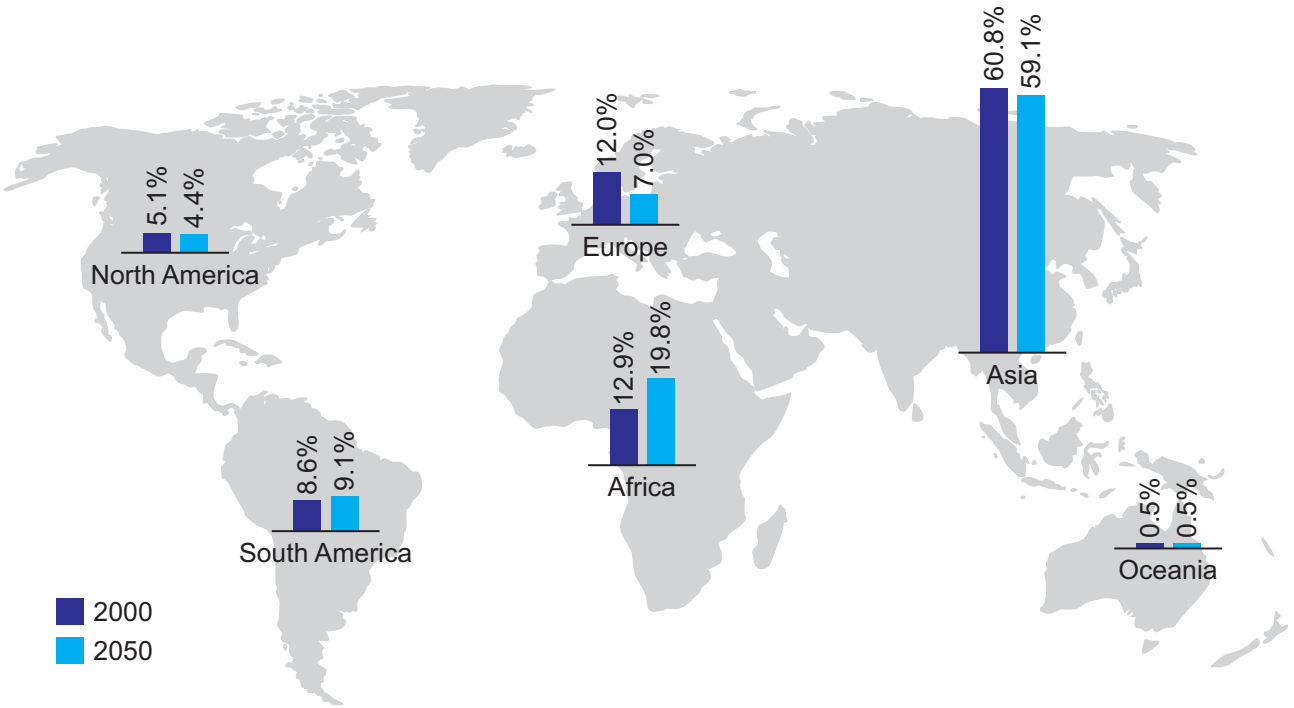

Figure 1 – Changing continental shares of global population

(a) Identify the continent which:

(i) will contribute 5% less to the global total in 2050 than it did in 2000;

(1)

.....

(ii) will contribute the same in 2050 that it did in 2000.

(1)

.....

(b) Explain why some governments may wish to control their population size.

(2)

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(c) Using examples, describe how a government might try to encourage fewer births (an anti-natalist policy).

(4)

(Total for Question 1 = 8 marks)

2 Study Figure 2.

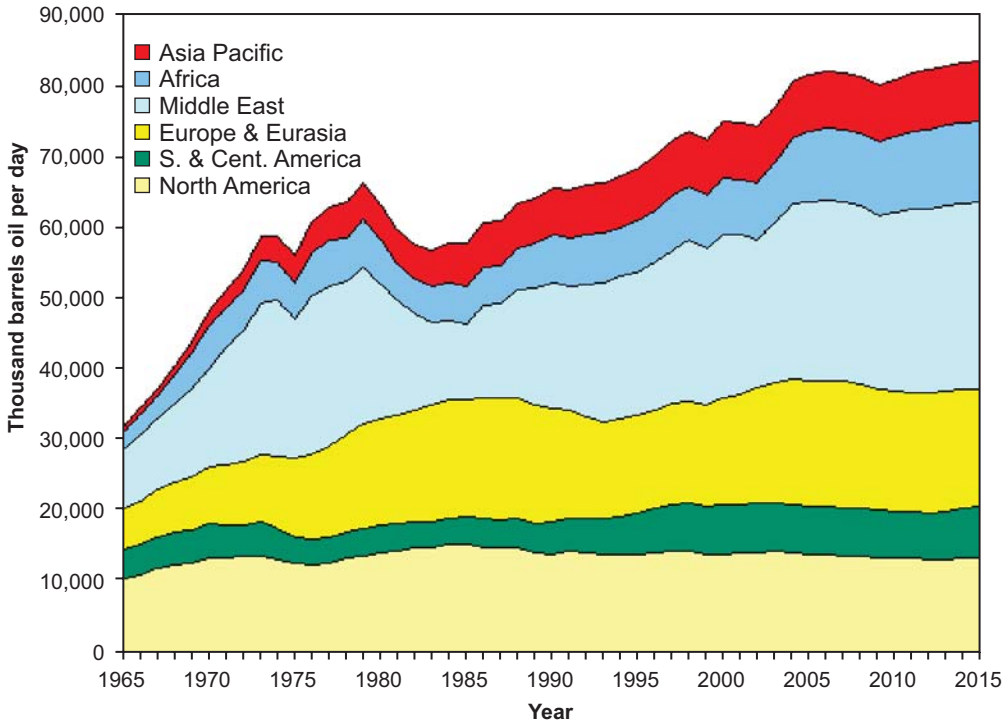

Figure 2 – Global oil production by region, 1965–2007, and predicted until 2015

(a) (i) What is global oil production predicted to be in 2015?

(1)

.....

(ii) Identify the global region that is expected to produce the greatest amount of oil in 2015.

(1)

.....

(b) Explain **one** reason why global oil production may fall after 2015.

(2)

.....

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.....

(c) Explain the problems of switching from non-renewable resources, such as oil, to renewable resources.

(4)

(Total for Question 2 = 8 marks)

3 Study Figure 3.

Figure 3 – An English village scene

(a) Describe **one** possible disadvantage of living in rural environments such as this.

(2)

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.....

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.....

(b) Explain **one** pressure facing rural living spaces.

(2)

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(c) Using examples, explain why some urban spaces are now in demand.

(4)

(Total for Question 3 = 8 marks)

4 Study Figure 4.

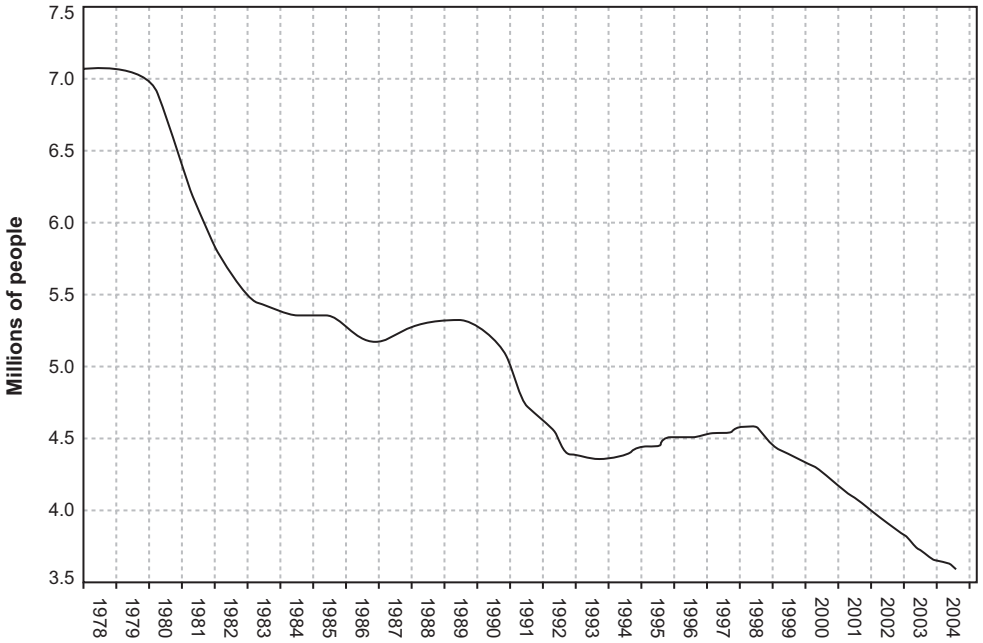

Figure 4 – Manufacturing employment in the UK, 1978–2004

(a) Describe the trend in manufacturing employment.

(2)

(b) Explain **one** negative impact of declining manufacturing employment on the environment.

(2)

(c) Using examples, explain how regeneration can improve urban environments.

(4)

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B – SMALL-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 5: Changing Cities

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

5 Study Figure 5.

Figure 5 – A photograph of an area in a city

(a) Identify **one** possible cause of air pollution.

(1)

.....

.....

(b) Suggest **one** reason why cities will have varied ecological footprints.

(2)

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*(c) Using examples, explain how the ecological footprint of a city can be reduced.

(6)

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(Total for Question 5 = 9 marks)

Topic 6: Changing Countryside

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

6 Study Figure 6.

Figure 6 – A rural scene in the province of Darfur in Sudan

(a) Identify **one** piece of evidence that illustrates the challenges of living in rural areas such as this.

(1)

.....

.....

(b) Explain how economic decline can lead to rural depopulation.

(2)

.....

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*(c) Using a named example, explain how a rural area could be managed more sustainably.

(6)

Named rural area.....

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(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

SECTION C – LARGE-SCALE PEOPLE AND THE PLANET

Answer ONE question in this section.

Topic 7: Development Dilemmas

If you answer Question 7 put a cross in this box ☒.

7 Study Figure 7.

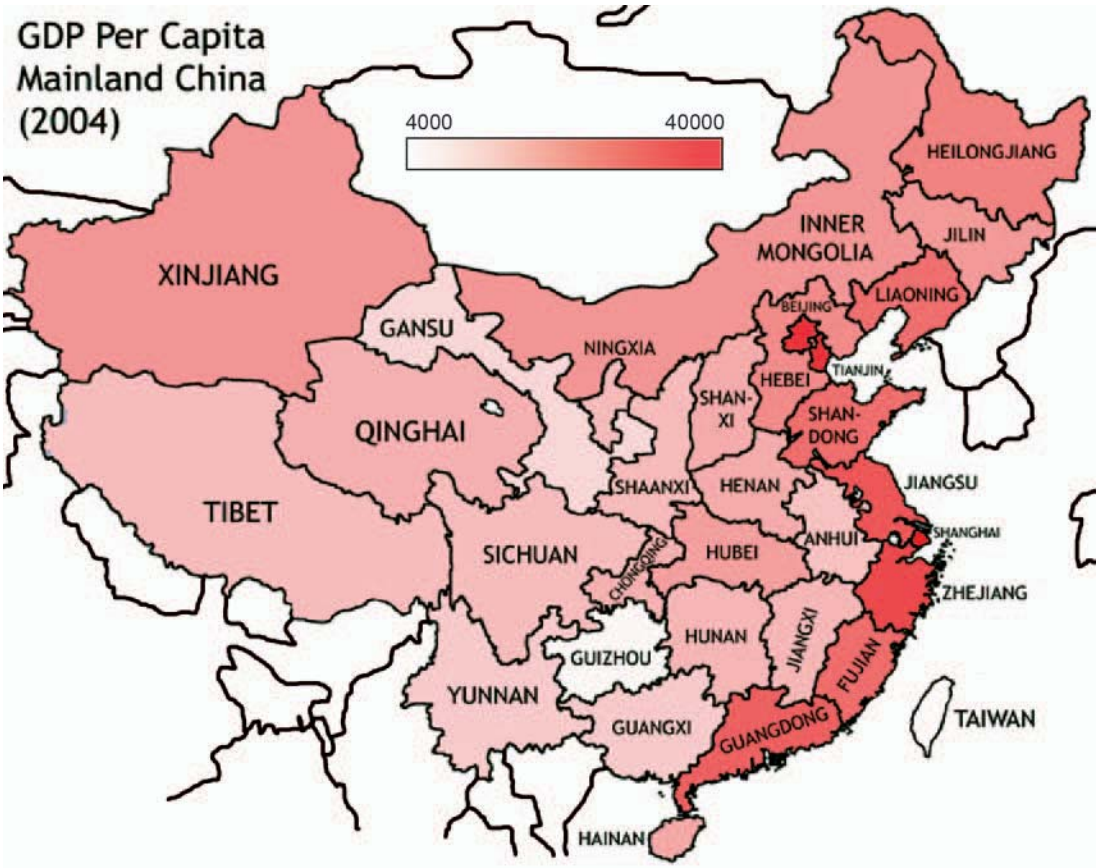

Figure 7 – Regional variations in the Gross Domestic Product (GDP) per capita for China in 2004

(a) Identify the region with the lowest GDP per capita.

(1)

.....

(b) Explain why coastal regions, such as those in China, are often more economically developed than inland regions.

(2)

.....

.....

.....

.....

*(c) Using examples, explain why **top-down** development schemes are sometimes seen as being inappropriate.

(6)

(Total for Question 7 = 9 marks)

Topic 8: World of Work

If you answer Question 8 put a cross in this box ☒.

8 Study Figure 8.

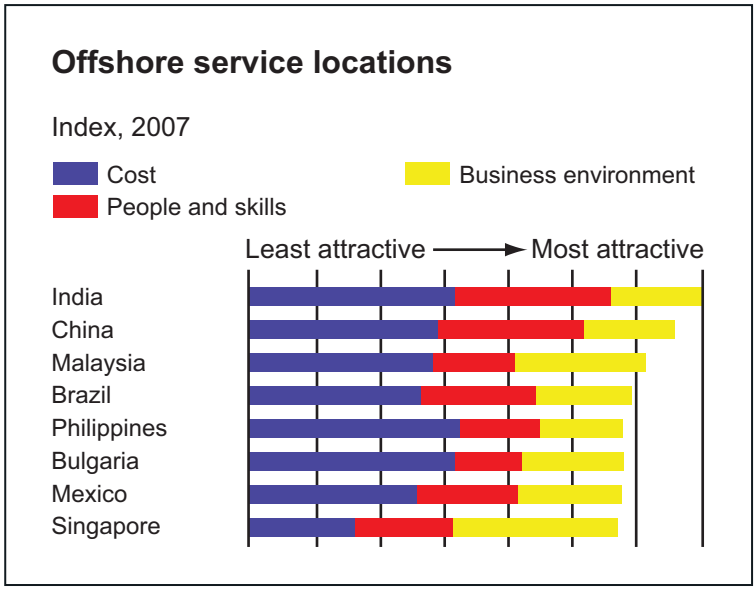

Figure 8 – The most attractive countries to Transnational Corporations (TNCs) for outsourcing services

(a) Identify the country which offers the best **business environment**.

(1)

.....

(b) Suggest **one** way countries would try to attract outsourced jobs.

(2)

.....

.....

.....

.....

*(c) Using examples, explain how work places might change as a result of company relocation.

(6)

(Total for Question 8 = 9 marks)

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 2H: People and the Planet

Question Number	Answer	Mark
1(a) (i)	Europe	**1**

Question Number	Answer	Mark
1(a) (ii)	Oceania	**1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(b)	Control will usually be taken as limiting growth but allow answers that discuss the need to stimulate population growth Shortage of resources (1) such as water/food (1) shortage of land for development (1) overcrowded housing (1) congestion/air pollution (1) problems of waste disposal(1) threat of social unrest (1)	Need for people to exploit resource base (1) this leading to increased economic activity (1) available land (1) provide more military power (1)	Answers that stray into description of policies or lack explicit reasons - eg better for development	**2** **1+1**

Question Number	Correct answer	Reject	Mark
1(c)	Through the legal system (1) eg One-child policy (1) With financial rewards for smaller families (1) Advertising campaigns to encourage smaller families (1) Encouraging women to stay in work (1) reducing family support/child allowances (1) making nursery places harder to come by(1)	Anything that is unrelated to government policies	**4**

Question Number	Answer	Mark
2 (a) (i)	Allow 80 000 –84 000 (thousand barrels per day)	**1**

Question Number	Answer	Mark
2(a) (ii)	Middle East	**1**

Question Number	Correct answer	Acceptable answers	Reject	Mark
2 (b)	It might be replaced as an energy source (1) by renewable sources (1) new technology may lead to development of alternatives (1) such as hydrogen cells (1)	Because we won't have so much (1) global economic collapse may reduce its significance	Answers that talk about reduced demand	**2** **1+1**

Question Number	Correct answer	Acceptable answers	Mark
2 (c)	Most of our needs are satisfied by non-renewables so its a big task (1) Most of the alternatives are currently very small scale (eg wind/solar) (1) Development of alternatives is costly (1) Transport relies on oil so alternative electricity sources will not help (1) Some alternatives have large environmental impacts (1) eg bio-fuels and/or hydro (1)	There isn't enough research (1) It is too easy to carry on as we are especially in a recession (1)	**4**

Question Number	Answer	Mark
3 (a)	• Too quiet • No services/facilities in the village • Too many elderly people for the young • Poor transport links to the city • Expensive property • High cost of living	**2** **1+1**

Question Number	Answers	Mark
3 (b)	Pressure to use space for housing (1) because of population growth/movement (1) Or Pressure to develop rural resources such as quarries (1) because of demand for road stone/minerals (1) Or Pressure to develop tourism (1) because of boost to local economy/income (1) Any other acceptable couplet involving a legitimate 'pressure'	**2** **1+1**

Question Number	Correct answer	Acceptable answers	Mark
3 (c)	More jobs in the inner city (1) especially in financial services/business (1) housing developments specifically designed for young people (1) creation of youthful communities (1) Examples of above (1)	Prices of property have come down (1) improved leisure activities (1)	**4**

Question Number	Answer	Mark
4 (a)	It has fallen overall (1) two periods of rising numbers (1) fastest rate of fall in early 80s (1) data to illustrate any one point (1)	**2**

Question Number	Correct answer	Reject	Mark
4 (b)	Environment needs to be the physical environment; Factories close (1) and wasteland/dross-scape replaces (1) or Less tax income from companies (1) therefore less money to clean up/manage environment (1)	Answers that don't focus on **manufacturing** decline and/or negative impacts	**2**

Question Number	Correct answer	Mark
4 (c)	It can bring in employment opportunities (1) these attract in-migration (1) this increases spending (1) this, in turn, generates more people to satisfy demand for services (1) government income rises (1) allowing new flagship developments/improvements to infrastructure (1) city can be cleaned up (1) examples of these processes/places (1) Answer needs to link to 'environment' for 4 marks	**4**

Question Number	Answer	Acceptable answer	Mark
5(a)	Vehicles (1) Power station (1) Factories/industry (1)	Housing (1)	**(1)**

Question Number	Correct answers	Acceptable answers	Mark
5(b)	Differences in density so variable distances covered (1) economies are different, manufacturing cities will emit more gases than tertiary cities (1) levels of development – rich cities with air.com etc are more polluting than poor cities (1)	Differences in population size – big cities have greater impact	**(2)**

Question Number	Indicative content	
5(c) **QWC**	A wide range of possible strategies might be evaluated here – answers are likely to cover both individual 'green' consumption and lifestyle decisions and the actions of local city governments. **Individual actions might include** • Food practising policies – buy local food- thus reducing transport and so emissions • Use of farmers' markets – as above a reduction in imported food demand • Allotments – development of city gardens/farms • Recycling waste – reducing need for landfill/incineration • Using public transport/car sharing, reducing greenhouse gas emissions • Cutting back on electricity consumption reducing energy production • Holidaying at home thus avoiding air-flights **Local government action might include** • Promoting public transport through subsidies/building programmes • Promoting the use of bicycles (Barcelona) • Urban gardens/farming part of planning (eg Havana) • Sustainable energy management (eg Reykjavik) • Urban design (Masdar) • Waste management/traffic management programmes (Singapore)	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. Links with reduction of urban footprints are minimal. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some ways of reducing footprints. Some range but lacks depth or detail. Some examples are located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of strategies explained in detail and well linked to the reduction of the eco-footprint of the city. Both individual and government action are covered. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)	One of: Water delivered to homes (1) Poorly developed transport (1) Poor housing quality (1)	**(1)**

Question Number	Correct answers	Mark
6(b)	Jobs are lost (1) in fishing/forestry/agriculture (1) therefore people move away (1) to seek jobs elsewhere (1) Any two points	**(2)**

Question Number	Indicative content	
6 (c) **QWC**	A wide range of possible strategies might be covered here – answers are likely to cover specific case study material, usually, but not necessarily from developing countries (eg Ethiopia) The stress is on management strategies and needs to be linked with sustainability. • Raising food production without damaging the environment through education and intermediate technology • Improving education and health facilities and empowering women through the education of girls. This will reduce population growth and reduce pressure on the environment • Sustainably managing resources such as water, woodland and fisheries by applying intermediate technology solutions • Developing links with markets beyond the region • A stress on bottom-up development projects are generally emphasised because these are more sensitive to local environmental issues • Strategies to promote industry – internet connectivity in remote regions in developed countries • Rural funding for development projects	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. No recognisable location. Management focus indistinct and links with sustainable development are minimal. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some ways of developing sustainably. Some limited use of location detail. Some focus on management but lacks depth or detail on the schemes/projects. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of management strategies/projects explained in detail and good explanatory links to sustainable development. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
7 (a)	One from ; Tianjin, Guizhou, Hainan	**(1)**

Question Number	Correct answers	Mark
7 (b)	They have access to the sea and trade (1) therefore attract industry (1) and became places were ideas/innovations are exchanged (1) they were traditional centres of population because of flat, fertile land (1) therefore have large markets (1) and became centres of government/power (1)	**(2)** **1+1**

Question Number	Indicative content	
7 (c) **QWC**	**Top-down schemes** are planned and, generally, managed by central or regional government. Local people may be consulted but they do not drive the decision making process. In developing countries they are frequently large scale and involve major corporations and foreign agencies and funding. Examples offered may include major dam schemes such as the Three Gorges. They are frequently seen as inappropriate because ; • They are expensive • They create wealth for the few but not for the many • They fail because they run out of funding • They are white elephants born of poor development planning • They do more harm than good to local people because they ignore their needs and sometimes displace them	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. The differences are not explicitly developed. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some of the weaknesses. Some range but lacks depth or detail. Some examples are located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of contrasting top-down development projects and strategies explained in detail and conclusions drawn about their potentially negative impact . Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	Singapore	**(1)**

Question Number	Correct answers	Mark
8(b)	By creating the right conditions (1) keeping wage costs low (1) providing a skilled workforce by investing in education (1) limiting regulation and government interference to create a positive business environment (1) low taxation (1) weak regulation of industry (1)	**(2)** **1+1**

Question Number	Indicative content	
8 (c) **QWC**	A wide range of possible developments might be covered here – answers are likely to cover changes in the workplace and the employment environment in both developed and developing countries as a result of company relocation • Global shift of manufacturing has had a profound impact – growth of sweatshops and export zones in many developing countries • Growth of service sector jobs such as call centres – leading to increased employment opportunities in developing world but job losses in developed world • Workplace changes are likely to flow from this – location, style of work, amount of protection afforded to workers • Growth of home-working – death of the 'office'	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. No focus on company relocation . Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some of the workplace changes. Some range but lacks depth or detail. Limited focus on company relocation. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of impacts explained in detail and well linked to company relocation. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 3: Making Geographical Decisions
Housing in Grampound

Foundation Tier

Sample Assessment Material
Time: 1 hour

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

Information

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

Advice

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

Turn over ▶

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Answer ALL questions.

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

Section A – Welcome to Grampound

1 Use Section A in the Resource Booklet to answer this question.

(a) Look at Figure 1.

(i) In which part of the UK is Grampound?

Place a cross in the box next to the correct answer.

(1)

A South-East ☒

B South-West ☒

C North-East ☒

D North-West ☒

(ii) In which county is Grampound?

(1)

.....

(b) Look at Figure 4(a).

What happened to the size of Grampound's population:

(2)

(i) between 1951 and 1981;

.....

(ii) between 1981 and 2001?

.....

(c) Give **two** reasons why more people want to live in Grampound.

(2)

1 .....

.....

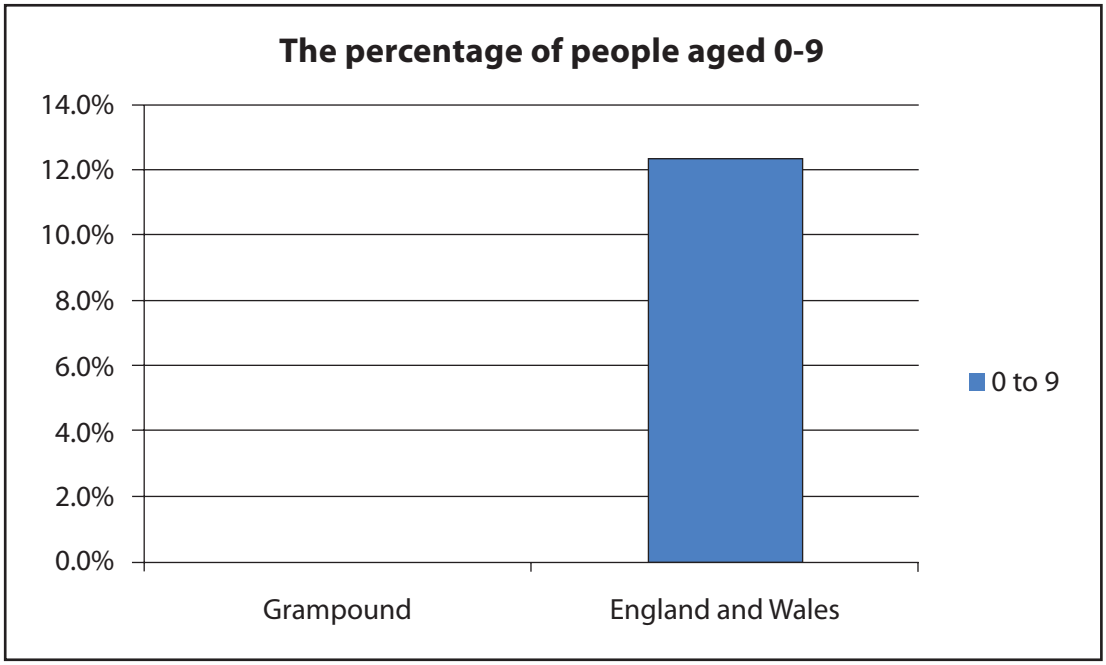
2 .....

.....

(d) Look at Figure 6.

(i) On the bar chart below, draw a bar to show the percentage of people in Grampound aged between 0 and 9.

(1)



(ii) Which of the following is the correct percentage of people in the Grampound area who are **over 60**?

Place a cross in the box next to the correct answer.

(1)

A 13.9% ☒

B 31.9% ☒

C 39.1% ☒

D 20.7% ☒

(e) Explain **two** reasons why housing is becoming too expensive for many people in Grampound.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(f) Suggest **two** reasons why some people in Grampound might **object to** new housing being built in the village.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(Total for Question 1 = 16 marks)

TOTAL FOR SECTION A = 16 MARKS

BLANK PAGE

Section B – The housing issue in depth

2 Use Section B in the Resource Booklet to answer this question.

(a) Which of the definitions is the best one for the following terms?

Place a cross in the box next to the correct answer in each case.

(i) **Inward migration** means:

(1)

A the number of people moving in and out of Cornwall ☒

B the number of tourists who come to Cornwall ☒

C the number of people who move into Cornwall from outside ☒

(ii) **Listed buildings** means:

(1)

A buildings of interest which are protected by law ☒

B buildings which are listed for demolition ☒

C buildings which can never be altered ☒

(iii) **Greenfield site** means

(1)

A an area of farmland which is protected from building ☒

B an area of land which planners have decided can be built on ☒

C an area of farmland which has never been built on before ☒

(b) Using the resources on pages 7–12:

(4)

(i) give **two** advantages of living in Grampound;

1 .....

.....

2 .....

.....

(ii) give **two** disadvantages of living in Grampound.

1 .....

.....

2 .....

.....

(c) Give **two** reasons why some people might prefer to use **brownfield sites** instead of **greenfield sites** for new housing in Grampound.

(2)

1 .....

.....

2 .....

.....

(d) The Council believes that new housing in Grampound should fit in with the character of the village and local area.

Suggest **two** reasons why this might be difficult to achieve.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

***(e)** Grampound has a large 'Conservation Area' with many listed buildings.

Explain why this leads to both **benefits** and **problems** for people living in the village.

(6)

Benefits of the Conservation Area:

.....

.....

.....

.....

.....

.....

Problems of the Conservation Area:

.....

.....

.....

.....

.....

.....

(Total for Question 2 = 19 marks)

TOTAL FOR SECTION B = 19 MARKS

Section C – Proposals for new housing in Grampound

3 Use all the resources in the booklet but especially those in **Section C**.

(a) Choose **one** option from those given on page 25 which you think would be best for Grampound.

Option chosen: Letter .....

***(i)** Explain **three** benefits of this option.

(6)

Benefit 1

Benefit 2

Benefit 3

(ii) Explain **one** disadvantage of your chosen option.

(3)

*(b) According to Figure 2, Grampound is dying.

How would **your chosen option** help to keep the village alive?

(6)

(Total for Question 3 = 15 marks)

TOTAL FOR SECTION C = 15 MARKS

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme
Unit 3F: Making Geographical Decisions

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (a) i)	South West		All incorrect answers	1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (a) ii)	Cornwall		All incorrect answers	1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (b) i)	It fell	Accept: • It fell quite a bit • It fell by 86 • It fell by 13%/10-15%		1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (b)i i)	It rose	Accept: • It rose quite a bit • It rose by 58 • It rose by 10%		1

Question Number	Correct Answer	Reject	Marks
1 (c)	Any two of: • To be near work (1) • To live in a village (1) • To be near friends/family (1) • Because Grampound is such a strong community (1) • To retire (1) • For a change of house size (accept 'for a smaller house' or 'a large house', but award just 1 mark) (1) • To be in a village in which there is a school /shop (award just 1 mark for use of an example) (1) • Any valid suggestion evidenced from the booklet (1) 1 mark per correct suggestion	• Because they like it (unspecified reason why)	2

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (d) i)	8.6% to be shaded in	Accept bar drawn to within a small margin of error – but ought not to extend to 9.0%	Incorrectly shaded area	1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (d)i i)	31.9%		All incorrect answers	1

Question Number	Acceptable Answers	Reject	Marks
1 (e)	Accept any of: • Low incomes in Cornwall/Grampound (1) – award 1 extra mark for an example such as tourism (1) and more marks if developed – eg 'therefore people cannot afford housing' (1) • House prices have risen rapidly (1) • Cornwall's population is rising fast (or 'inward migration') (1) – and more marks if developed eg 'leading to increased demand' (1) • People sell up in cities (1) and decide to move to Cornwall where housing is cheaper (1) • Declining economy (1) – award 1 extra mark for an example such as farming (1) – and more marks if developed further eg 'leading to high unemployment' (1) 'so people can't afford to buy houses' (1). • Local people compete with holiday lets, or second homes (1). 1 mark per correct suggestion – with a second mark (exceptionally, a third) if developed. Award 2 marks per answer for either 2 correct points, or for developed points. Marks can be awarded for a full response to one reason if it is developed well enough; the candidate need not 'max out' on one reason.	Reasons given without context eg 'second homes', ' tourism', 'people are better off in cities'	4

Question Number	Acceptable Answers	Reject	Marks
1 (f)	Accept any of: • It might spoil the scenery/might not look good (1) • It might not fit in with existing housing (1) • Spoil the historic nature or feel of the village (1) • Spoil the conservation area (1) – and 1 mark if developed or exemplified eg 'new houses won't blend in' • Increase the number of cars/traffic in the village (1) – and 1 mark if developed or exemplified eg ' making it more dangerous to cross the road' • Use up greenfield space/countryside/ reduce farmland (1) 1 mark per correct suggestion – with a second mark (exceptionally, a third) if developed. Award 2 marks per answer for either 2 correct points, or for developed points. Marks can be awarded for a full response to one reason if it is developed well enough; the candidate need not 'max out' on one reason.	Reasons given without context eg 'countryside will get used up'	1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
2 (a) i)	**Inward migration**: the number of people who move into Cornwall from outside		All incorrect answers	**3 x 1**
ii)	**Listed buildings:** buildings of interest which are protected by law			
iii)	**Greenfield site:** An area of farmland which has never been built on before			

Question Number	Acceptable Answers	Reject	Marks
2 (b)	**Advantages** Accept any two of: • Strong community (1) – and 1 mark if developed or exemplified eg ' where people support each other' or 'where there are several things going on in places like the village hall' • Near to local towns eg Truro (1) – and 1 mark if developed or exemplified eg ' for work'. • Regular bus services (1) – and 1 mark if developed or exemplified eg ' making it easy to go shopping' • Several shops and tradespeople in the village (1) – and 1 mark if developed or exemplified eg ' making it more dangerous to cross the road' • Surrounding landscape is attractive • Older houses in the village make it look attractive • *plus other points on merit* **Disadvantages** Accept any two of: • Cornwall/Grampound is isolated geographically (1). • Unemployment is high (1) • Local wages are low (1) – and 1 mark if developed or exemplified eg 'in tourism where jobs are seasonal' • Buses are only once an hour (1) • Primary industries (or examples of these eg farming) are declining • Not many opportunities for young people. • Environmental factors – eg noise from the main road/traffic/lorries climbing the hill through the village (1) • Too few pavements • *plus other points on merit* 1 mark per correct suggestion – with a second mark if developed. Award 2 marks per answer for either 2 correct points, or for developed points. Marks can be awarded for a developed response to one reason; the candidate need not 'max out' on one reason.	Reasons given without context for advantages eg 'not much tourism', 'people like it there' or unevidenced statements eg 'it's countryside so there wouldn't be much crime' Or for disadvantages eg 'there's not much to do' 'it's not safe there'	4

Question Number	Acceptable Answers	Reject	Marks
2 (c)	Accept any of: • Brownfield sites already have services (1) – plus 1 mark if developed or exemplified eg 'so it saves money putting in water', or 'eg roads' • Helps to keep the look of the village (1) – plus 1 mark if developed or exemplified eg 'as new buildings often look out of place' • Protects the conservation area (1) • Stops farmland from being used up (1) • Prevents spoiling the scenery with lots of new buildings (1) • Uses spaces that might be derelict (1) – and 1 mark if developed or exemplified eg 'and spoil the look of the village' or 'eg the old garage site' • *plus other points on merit* 1 mark per correct suggestion – with a second mark (exceptionally, a third) if developed. Award 2 marks per answer for either 2 correct points, or for developed points. Marks can be awarded for a full response to one reason if it is developed well enough; the candidate need not 'max out' on one reason.	Reasons given without context eg 'houses can't be built there', ' the countryside is attractive'	2

Question Number	Acceptable Answers	Reject	Marks
2 (d)	Accept any **two** of: • traditional materials that match existing houses are expensive (1) – and 1 mark if developed or exemplified eg 'this would make new housing too expensive'. • There is little space in which to build (1) – and 1 mark if developed or exemplified eg 'the only spaces left are those such as gardens'. • Many buildings are listed (1) – and 1 mark if developed or exemplified eg 'and can't be demolished or altered'. • Spaces that could be built on aren't for sale – and 1 mark if developed or exemplified eg 'like the old garage' • There are few places that could be built on without taking up farmland/green space. •*plus other points on merit* 1 mark per correct suggestion – with a second mark (exceptionally, a third) if developed. Award 2 marks per answer for either 2 correct points, or for developed points. Marks can be awarded for a full response to one reason if it is developed well enough; the candidate need not 'max out' on one reason.	Reasons given without context eg 'there isn't much space left'	4

Question Number	Indicative content	
2 (e)	This answer ought to outline the issues surrounding conservation areas. Expect that good answers will use the resources specifically to highlight particular issues for Grampound, whilst others may be 'placeless' or generalise, without necessarily referring to evidence from the booklet. Benefits ought to include: • Protection of historic buildings • Protection of the landscape • Preventing modern developments that do not fit in with the architecture. Problems might include: • It prevents newer housing being built which people might need • Traditional buildings usually cost more which people might not be able to afford. • Filling in gaps or building on gardens might have just as bad an effect as allowing new development.	
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few benefits or problems, but these are limited and described without detail, and non-specific. Generalised answers – eg 'there'll be more housing for people to live in'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show how Grampound might benefit/have problems. Identifies a few specific benefits and problems, with some detail, though this is varied. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of ways in which Grampound might benefit/have problems. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content	
3 (a)	All five options offer plenty of room for discussion. Any of the options could be considered; there are no 'loss leaders'. Benefits for Option A include: • It provides the most housing • It is easy to build as it is on a greenfield site • It offers lower densities of housing than might be allowed for the greenfield sites • It allows for the greatest amount of affordable housing Benefits for Option B include: • It maintains the historic character of the village • It improves a site that is currently near-derelict • It provides workplaces as well as housing • It is within the conservation area so doesn't expand the built up area of Grampound. Benefits for Option C include: • It maximises an opportunity to a) build the greatest number of houses, b) provide affordable housing, c) provide workplaces • It would provide housing for all the people who want to live in Grampound, and more • It would combine the restoration of an area of historic value with current needs of the village. Benefits for Option D include: • Has the greatest value in environmental improvement in the village as it improves all sites that are either derelict or have become eyesores • Maintains the conservation area without expanding the built up area or footprint of the village • Protects greenfield sites. Benefits for Option E include: • Maintains the conservation area without expanding the built up area or footprint of the village • Does not impact on those such as the owner of the garage site who do not wish to sell.	
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few benefits, but these are limited and described without detail, and non-specific. Generalised answers – eg 'there'll be more housing for people to live in'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show how Grampound might benefit. Identifies a few specific benefits, with some detail, though this is varied. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of ways in which Grampound might benefit. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Marks
3 (b)	Accept any **three points** from among the following: Problems with **Option A** include: • It is conditional upon the Tannery scheme (1) • By itself, it provides fewer affordable houses (1). • Greenfield sites contain no infrastructure – it all has to be built (1) adding cost (1) Problems with **Option B** include: • It is costly (1) because of all the renovation work needed (1) and previous contamination /industrial pollution (1) • It provides no affordable housing (1) Problems with **Option C** include: • It involves the loss of greenfield land (1) • It would make a big impact on the village during construction work (1) • It would have the biggest impact on traffic in the village (1) • It would substantially increase Grampound's population – perhaps a loss of character (1). *This point must be developed for 1 mark - 'increase population' alone will not do.* Problems with **Option D** include: • It could be expensive with restoration work needed (1) (ie similar points to 'B' above) • It does not provide for affordable housing (1) • It could increase the density of the conservation area (1) just by adding more housing units to places that are already built up (1). Problems with **Option E** include: • It does not provide for affordable housing (1) • It does not actually solve any problems – it would not deal with either affordable housing or increasing the housing stock • There are no guarantees – one outcome of this policy is 'nothing'! • *plus other points on merit*	Reasons given without context or specificity eg 'countryside will get used up' 'it will increase the population' 'traffic will be worse'	**3**

Question Number	Indicative content	
3 (c)	This answer ought to summarise problems faced by different sites. Like Question 3(a), good answers will use resources specifically to highlight benefits for Grampound, whilst others may be 'placeless' or generalise, without referring to evidence. High quality answers might combine site factors – eg 'My option guarantees affordable housing with improving the look of the village'. Low quality answers may be very generalised or repeat the response to Question 3a without answering the question. Benefits of the chosen scheme would include any points above for Question 3 but could also address wider issues, such as 'there might be more building work for local people' or 'more people would help to keep the shop open when so many have closed'.	
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few benefits for the village, but these are limited and described without detail, and non-specific. Generalised answers – eg 'there'll be more housing for people'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show how benefits arise. Identifies a few specific problems, with some detail, though this varies. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of specific benefits for the village. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 3: Making Geographical Decisions
Housing in Grampound

Higher Tier

Sample Assessment Material
Time: 1 hour

Paper Reference
5GB3H/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** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

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

Advice

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

Turn over ▶

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Answer ALL questions

Section A – Welcome to Grampound

1 Use Section A in the Resource Booklet to answer this question.

(a) Study Figure 1.

Describe Grampound's location within the UK.

(2)

(b) Study Figure 4(a).

Describe the changes in the size of Grampound's population since 1951.

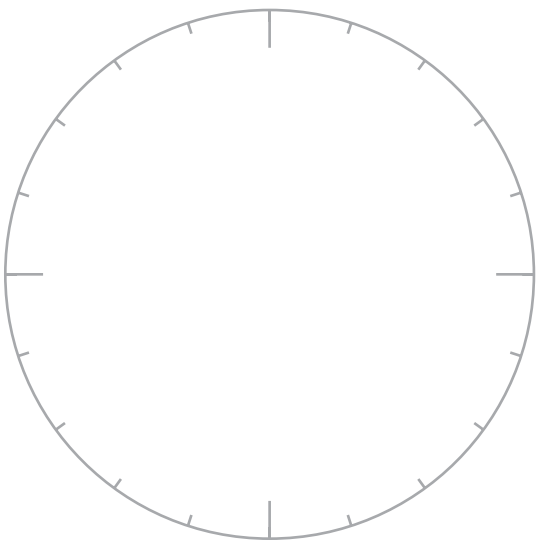
(2)

(c) On the pie chart below:

(i) shade in the **total** percentage of people in Grampound who would like to see **no more than 10** new houses built in Grampound;

(ii) complete the key.

(2)



Key:

(d) Explain why housing is becoming unaffordable for many people in Grampound.

(4)

*(e) Explain why people in the village might disagree about the amount of new housing needed in the village.

(6)

(Total for Question 1 = 16 marks)

TOTAL FOR SECTION A = 16 MARKS

Section B – The housing issue in depth

2 Use Section B in the Resource Booklet to answer this question.

(a) Define the following terms:

(4)

conservation area

greenfield site

(b) Describe the advantages of living in Grampound.

(3)

*(c) Explain the arguments **against** the development of the greenfield sites in and around the village of Grampound.

(6)

*(d) The Council believes that any new housing in Grampound should fit in with the character of the village and local area.

Explain why this might be difficult to achieve.

(6)

(Total for Question 2 = 19 marks)

TOTAL FOR SECTION B = 19 MARKS

Section C – Proposals for new housing in Grampound

3 Use all the resources in the booklet but especially those in **Section C**.

***(a)** Choose **one** option from those given on page 25 which you think would be best for Grampound and its people.

Option chosen: Letter .....

Justify your choice of this option as the best for Grampound and its people.

(9)

*(b) According to Figure 2, Grampound is dying.

In what ways would **your chosen option** help to make Grampound a more sustainable community?

(6)

(Total for Question 3 = 15 marks)

TOTAL FOR SECTION C = 15 MARKS

TOTAL FOR PAPER = 50 MARKS

Sample Mark Scheme
Unit 3H: Making Geographical Decisions

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (a)	Accept any of: • In Cornwall • In south-west England /UK • On the south-west peninsula 1 mark per correct suggestion.	• Any acceptable distances from other points eg 250 miles /350 km from London	Local scale – eg between Truro and St Austell	2

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (b)	Accept any of: • It fell between 1951-1981 • It rose between 1981-2001 • It fell overall	Accept: • It fell by 86 to 1981, or It fell by 13% (accept 10-15%) • It rose by 58 after 1981 or it rose by 10%	Generalised responses: eg 'It fell quite a bit then rose quite a bit'	2

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (c) i)	23% to be shaded in	Accept: • 22%-24% as long as it stops short of 25%, or only extend to 21%	Any incorrect responses	1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (c)i i)	Key to show shading and 'People who want no more than 10 new houses' Both to be shown for 1 mark	Accept: • 'People who want new housing' in key provided that shading is given	Answers without key shading or with key shading and no legend.	1

Question Number	Acceptable Answers	Reject	Marks
1 (d)	Accept any of: • Low incomes in Cornwall/Grampound (1) – award 1 extra mark for an example such as tourism (1) and more if developed – eg 'therefore people cannot afford housing' (1) • House prices have risen rapidly (1) • Cornwall's population is rising fast (or 'inward migration') (1) – and more if developed eg 'leading to increased demand' (1) • People sell up in cities (1) and decide to move to Cornwall (1) where housing is cheaper (1) • Declining economy – award 1 extra mark for an example such as farming (1) – and more marks if developed eg 'leading to high unemployment' (1) 'so people can't afford to buy houses' (1). • Local people compete with holiday lets, or second homes (1). 1 mark per correct suggestion – with a second mark (exceptionally, a third) if developed. Award 2 marks per answer for either 2 correct points, or for developed points. Marks could be awarded for a full response to one reason if it is developed well enough; the candidate need not 'max out' on one reason.	Reasons given without context eg 'second homes', ' tourism', 'people are better off in cities'	4

Question Number	Indicative content	
1 (e)	This answer ought to outline the issues surrounding conservation areas. Expect that good answers will use the resources specifically to highlight particular issues for Grampound, whilst others may be 'placeless' or generalise, without necessarily referring to evidence from the booklet. Points in support of new housing include: • Some want more houses to provide homes for people who want to live there • To increase supply of housing and bring prices down • To provide affordable housing • Create more business for local trades • So people can downsize/upsize as personal circumstances change to stop them having to move from the village or if children leave home • To make sure services survive/improve eg keep the school/post office/shop open, or bus services running Points against new housing include: • Spoil the historic nature or feel of the village • Spoil the conservation area or new houses won't blend in • Increased number of cars/traffic in the village making it more dangerous to cross the road • Use up greenfield space/countryside/reduce farmland	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few benefits or problems, but these are limited and described without detail, and non-specific. Generalised answers – eg 'there'll be more housing for people to live in'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show how Grampound might benefit /have problems. Identifies a few specific benefits and problems, with some detail, though this is varied. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of ways in which people might disagree. Factors identified – eg might disagree on the number of houses – with specific reasons explained. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
2 (a) i)	Conservation Area: an area of historical (or architectural) interest (1) which is protected by law (1) from alteration without consent (1)	• An area of historical buildings • Need planning consent to change anything	Buildings which you can't change	4
ii)	Greenfield site: Land proposed for development (1) which has previously been used for farming (1)	• Building land which used to be farmland • Land which has never been built on	Land where there's nothing there	

Question Number	Acceptable Answers	Reject	Marks
2 (b)	Advantages Accept any of: • Strong community (1) – and 1 mark if developed or exemplified eg ' where people support each other' or 'where there are several things going on in places like the village hall' • Near to local towns eg Truro (1) – and 1 mark if developed or exemplified eg ' for work'. • Regular bus services (1) – and 1 mark if developed or exemplified eg ' making it easy to go shopping' • Several shops and tradespeople in the village (1) – and 1 mark if developed or exemplified eg ' making it more dangerous to cross the road' • Surrounding landscape is attractive • Older houses in the village make it look attractive • plus other points on merit 1 mark per correct suggestion – with a second mark if developed or exemplified.	Reasons given without context eg 'second homes', ' tourism', 'people are better off in cities'	3

Question Number	Indicative content	
2 (c)	This answer should outline the issues against developing greenfield sites. Expect that good answers will use the resources specifically to highlight particular greenfield issues for Grampound, whilst others may be 'placeless' or generalise, without necessarily referring to evidence from the booklet. The arguments ought to include: • Protection of the scenic quality of the local landscape – with specific credit if mentions category below 'Area of Outstanding Natural Beauty' • Preserves the conservation area • Preserves the medieval field systems/burgage plots around the village • Preventing modern developments that do not fit the architectural styles of the village • Keeps the character of the village • There are plenty of brownfield sites that could be developed first and whose re-development might improve the overall look of the village	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few arguments, but these are limited and described without detail, and are non-specific. Very generalised – eg 'it spoils the scenery'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show the arguments. Identifies a few specific problems with using greenfield sites, and includes some detail, though this varies. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of arguemtns against greenfield sites. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content	
2 (d)	This answer ought to outline the problems in achieving new developments within conservation areas. Expect that good answers will use the resources specifically to highlight particular issues for Grampound, whilst others may be 'placeless' or generalise, without necessarily referring to evidence from the booklet. The difficulties are, broadly, that: • traditional materials that match existing houses are expensive and that this would make new housing too expensive for local needs • There is little space on which to build under present laws and already the only spaces left are those such as gardens or infill • Many buildings are listed and can't be demolished or altered • There are not many places that could be built on without taking up farmland/green space.	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few difficulties, but these are limited and described without detail, and non-specific. Generalised answers – eg 'there isn't much space left'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show some of the issues. Identifies a few specific difficulties, with some detail, though this is varied. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of difficulties. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content	
3 (a) i) and ii)	All five options offer plenty of room for discussion. Any of the options could be considered; there are no 'loss leaders'. Benefits for Option A include: • It provides the most housing. • It is easy to build as it is on a greenfield site • It offers lower densities of housing than might be allowed for the greenfield sites • It allows for the greatest amount of affordable housing Benefits for Option B include: • It maintains the historic character of the village • It improves a site that is currently near-derelict • It provides workplaces as well as housing • It is within the conservation area so doesn't expand the built up area of Grampound. Benefits for Option C include: • It maximises an opportunity to a) build the greatest number of houses, b) provide affordable housing, c) provide workplaces • It would provide housing for all the people who want to live in Grampound, and more • It would combine the restoration of an area of historic value with current needs of the village. Benefits for Option D include: • Has the greatest value in terms of environmental improvement in the village as it improves all sites that are either derelict or have become eyesores • Maintains the conservation area without expanding the built up area or footprint of the village • Protects greenfield sites. Benefits for Option E include: • Maintains the conservation area without expanding the footprint of the village • Does not impact on those (eg owner of the garage site) who do not wish to sell.	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	Lacks structure; makes a decision, with some basic justification but the evidence base is limited, described without detail, and non-specific. Generalised answers – eg 'there'll be more housing for people to live in'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	4-6	Some structure; provides a decision using some evidence to justify the decision. Identifies some specific evidence, with some detail, though this varies. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	7-9	Well structured, with sound use of evidence to justify a decision all of which relates back to Grampound's needs. Clear use of evidence from the booklet. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content	
3 (b)	This answer ought to discuss and demonstrate some of the ways in which Grampound could become more sustainable as a community. Such ways might include greater availability of affordable homes, maintaining the character of the village, keeping its services and shops alive and enabling them to thrive. Like Question 3(a), good answers will use the resources specifically to highlight particular issues for Grampound, whilst others may be 'placeless' or generalise, without necessarily referring to evidence from the booklet. Evidence for a sustainable community might include: • Keeps or even expands the shops and services in the village, eg keeps the village shop, post office, and school open. • Provides a stock of affordable housing for local people • Protects the character of the village itself eg the conservation area, and of the landscape around • Promotes the community • Maintains or enhances safety in the village eg for those crossing the road	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few indicators, but these are limited and described without detail, and non-specific. Generalised answers – eg 'there'll be more housing for people'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show how different indicators might make the village more sustainable. Includes some detail, though this varies. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of ways in which Grampound might become more sustainable. Good understanding of issues, expressed in detail and specific reference to resources. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Edexcel GCSE

Geography B

Unit 3: Making Geographical Decisions
Housing in Grampound

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 to Candidates

- Use this Resource Booklet to prepare for the examination. You will be asked to use the resources in the examination.
- Your teacher will go through the Resource Booklet, over about 10–15 hours, in the lessons leading up to the examination.
- The Resource Booklet must be handed in to your teacher at the end of each lesson. You **must not** write on the booklet. No notes are to be taken into the examination.
- A clean copy of this Resource Booklet will be given to you when you take the examination.

Contents of the Resource Booklet

Section A – Welcome to Grampound (pages 4–9)
- The village location, introducing the housing issue.

Section B – The housing issue in depth (pages 10–16)
- Housing demand and affordability, keeping Grampound's shops and services going, where housing could be built, photographs.

Section C – Proposals for new housing in Grampound (pages 17–24)
- The proposals and options for future housing in Grampound.

Turn over ▶

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Guidance and suggested activities

General

This booklet is about Grampound, a village in Cornwall. It is unlikely that you'll know it. However, it is not your knowledge of Grampound that is being tested in this exam, but your ability to understand the issues that it faces, and to think about its options for the future.

You can do all of that using only the information in this booklet.

You should:

- begin by studying all of the materials in the Resource Booklet to get a good idea what the issues are;
- make sure you understand the meaning of all geographical terms used;
- focus on terms printed in *italics* which are central to the issues explored. You may be asked to define these terms in the exam.

Section A

- Study the key points about Grampound, such as its size and location.
- Identify what the main issues are in Grampound.
- When you study the resources, try to make links with topics you may already have studied e.g. Living Spaces (Unit 2, Topic 3).

Section B

- Explore the resources on housing in Grampound. Should Grampound have new housing or not?
- Should the Conservation Area be protected at all costs? Is it time to think of new solutions?
- Is the village in a sustainable community? Does it have employment and services close by, or do people have to travel? Would new housing change any of this?

Section C

- Think about all the proposals. Look at each one to see what impact it might have on the village and think about what might meet the needs of local people. Would any increase in population affect the services and shops in the village?
- Consider the five options, A to E. You will be asked to discuss some, or all, of these in the examination. Don't just choose one option and ignore the rest. In the exam you could be asked why you rejected one or more.
- There are no 'correct' options. You could make a good case for any of them. You won't be marked on which one you select, but in the way you justify your choice with evidence.

Background research

This booklet contains all the information that you need. If you want further background research, use the following sources:

- www.grampound.org.uk is Grampound's own village website. You can use this to see what is going on in the community.
- Use Google Maps or Google Earth to find the village and to get a 'feel' for the place.
- **Do not make direct contact** with any of the organisations mentioned in this Resource Booklet (e.g. Rosemullion Homes).

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Section A – Welcome to Grampound

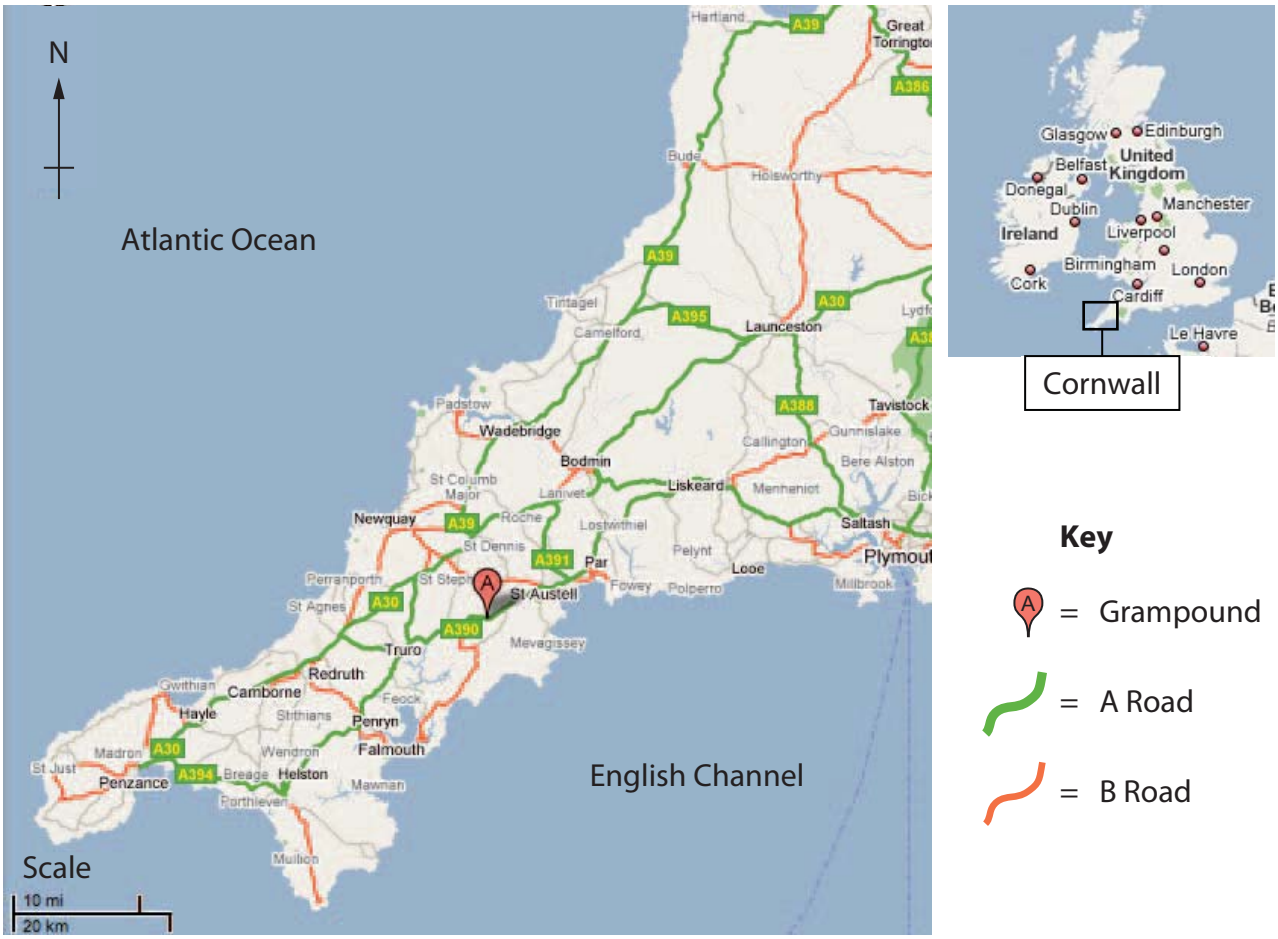


Figure 1 – The location of Grampound in Cornwall

Grampound is dying!

In common with many small villages, Grampound is losing its shops (three in recent years), services (the garage has closed) and employment (the Tannery[1] closed). The main road can be busy and difficult to cross at peak travel times. There is little wealth in an area where wages are low and house prices are rising rapidly. Few young local families can afford to live here, so the future of the playgroup is threatened. The school is full – but it is uneconomic as it has only 70 pupils.

[1]Tannery – a place where leather is produced from cattle hides / skins.

Figure 2 – Extract from Grampound Parish Plan, 2003

The background to Grampound

- Grampound is a village in mid-Cornwall, along the busy A390 road between Truro and St Austell. Its population is about 640, living in about 250 houses.
- The village dates from the 13th century, though there are remains of Roman settlements nearby.
- Most of its oldest buildings are in the centre, and form a *Conservation Area*, with many *listed buildings*.
- Most people who now live in Grampound work elsewhere. Jobs can be found either in Truro (the county town) 13 km west, or in St Austell 10 km east.
- An hourly bus service runs through Grampound to both Truro and St Austell, between 8 am and 11 pm.
- The surrounding area is a farming landscape. It is scenic, and only one category below that classified by the government as an '*Area of Outstanding Natural Beauty*'.
- Grampound has a strong sense of community, and won the title for West England in Calor's Village of the Year competition in 2007–08. In the competition, Calor were looking for a sense of community, which gave its residents an excellent quality of life.

Figure 3 – Looking eastwards along Fore Street (A390)

Grampound's population

After 30 years of decline, Grampound's population has risen since 1981 (Figure 4(a)), following a housing development on Mill Lane. Its population is growing more slowly than Cornwall as a whole, and there is demand for housing in the village. It has an elderly age structure (Figure 4(b)).

Year	Population of Grampound (includes farms outside the village)
1951	666
1961	615
1971	604
1981	580
1991	620
2001	638

Figure 4(a) – The population of Grampound

Age group	Grampound	England and Wales
0 to 9	8.6%	12.3%
10 to 19	10.2%	12.7%
20 to 29	7.4%	12.7%
30 to 39	10.5%	15.6%
40 to 49	12.9%	13.4%
50 to 59	18.6%	12.6%
60 to 69	14.8%	9.3%
70 to 79	10.5%	7.3%
80 to 89	5.6%	3.5%
90 to 99	1.0%	0.6%

Figure 4(b) – The age structure of Grampound compared to that of England and Wales

What housing does Grampound need?

In 2005, Grampound Parish Council surveyed the village to find out its housing needs. 172 households (about 60%) completed the forms.

The survey found these problems:

a. In general:

- house prices in Grampound rose rapidly between 2003 and 2008 (Figure 5)
- most newer housing is too expensive for many local people to afford
- because of the Conservation Area, the village is short of space for new housing.

b. More housing is needed for those who want to live there.

- 19 households already living in the village wanted or needed new housing.
- The survey also identified 18 friends or family members of those living in Grampound who also wanted to live in the village, but couldn't afford to do so.
- The survey suggests that 25 households in the village need *low cost housing*.
- The main demand is for 2 and 3 bedroom low cost houses. The majority want to buy, and some to rent.

c. Should new housing be built?

- 82% of households said they would approve of new housing in the village if it included mainly low cost housing.
- People differed about how many new houses ought to be built (see Figure 6).

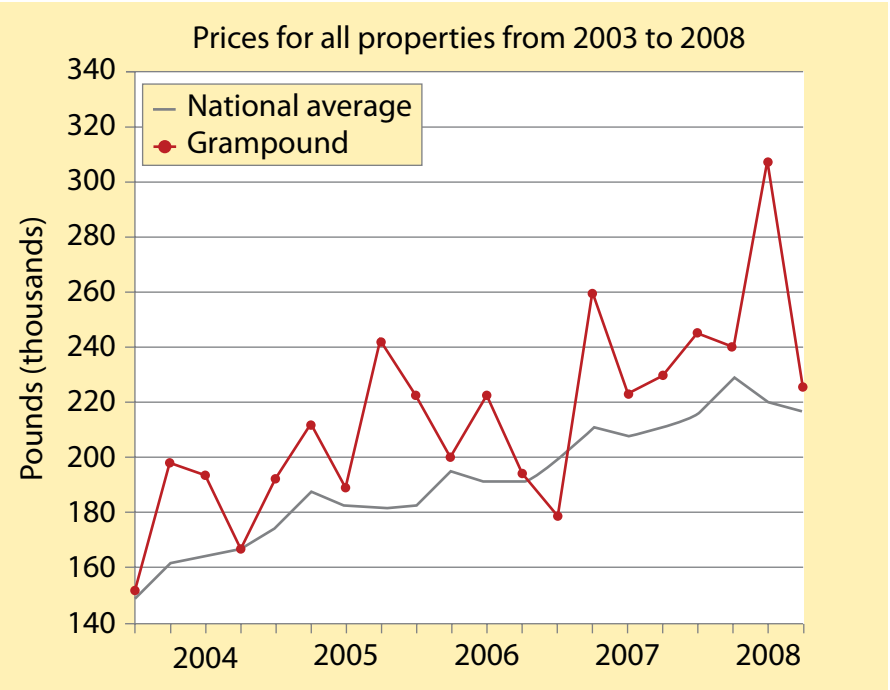


Figure 5 – House price rises in Grampound 2003–2008

Number of new houses by 2015	% of residents supporting this
Up to 10	23%
11–20	35%
21–30	18%
Over 30	24%

Figure 6 – How many houses should be built in Grampound? This table shows how many people supported proposals for the number of new houses that ought to be built.

Cornwall's population:

- Cornwall's population grew from 500 000 in 2001, to about 535 000 in 2008, making it the UK's fastest growing county
- the increase is largely caused by *inward migration* of people retiring to live there
- people come to live in Cornwall mainly because of its environment, especially the coast
- the increase in population means that more houses are needed.

Housing affordability

Cornwall has the lowest average wages in England and Wales, making housing difficult to afford for local people. This is because, compared to the rest of the UK:

- unemployment is higher than average, especially for men
- the decline in *primary employment* (farming, fishing, china clay quarrying and tin-mining) has been great
- adult weekly wages (£329 in 2005) are 25% below the UK average, and 60% lower than those in central London
- tourism is booming and provides jobs for 25% of Cornwall's population, but jobs in tourism are often seasonal, part-time and minimum wage
- local buyers have to compete with people buying houses as *holiday lets*, or *second homes*. Although Grampound has few of these, a quarter of houses in some villages nearby are second homes
- local buyers also compete with many people who wish to retire to Cornwall. These people increase the demand for local housing, making it more expensive.

Figure 7 – Cottages in Grampound

Section B – The housing issue in depth

Historic buildings and countryside

- Most houses in Grampound are small, stone cottages, over 200 years old
- The long, narrow fields near the village are ancient, and are known as burgage plots (see Figure 8). These are protected from any development
- Cornwall Council states that any new housing in Grampound must fit in with the landscape. It says that new houses should be built from local stone, and blend in with local architecture.

Figure 8 – Aerial view of Grampound

The main road

The A390 road through Grampound is one of Cornwall's busiest main roads especially in the holiday season. Government data show that traffic in Cornwall increased by 22% between 1997 and 2007.

- Pavements in some parts of the village are narrow or even non-existent
- The village is on a steep hill, and some vehicles travel at speed. In the past, some have come off the road and collided with houses
- The local council considered a by-pass for Grampound. A proposal was refused in 1996, and again in 2001, because its population is not large enough to justify one.

Services and shops in Grampound

The village primary school (see Figure 9) is small, with 70 pupils in two classrooms – one for those in Key Stage 1, the other for Key Stage 2. It is full, and has no room to expand.

The village has several businesses (see Figure 10). The General Store contains the Post Office. It sells local produce and prices are similar to local supermarkets. But it faces two problems:

- in 2008, the Post Office was threatened with closure – but survived. However, like many rural Post Offices, its future is uncertain. Without it, there is doubt about whether the shop could survive
- it is on the main road through the village and there is nowhere to park. Many people in the village travel to shop elsewhere.

Figure 9 – The school in Grampound is between the village hall and the main road. It has no room to expand

Shops
General Store and Post Office
Atlantis Smoked Foods
Antiques
Furniture – kitchens/pine items
Pet Food and Products

Food and leisure
Chinese Restaurant
The 'Dolphin' Pub

Health and education
Doctors' surgery
Primary School

Businesses
Two Accountants
Bed and Breakfast
Car Sales, Service and Repairs
Carpenter and Joiner
Driving Instructor
Education Consultant
Two Electricians
Fallen Stock Collection (which disposes of dead cattle or sheep)
Fancy Dress Hire
Farm specialising in supplying local beef
Two Furniture Makers
Furniture Supplier
Furniture Upholsterer and Restorer
Garden Centre
General Builder and Decorator
Hairdresser
Two Plantsmen / Landscape Gardeners
Painter and Decorator
Picture Framer
Potter
Quantity Surveyor
Shopfitter
Web-Site Designer

Figure 10 – Services in Grampound in 2009

What would new housing look like?

Houses built in Grampound since 1960 have varied in style. Cornwall Council feels that too many of these

- do not fit in with the character of the village
- are designed poorly and do not use local building materials such as stone.

Now, some builders (e.g. Rosemullion Homes) design houses that fit in more easily – but use local materials that are expensive.

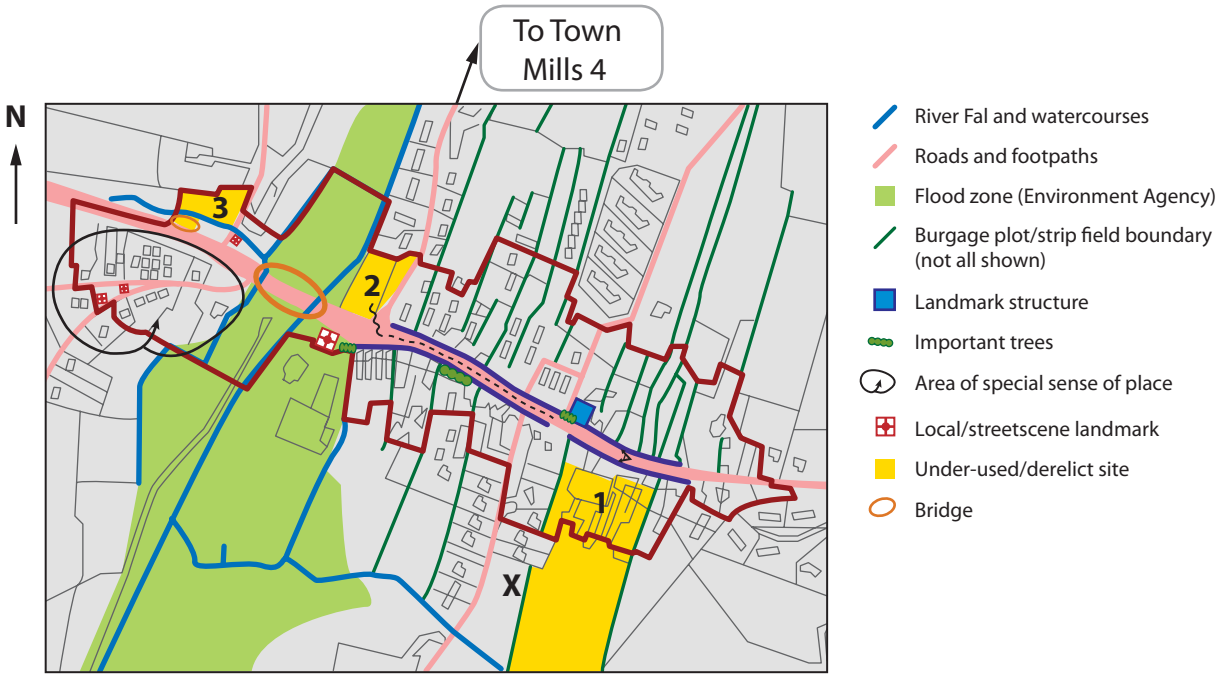
Protecting the village

To protect the landscape, current planning laws limit where housing can be built (see Figure 11). New housing is limited to:

- infilling spaces between houses
- where there is access, building on former gardens
- *brownfield sites*, e.g. the Manor Tannery.

These each depend upon local landowners agreeing to redevelopment.

However, some feel that Grampound can only survive with more people, and that more houses **should** be built. This would mean extending the planning boundary to *greenfield sites* (see Figure 11).



Key

1 The Manor Tannery
2 The site of the former petrol garage
3 Buildings occupied by the Pet Supplies store
4 Town Mills
X – Greenfield site for housing – see Proposal 1 on page 16.

Figure 11 – This map shows the current Conservation Area boundary in Grampound. In theory, no development should take place beyond this line, and only sympathetic development inside the line

Brownfield sites in Grampound

In 2007, Grampound Parish Council found four sites inside the Conservation Area which they suggested were under-used or *derelict*, and which spoil the village. Some of these sites are important historic buildings.

They feel that new housing could be built at the following places, shown in Figure 11.

1 The Manor Tannery

2 The site of the former petrol garage

3 The buildings occupied by the Pet Supplies store (see Figure 12)

4 Town Mills.

Of these:

- the Manor Tannery is being considered for new housing (see page 20);
- neither the site of the former petrol garage, nor the buildings occupied by the Pet Supplies store is for sale;
- Town Mills is semi-derelict.

Figure 12 – Some of the buildings occupied by the Pet Supplies store. Several buildings here are unused

Grampound in photos

Figure 13(a) – The Village General Store and Post Office. Located on a steep hill, there is nowhere to park, so passing trade is limited

Figure 13(b) – The Village Community Hall. Opened in 2003, it was built using Lottery funding and other local sources

Figure 13(c) – New housing in Mill Lane. Some people feel that new houses like this ought to be built out of local stone but to do this would be more expensive

Figure 13(d) – Cottages in Old Hill, part of Grampound's Conservation Area

Section C – Proposals for new housing in Grampound

Proposal 1 A greenfield site

The proposal

- In 2004, a local building company, Rosemullion Homes, proposed a new housing development on a *greenfield* site, near the Manor Tannery (Figure 15).
- Their proposal consists of 49 houses. If also allowed to develop the Manor Tannery (Proposal 2), 18 houses on the greenfield site will be low cost. No low cost housing will be built without the redevelopment of Manor Tannery.
- All these houses would be built of traditional materials, like those in Figure 16.
- The site is **outside** the area where new housing is allowed (refer back to Figure 11).

What are the issues?

- The company claims that it can only afford to provide 18 low cost houses **if it is also** allowed to redevelop the Manor Tannery (Proposal 2).
- If this happened, the 18 affordable houses would only be 27% of the new total of 65, including Manor Tannery. This would take the number of houses in the village from 250 to 315.
- Access to the new estate would be via Bosillian Lane (see Figure 14) to the east of the village. It is a narrow country lane and would need widening for the extra traffic.

Figure 14 – Plans for new housing on a greenfield site to the south of Grampound, outside the area currently allowed for development

Figure 15 – The greenfield site of the proposed housing

Figure 16 – What new housing in Grampound might look like. This housing was built by Rosemullion Homes 13 km away; it won awards for traditional style and materials e.g. slate

What do different groups think?

- Grampound Parish Council supports enlarging the area where new housing can be built, even where this involves greenfield development. A condition of this support is that it is used for low cost housing and small offices or industrial units for use by local people.
- The Environment Agency objected to this proposal because there might be increased surface run-off during wet weather. This might flood parts of the village.

Proposal 2 Brownfield site – the Manor Tannery
(This is a separate proposal but would also be a key part of Proposal 1.)

- Rosemullion Homes (see Proposal 1) plans to redevelop the old Manor Tannery
- the buildings are semi-derelict, on the site of Grampound's oldest industry, a tannery, which processed leather for over 300 years until it closed in 2000
- the site is within the area where development is allowed.

The proposal

The proposal is to redevelop the site into:

- 16 residential units with parking. None will be low cost because the developers claim that the cost of redevelopment is too high
- 370 square metres of employment/office space which will be available to rent by small, local businesses.

The site is within the Conservation Area.

Figure 17 – The site of the buildings at the Manor Tannery in 2008

What are the issues?

The site is expensive to redevelop because:

- tanning leather used to involve many chemicals, so the site needs cleaning up;
- most buildings are listed, and could only be redeveloped in traditional stone and slate;
- some parts are unsafe and need demolishing first before they could be rebuilt.

What do different groups think?

- English Heritage surveyed the Tannery in 2001 and found that it was 'rare, if not unique' that a complete group of industrial buildings should survive complete with machinery, a water wheel and old water supply system.
- Grampound Parish Council considered this as a visitor attraction but never got any funding. It now thinks that it would be better converted for employment, to preserve its industrial character, and fit the character of the village. In 2007, its Development Plan identified the Manor Tannery as a priority for redevelopment.

Proposal 3 Brownfield site – the old petrol station

The proposal

The petrol station closed in 1998 and has remained out of use since. The owner is now retired but still lives on the 0.3 hectare site.

Whilst no formal proposal has ever been put forward, many local people believe the site has great potential. Current planning regulations would allow 8 houses built at high density (which would therefore be low cost) or 3–4 at lower density (which would cost more).

Figure 18 – The former petrol station in Grampound

What are the issues?

- The owner has lived in the house on the petrol station site for over 50 years. She has a strong personal attachment to the site, and is unwilling to sell
- the site is beside the river, though no flooding has happened in living memory.

What do different groups think?

- Grampound Parish Council regards this as a priority for development because they think it is an eyesore
- Cornwall Council believes that redevelopment of the site will improve the village.

Proposal 4 Brownfield site – Town Mills

Mill Lane leads from the village to an old, semi-derelict grain mill known as Town Mills, about 0.4 km away. There has been gradual housing development along the lane leading to Town Mills since the 1960s.

Figure 19 – Town Mills. This used to provide small workshops until fire destroyed them in 1998

The proposal

Whilst no formal proposal has ever been put forward, many local people believe this derelict site has great potential. Town Mills is outside the Conservation Area and planning permission would be easier to obtain.

What are the issues?

- The site has been used for employment workshops in the past, though fire destroyed these in 1998
- the site is near the river, though no flooding has happened in living memory
- the buildings are listed and because of this it is expensive to redevelop
- like the site of the Pet Supplies Stores, Town Mills is small. It would be difficult to build or redevelop more than 10 houses here
- redevelopment would require the lane to be widened.

What do different groups think?

- Grampound Parish Council would support any redevelopment which guarantees the future of historic buildings.

What do local people think of new development in Grampound?

- A parent of two young children: "*I'm bothered about the increase in traffic in the village; every house seems to have two cars these days.*"
- Local business person: "*This village needs more low cost housing. We don't want it becoming just a place for the rich – look what's happened at Padstow. Local people were priced out of there a long time ago.*"
- School governor: "*Our school is already over-subscribed. Where would any new children go to school?*"
- A retired resident: "*I'm concerned that the village doctors' surgery won't cope. It's always busy there.*"
- An elderly widow: "*We need more people in Grampound to keep the village shop and Post Office open.*"
- A retired person who grew up in Grampound: "*If they build new houses, the priority should be low cost housing for local people.*"
- Speaker at the enquiry about new housing: "*Most people in Grampound commute elsewhere to work. There aren't enough jobs in Grampound, so more houses will increase the cars on the roads.*"
- A local builder: "*This village needs more places for small businesses to work from.*"
- A teacher living in Grampound who teaches in Truro: "*New housing could be the start of a lot more development. Look at nearby villages – they've lost their character as more estates get built.*"

What are the options?

Option A

Allow **ONLY** the development of a greenfield site (Proposal 1, without the Tannery development).

Option B

Allow **BOTH** the development of a greenfield site and the redevelopment of Manor Tannery (Proposals 1 and 2 together).

Option C

Allow **ONLY** the redevelopment of Manor Tannery (Proposal 2).

Option D

Encourage redevelopment of the old petrol station (Proposal 3) and Town Mills (Proposal 4) for housing and employment, even if it involves compulsory purchase.[2]

[2]**Compulsory purchase** – the legal power given to local councils to buy land for development when local landowners are unwilling to sell.

Option E

Allow no further development in the immediate future.

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