

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# Geography B

## Unit 2: People and the Planet

**Foundation Tier**

Sample Assessment Material

**Time: 1 hour**

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

### Advice

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

Turn over ►

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**PEARSON**

**SECTION A – INTRODUCTION TO PEOPLE AND THE PLANET**

**Answer ALL questions in this section.**

**Topic 1: Population Dynamics**

1 Figure 1 shows birth and death rates for four countries.

<b>Country</b>	<b>Birth Rate per 1000</b>	<b>Death Rate per 1000</b>	<b>Natural Increase per 1000</b>
Botswana	31	22	<b>9</b>
UK	11	10	
France	13	9	<b>4</b>
Ghana	30	8	

**Figure 1**

(a) Calculate the natural increase per 1000 people for:

(i) The UK

(1)

(ii) Ghana

(1)

(b) Suggest **two** reasons why Botswana and Ghana have **high** birth rates.

(2)

1 .....

2 .....



(c) The UK and France have **ageing populations**. Describe what is meant by an 'ageing population'.

(2)

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(d) Explain why people in the UK, France and many other countries are living much longer now.

(2)

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**(Total for Question 1 = 8 marks)**



## Topic 2: Consuming Resources

- 2 Figures 2(a) and 2(b) show energy use in different countries. The **size of each country** is affected by **how much energy it uses**.

### Use of 'traditional fuels' (eg wood, charcoal, animal and plant waste)



Figure 2(a)

### Use of electricity



Figure 2(b)

(Source: Worldmapper © Copyright 2006 SASI Group (University of Sheffield) and Mark Newman (University of Michigan))



(a) Study Figure 2(a).

(i) Which named country uses the **most** traditional fuel?

(1)

(ii) Study Figure 2(b).

Which named country uses the **most** electricity?

(1)

(b) Suggest **two** reasons for the difference in type of energy use between South Africa and the UK.

(2)

1

2

(c) Define the term **renewable energy resources**.

(2)

(d) Explain why countries using electricity may need to switch to renewable energy resources in the future.

(2)

**(Total for Question 2 = 8 marks)**



### Topic 3: Living Spaces

3 Figure 3 shows a street in Soweto, a town in South Africa. Soweto's population is growing rapidly.



Figure 3

(a) Study Figure 3.

State **two** disadvantages for people of living in this area.

(2)

1 .....

2 .....



(b) Suggest **two** reasons why people living in rural areas of South Africa might want to move to Soweto.

(2)

1 .....

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2 .....

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(c) Describe some of the ways conditions in a shanty town like the one in Figure 3 could be improved.

(2)

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(d) Explain **one** benefit to rural areas that can be provided by those who move to urban areas like Soweto.

(2)

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**(Total for Question 3 = 8 marks)**



### Topic 4: Making a Living

4 Figure 4 shows data about four countries.

Country	% working population employed in industry	Gross National Income in US\$ per person
Bangladesh	11	2300
China	24	7800
Egypt	17	4200
Niger	6	1000

(Source: World Bank, CIA Factbook)

**Figure 4**

(a) Study Figure 4.

Rank the countries by completing the **two** blank columns in the table below. One ranking has been done to help you.

(2)

Country	% working population employed in industry	RANK	Gross National Income in US\$ per person	RANK
Bangladesh	11		2300	
China	24	1	7800	
Egypt	17		4200	
Niger	6		1000	





(b) Suggest **two** reasons why countries with a high percentage of people working in industry also have high Gross National Income.

(2)

1 .....

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2 .....

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(c) State two problems the growth of industry might bring to developing countries.

(2)

1 .....

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2 .....

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(d) Explain **one** benefit that the growth of industries can bring to **developing** countries.

(2)

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**(Total for Question 4 = 8 marks)**

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**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 Figure 5 shows London's eco-footprint in 2005.

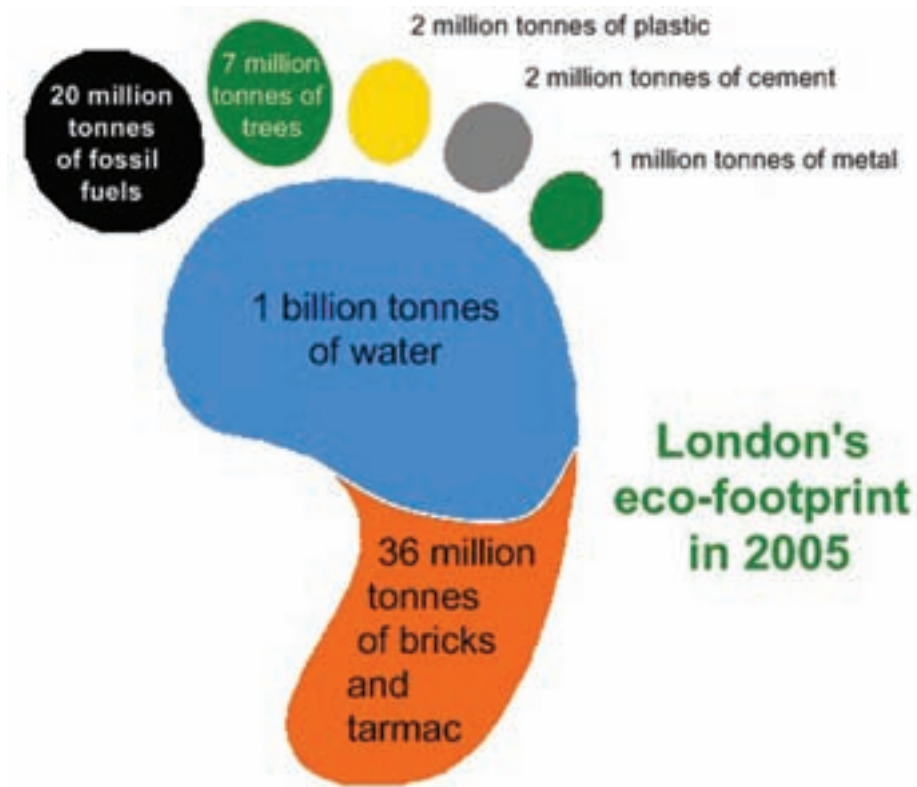


Figure 5

(a) Study Figure 5.

Identify **one** environmental problem caused by London's eco-footprint.

(1)

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(b) Describe how the way people live in cities such as London, leads to high eco-footprints.

(2)

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\* (c) Using examples, explain how cities are trying to reduce their eco-footprint.

(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 Figure 6 shows a cartoonist's view of one problem facing rural villages.



(Source: www.CartoonStock.com)

Figure 6

- (a) Study Figure 6.

Suggest **one** reason why the population of the village is higher at weekends than from Monday to Friday.

(1)

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- (b) Describe how this might have had a good and bad effect on the village's services.

(2)

Good .....

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Bad .....

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\* (c) Using examples, explain how rural areas are trying to improve rural services.

(6)

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**(Total for Question 6 = 9 marks)**

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**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 .**

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

- 7** Figure 7 shows a photograph of the Volta Dam in Ghana. It was built with western help in the early 1970s to bring development to Ghana.



(Source: Jacques Jangoux, [www.britannica.com](http://www.britannica.com))

**Figure 7**

- (a) Study Figure 7.

Give **one** likely use for the water from this dam.

(1)



(b) Describe how a dam like this could help Ghana develop.

(2)

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\*(c) Using examples, explain how bottom-up schemes have benefited developing countries.

(6)

Spelling, punctuation and grammar.

(3)

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**(Total for Question 7 = 12 marks)**

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## Topic 8: World of Work

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

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

- 8 Figure 8 shows a photograph of company headquarters in Canary Wharf in London's Docklands, an extension of London's business district.



(Source: Wikipedia)

**Figure 8**

- (a) Suggest **one** type of job done by people working in these buildings.

(1)





(b) Describe the characteristics of companies that might occupy Canary Wharf tower. (2)

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\*(c) Using examples, explain how TNCs may bring **benefits** and **problems** when they invest in a country. (6)

Spelling, punctuation and grammar. (3)

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**(Total for Question 8 = 12 marks)**

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**TOTAL FOR SECTION C = 12 MARKS**  
**TOTAL FOR PAPER = 53 MARKS**



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Mark Scheme

Sample Assessment Material

GCSE Geography B (5GB2F)  
Unit 2: People and the Planet

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Sample Assessment Material

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## General Marking Guidance

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

### Placing a mark within a level mark band

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

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

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

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

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



## Spelling, Punctuation and Grammar Marking Guidance

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

## Sample Mark Scheme

### Unit 2F: People and the Planet

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (a)(i)	1		All incorrect answers	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (a)(ii)	22		All incorrect answers	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (b)	<ul style="list-style-type: none"> <li>• Lack of access to/education about contraception (1).</li> <li>• Need children to work (1).</li> <li>• High Infant mortality rates (expectation some will die)(1).</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<ul style="list-style-type: none"> <li>• Religious or cultural reasons.</li> <li>• Women begin having children early in life.</li> </ul>	All incorrect answers	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (c)	<p>A population in which the % of people over 60/65 is large (1), a country whose average age is increasing (1).</p> <p>1 mark for a basic description of a marking point. 2 marks for a development of the marking point.</p>	<ul style="list-style-type: none"> <li>• Low birth rates/fertility rates.</li> <li>• Top heavy (or similar) population pyramid .</li> </ul>	<p>People dying High deaths rates</p>	2

Question Number	Acceptable Answers	Reject	Mark
1 (d)	<p>Better health care for elderly (1), people survive hospital treatment or sickness(1). Increased vaccinations (1), enables children to survive longer/people to recover from disease (1). Increased prosperity (1), lead to better food/diet (1). Better range of drugs available (1), names a now curable disease such as smallpox) (1). Better range of treatments available (1), gives example such as heart disease or cancer (1). Accept any reasonable/relevant point.</p> <p>1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.</p>	Family planning factors, eg contraception. The question is about longevity - so points relating to family planning or lower birth rate are only creditworthy if linked to a rising average age of population reasons given Similarly 'lower birth rate' unless qualified as shown.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2 (a)	<ul style="list-style-type: none"> <li>It has risen from about 30,000 (th. barrels) to over 80,000)</li> <li>Two periods of brief decline</li> <li>Decline in late 1970s and early 1980s</li> <li>Not much increase forecast</li> </ul> <p>(1 + 1)</p>	<ul style="list-style-type: none"> <li>Mid. East is largest</li> <li>Mid. East has increased from 10,000 to about 30,000</li> <li>North America has 'flat lined'</li> <li>Any other regional point</li> </ul>	All incorrect answers	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2 (b)	<ul style="list-style-type: none"> <li>New oil is discovered in some regions (eg Europe)</li> <li>Oil runs out in some areas</li> <li>Some regions find new reserves</li> <li>Some regions restrict production</li> <li>The price changes making some reserves worth exploiting</li> <li>Demand for oil increases as countries (such as China and India) industrialise</li> </ul> <p>(1+ 1)</p>	<ul style="list-style-type: none"> <li>New technology is applied in some regions (Canadian tar-sands)</li> </ul>	All incorrect answers	2

Question Number	Acceptable Answers	Reject	Mark
2 (c)	Energy resources which will not run out (1)/are not finite (1).  One named example (1) eg solar, wind, wave, HEP.  (2 x 1)	Any answer that focuses on non-renewable resources. Answers which state that they do not pollute.	2

Question Number	Acceptable Answers	Reject	Mark
2 (d)	Non-renewable energy resources may run out (1), meaning that alternative sources will need to be found (1). They may become too expensive in the future (1) and people will seek a cheaper alternative(1). As they (eg oil) become scarcer (1), they might have to be used for eg plastics instead of energy (1). Pressure from environmental lobby to reduce pollution (1) might cause a switch to renewable which pollute less (1).  1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.	Points about resource depletion or exhaustion are only acceptable if linked to the notion of reserves or supplies.  Reject population points, eg 'there will be too many people'.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3 (a)	Any of: <ul style="list-style-type: none"> <li>• unpaved roads</li> <li>• open sewers</li> <li>• poor quality housing</li> <li>• lack of space/high density.</li> </ul> (2 x 1)	Any qualitative answer which can be evidenced from the photograph.	Answers which cannot be evidenced from the photograph.	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3 (b)	Can be push or pull: <ul style="list-style-type: none"> <li>• opportunity/jobs available (lack of jobs in rural) (1)</li> <li>• better housing/education (lack or rural services) (1)</li> <li>• 'bright lights syndrome' or similar (1).</li> </ul> 1 mark for each. (2 x 1)	<ul style="list-style-type: none"> <li>• Any reasonable answer relating to improved services compared to rural areas.</li> <li>• Accept war, famine, drought as push.</li> </ul>	Very basic one word statements such as 'poverty'.	2

Question Number	Acceptable Answers	Reject	Mark
3 (c)	<p>Could be improvements such as paving roads (1), adding drainage (1), building sewers and water supply (1), improving housing conditions (1).</p> <p>Or strategies such as aided self help schemes (1), help from an NGO to organise improvements (1), utility wall/site and service type ideas, and social housing (1).</p> <p>1 mark for each correct description. (2 x 1)</p>	<ul style="list-style-type: none"> <li>Answers such as 'bulldoze' it or similar, or 'build new flats' with no qualification.</li> </ul>	2

Question Number	Acceptable Answers	Reject	Mark
3 (d)	<p>Any reasonable answer about how urban dwellers can bring benefits, eg sending wages home to help older members of families left behind (1), pay for schooling (1), pay for medical treatment (1), 'pioneer' - those who go first can seek out opportunities for others to join them later (1).</p> <p>1 mark for each. Award marks for points which are linked or developed, eg 'By sending wages home (1) to help older members of the family left behind (1).</p>	Unrelated responses, eg might mean more jobs for those left behind.	2

Question Number	Correct Answer	Reject	Mark
4 (a)	<p>First column correct answer: 3 (1) 2 4 1 mark</p> <p>Second column correct answer: 3 1 2 4 1 mark</p>	Any other answers	2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4 (b)	<ul style="list-style-type: none"> <li>Trade will increase, so country earns more (1).</li> <li>Jobs may be better paid in industry (1).</li> <li>Spurs the economy in other sectors (or some description of multiplier effect) (1).</li> </ul> <p>1 mark for each valid point. (2 x 1)</p>	<ul style="list-style-type: none"> <li>General terms eg 'incomes' in lieu of GNI.</li> <li>Accept more general points <b>provided that</b> at least one point has been made relating to data, eg 'there are more jobs for people'.</li> </ul>	Generalised terms, eg people are wealthier.	2

Question Number	Acceptable Answers	Reject	Mark
4 (c)	<ul style="list-style-type: none"> <li>• Pollution from factories (1).</li> <li>• Some firms pay low wages (1).</li> <li>• Some have poor working conditions/sweat shops/exploitation (1).</li> <li>• Company may not pay taxes (1)</li> <li>• Profits from overseas companies go back overseas (1).</li> </ul> 1 mark per correct suggestion. (2 x 1)	Generalised answers or points which don't relate to industry or which misunderstand the point, eg the industries might not want to go there because it's got no services.	2

Question Number	Acceptable Answers	Reject	Mark
4 (d)	Benefits vary, eg greater employment (1) leads to higher incomes (1), more services (1) (with 1 extra mark max if specifies, eg a company school, medical care, electricity or water), more trade (1) which might lead to higher incomes (1).  1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.	Generalised answers or points which don't relate to industry or which misunderstand the point, eg the industries might not want to go there because it's got no services.	2

Question Number	Answer	Reject	Mark
5 (a)	Any reasonable answer: <ul style="list-style-type: none"> <li>• air pollution/release of toxic gases or CO2 (global warming) (1)</li> <li>• deforestation (1)</li> <li>• waste needs to be dumped, burnt or landfilled (1)</li> <li>• runoff causes flooding (1)</li> <li>• water sources (rivers, groundwater) running dry (1).</li> </ul> 1 mark	'Bad' things about urban areas, eg 'the amount of land taken up by cities' Do not accept congestion.	1

Question Number	Acceptable Answers	Reject	Mark
5 (b)	People living in cities use large amounts of resources for building (1), use large amounts of resources (fuel) for transport (1), have their food transported in from elsewhere (1), wealth leads to high car ownership/consumerism (1), people have to use energy to travel commute (1).  1 mark for each correct description. (2 x 1)	Lifting statements from Figure 5.	2

Question Number	Indicative content	
<b>5 (c)</b> <b>QCW</b> <b>i, ii, iii</b>	<b>Attempts to reduce eco-footprint</b> A wide range of strategies could be expected here. These would include transport development for many cities, especially those designed to increase the % of people travelling on public transport. Waste projects designed to increase recycling, or green energy 'grand designs', eg BedZED in south London, or projects aiming to reduce food miles, eg farmers' markets.	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempted an explanation. Limited identification of attempts to reduce the eco-footprint. Generally explained without detail. Poorly located areas/schemes not well related to reducing eco-footprints. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	Some structure, with some attempts explained. Some range of examples, with some links to reducing footprints, and there is some detail but it is variable. Only one scheme is explained in detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured response which includes a range of detailed schemes, with examples which are well located, with clear explanations and link to reducing eco-footprints. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct Answer	Mark
<b>6 (a)</b>	One of:  Very poor quality of 'housing' (1) Poor roads (1) No sign of telecommunications (1) Very basic form of transport (1) Water being delivered in plastic cans (1)	<b>1</b>

Question Number	Correct Answer	Mark
<b>6 (b)</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 (1 + 1)	<b>2</b>

Question Number	Indicative content	
<b>6 (c)</b> <b>QCW</b> <b>i, ii, iii</b>	<b>Schemes in rural areas</b> Many schemes exist in different parts of the UK and the world. In the UK and EU, Objective One aid has led to the development of several schemes to boost service provision such as dial-a-bus schemes and mobile services. Other regeneration schemes in rural areas include business investment and shared ownership housing schemes. Overseas, LEDC initiatives to build schools, develop local service around 'CampFire'-style projects have also had impacts, as have health clinics.	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempted an explanation but this may not be clear. Some generalised schemes are outlined which are poorly located. Limited link to improving services. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	Some structure, with some attempt to explain some schemes. Some examples have some detail and there is some range. Only one scheme is explained in detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer which includes a good range of detailed attempts, with examples. Clear explanations well linked to rural services. Well-located. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
<b>7 (a)</b>	Any of <ul style="list-style-type: none"> <li>domestic supply/industry/irrigation</li> <li>hydro-electric power - accept 'electricity'</li> </ul> 1 mark for one correct answer	<b>1</b>

Question Number	Correct Answer	Reject	Mark
<b>7 (b)</b>	Water supply could help farming develop (1), provide supply for urban development (1), electricity (HEP) for industry/could attract industry (1), provides direct employment and income (1).  Any 2 descriptive points for 1 mark each.  (2 x 1)	Description of development not linked to aspects of the dam and reservoir.	<b>2</b>



Question Number	Indicative content	
<b>7 (c)</b> <b>QCW</b> <b>i, ii, iii</b>	<b>Small-scale projects</b> Examples used must be local- or small-scale - likely to be at village or local catchment scale. Examples used might include BBC World 2000 video on La Pecha micro-hydro scheme in Peru, which has not only provided cheap renewable electricity for the village, but has benefited local schools who now use electricity in lessons (eg technology) and allows students to do homework. An 'evening economy' has developed around coffee shops and bars which didn't exist before.	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempted an explanation which outlines some generalised schemes. These may not all be clearly bottom-up, poorly located and with no real explanation or link to benefits. Basic use of geographical terminology.
<b>Level 2</b>	3-4	Some structure, with some bottom-up schemes explained and some details. Likely to be variable. Some range of examples. Only one scheme is explained in detail. Partially addresses the issue of benefits. Clearly communicated, but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Structured response which includes a range of detailed examples which are explained in depth. Clear link to the benefits of the chosen schemes. Well located. Well communicated with good use of geographical terminology.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>SPaG Level 2</b>	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Reject	Mark
<b>8 (a)</b>	<ul style="list-style-type: none"> <li>• Banking, Accountant or any other finance-linked (eg insurance).</li> <li>• Creative, media, advertising, journalism.</li> <li>• Services, eg security for people in offices or cleaning.</li> </ul> 1 mark for one correct item.	Office jobs	<b>1</b>

Question Number	Answer	Reject	Mark
<b>8 (b)</b>	Very large employers (1), TNCs/MNCs/International/global companies (1), well known/global brand companies (1), tertiary industry/sector (1).  Any 2 descriptive points for 1 mark each.  <div style="text-align: right;">(2 x 1)</div>	The named companies on the photo ie HSBC and Citigroup Banks.	<b>2</b>

Question Number	Indicative content	
<b>8 (c)</b> <b>QCW</b> <b>i, ii, iii</b>	<p><b>Benefits</b> TNC benefits generally include employment, though in LEDC these tend to be at the bottom of the wage scale, with highest wages and management control remaining in the host country. However, companies such as Nike run their own schools and doctor surgeries, with welfare benefits said to be on offer as well as job security in countries that did not have such jobs before. Some candidates will challenge these points but a well-balanced answer should acknowledge that TNCs can bring substantial benefits and aid the development process.</p> <p><b>Problems</b> These will vary with the TNC. The kinds of charges laid against TNCs include sweatshop labour at low wages, for long hours, and often in countries who pay little more than lip service to working hours directives, if at all. Some candidates will challenge these points but a well-balanced answer should acknowledge that TNCs have caused significant problems and brought themselves a reputation which some have had to work hard to repair.</p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempted an explanation which mentions one or two TNCs and what they do, but not in detail. May focus on 1 sensationalist problem. No balance of benefits and problems. Basic use of geographical terminology.
<b>Level 2</b>	3-4	Some structure in a response with some explanations of both benefits and problems. Likely to be unbalanced when explaining benefits and problems. Examples used have variable depth. Only one scheme is described in detail. Clearly communicated, but with limited use of geographical terminology.
<b>Level 3</b>	5-6	A well explained and structured response which includes a range of detailed, named examples. Well-located and with a balance across benefits and problems. Well communicated with good use of geographical terminology.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>SPaG Level 2</b>	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# Geography B

## Unit 2: People and the Planet

**Higher Tier**

Sample Assessment Material

**Time: 1 hour**

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** the 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 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.
- 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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2/2/2



**PEARSON**

**SECTION A – INTRODUCTION TO PEOPLE AND THE PLANET**

**Answer ALL questions in this section.**

**Topic 1: Population Dynamics**

**1** Figure 1 shows birth and death rates for four countries.

Country	Birth Rate per 1000	Death Rate per 1000
Botswana	31	22
UK	11	10
France	13	9
Ghana	30	8

**Figure 1**

(a) Which country has

(i) the highest rate of natural increase per 1000?

(1)

(ii) the lowest rate of natural increase per 1000?

(1)

(b) Explain why some countries, such as Botswana and Ghana, have high birth rates.

(2)



(c) Explain **two** problems faced by countries with ageing populations.

(4)

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**(Total for Question 1 = 8 marks)**

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## Topic 2: Consuming Resources

- 2 Figures 2(a) and 2(b) show energy use in different countries. In each case, the size of each country is affected by how much energy is used.

### Use of 'traditional fuels' (eg wood, charcoal, animal and plant waste)



Figure 2(a)

### Use of electricity



Figure 2(b)

(Source: Worldmapper © Copyright 2006 SASI Group (University of Sheffield) and Mark Newman (University of Michigan))





Study Figure 2(a).

(a) Describe the distribution of countries using traditional fuels.

(2)

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(b) Explain why the distribution of countries using 'traditional fuels' (Figure 2(a)) is different from those using electricity (Figure 2(b)).

(2)

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(c) In the future it may be difficult for countries to provide enough energy.

Explain the problems that countries may face as follows:

(4)

Countries using traditional fuels .....

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Countries using electricity .....

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**(Total for Question 2 = 8 marks)**



### Topic 3: Living Spaces

- 3 Figure 3 shows a street in Soweto, a town in South Africa. Soweto's population is growing rapidly.



**Figure 3**

- (a) Study Figure 3.

Describe the urban settlement shown in Figure 3.

(2)

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(b) Suggest **two pull factors** which attract people to move to urban areas like Soweto.

(2)

1 .....

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2 .....

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(c) Explain **two** reasons why people who move to urban areas like Soweto sometimes find that it is not as good as they had hoped.

(4)

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**(Total for Question 3 = 8 marks)**



### Topic 4: Making a Living

4 Figure 4 shows data about four countries.

Country	% working population employed in industry	Gross National Income in US\$ per person per year	Life expectation in years
Bangladesh	11	2300	62.8
China	24	7800	72.9
Egypt	17	4200	71.6
Niger	6	1000	44

(Source: World Bank 2006, CIA Factbook)

**Figure 4**

(a) Study Figure 4.

What is the **general** relationship between the **% of people working in industry** and **Gross National Income** per person? Use data to illustrate your answer.

(2)

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(b) Explain how such data might encourage developing countries to increase their industry.

(2)

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(c) Using examples, explain how the growth of industries in developing countries can bring both **benefits** and **problems**.

(4)

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**(Total for Question 4 = 8 marks)**

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**TOTAL FOR SECTION A = 32 MARKS**



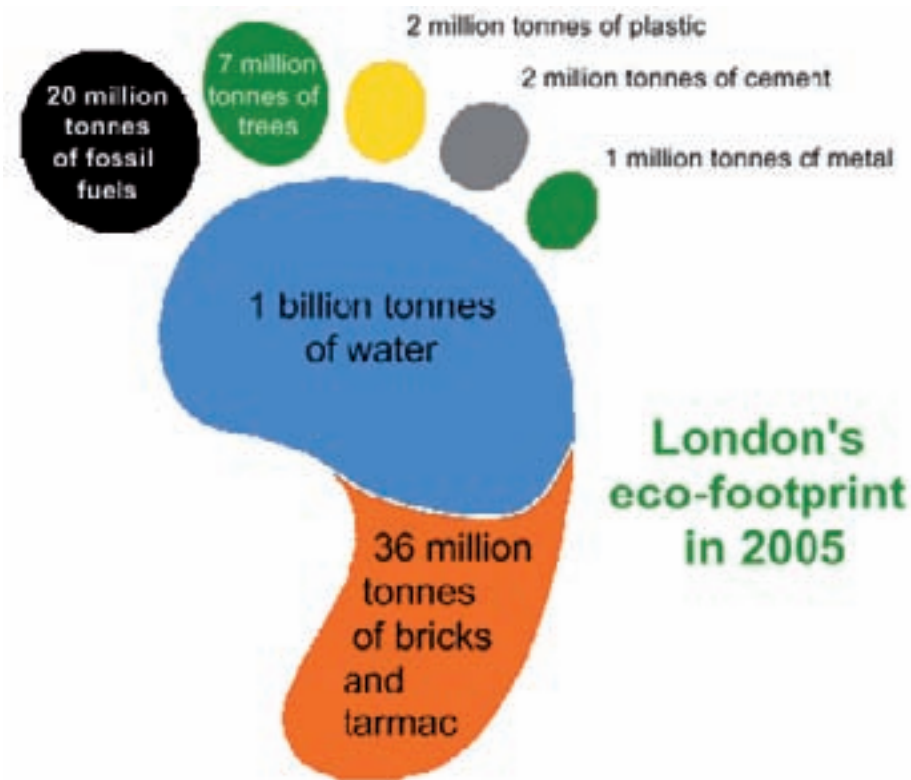
**SECTION B – SMALL SCALE PEOPLE AND THE PLANET**

**Answer ONE question in this section.**

**Topic 5: Changing Cities**

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

**5** Figure 5 shows London's eco-footprint in 2005.



**Figure 5**

(a) Study Figure 5.

Explain why cities such as London have such large eco-footprints.

(2)

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(b) State **one** negative impact on people of living in cities with very high eco-footprints.

(1)

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\* (c) Using **named examples**, explain attempts that have been made to reduce the eco-footprint of cities and how well you think they are succeeding.

(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** Figure 6 shows a cartoonist's view of one problem facing rural villages.



(Source: [www.CartoonStock.com](http://www.CartoonStock.com))

**Figure 6**

(a) Study Figure 6.

Explain the problem the cartoon suggests the village is facing.

(2)

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(b) State **one** negative impact the residents might experience because of this. (1)

\* (c) Using **named examples**, explain how schemes in rural areas have been developed to improve rural services, and how well you think they are succeeding. (6)

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(Total for Question 6 = 9 marks)

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**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 .**

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

- 7** Figure 7 shows a photograph of the Volta Dam in Ghana. It was built with western help in the early 1970s to bring development to Ghana.



*(Source: Jacques Jangoux, www.britannica.com)*

**Figure 7**

- (a) Study Figure 7.

Suggest **one** way such a dam could help a country like Ghana develop.

(1)

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(b) Explain how the dam could have had **negative** impacts on some people in Ghana.

(2)

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\* (c) Using **named examples**, explain how bottom-up schemes meet the needs of developing countries, and how successful these have been.

(6)

Spelling, punctuation and grammar.

(3)

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**(Total for Question 7 = 12 marks)**



## Topic 8: World of Work

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

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

- 8 Figure 8 shows a photograph of company headquarters in Canary Wharf in London's Docklands, an extension of London's business district.



(Source: Wikipedia)

**Figure 8**

- (a) Study Figure 8.

What does the photograph tell you about the type of company that has chosen to locate in Canary Wharf?

(1)

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Mark Scheme

Sample Assessment Material

GCSE Geography B (5GB2H)  
Unit 2: People and the Planet

## **Edexcel and BTEC Qualifications**

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Sample Assessment Material

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## General Marking Guidance

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

### Placing a mark within a level mark band

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

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

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

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

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

## Spelling, Punctuation and Grammar Marking Guidance

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

## Sample Mark Scheme

### Unit 2H: People and the Planet

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (a)(i)	Ghana	Accept accurate answers only	All incorrect answers	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (a)(ii)	UK	Accept accurate answers only	All incorrect answers	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1 (b)	<p>Cultural reasons, eg religion, belief in no birth control (1). Family reasons, eg to ensure care in old age, ensure continuation of family name and land holding (1). Economic reasons, eg more family members to work, value of child labour, expense of contraception (1).</p> <p>1 mark for each correct suggestion. (2 x 1)</p>	<p>Accept</p> <ul style="list-style-type: none"> <li>• They don't know about contraception</li> <li>• Large families can be wealthy families</li> <li>• More people to work</li> <li>• It's part of tradition</li> <li>• Lack of clinics to promote contraception</li> </ul>	<p>They don't know any better Lack of education</p>	2

Question Number	Acceptable Answers	Reject	Mark
1 (c)	<p>Any 2 developed points from the following:</p> <p>High costs of health care for elderly (1). High costs of pensions eg taxation (1). Lower percentage/number of working people in the population eg economic decline (1). High dependency ratio/fewer people working (1). Might be linked to low fertility rate, so could indicate population decline (1). Might have to raise pension age (political issue) (1). Might have to reduce benefits for the elderly (private pensions) (1).</p> <p>1 mark for a basic explanation of a marking point . 2 marks for a development of a marking point. (2 + 2)</p>	<p>Declining population without any reasons given. Similarly, 'leads to economic decline' without reasons given, 'will lead to lower birth rate'.</p>	4

Question Number	Correct Answer	Mark
2 (a)(i)	Allow 80,000 - 84,000 (thousand barrels per day)	1

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

Question Number	Correct answer	Acceptable Answer	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) (1 + 1)	Because we won't have so much (1) global economic collapse may reduce its significance	Answers that talk about reduced demand	2

Question Number	Acceptable Answers	Reject	Mark
2 (c)	<p><b>Traditional fuels</b> Wood might run out as forests are cut down or as droughts get worse (1). Cattle dung might be in short supply as cities grow (1). Anything suggesting loss of fuel supply in a named country, eg Nigeria which may become exhausted with increasing population demands (1). Anything suggesting alternative uses (which must be specified), eg cattle dung might have to be used as fertiliser instead (1).</p> <p><b>Countries using electricity</b> Named supply of fuel for that country, eg in Japan oil might become so expensive as it imports a lot of its supply (1). Anything suggesting loss of supply with example, eg coal in Australia, linked to exhaustion of reserves (1). Anything suggesting alternative uses (must be specified), eg oil in China needs to be preserved for vital uses such as plastics (1).</p> <p>1 mark per correct explanation. Can award maximum 3 marks within an explanation for well developed or exemplified points.</p>	<p>Points must be linked, so do not accept generalisations, eg 'the forest will all be cut down' (doesn't say why this is a problem), 'all the fuels will run out' without specific problem or fuel type.</p> <p>Reject points about 'there will be too many people' if stated without any link to energy or supply problems.</p>	4

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
<b>3 (a)</b>	Shanty town, slum, squatter settlement, informal settlement  1 mark  Poorly built houses/built out of scrap (1), open sewers (1), dirt roads (1).  1 mark  (1 + 1)	Unplanned	City Town Anything that cannot be evidence from the photograph.	<b>2</b>

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
<b>3 (b)</b>	Must be pull factors, eg: opportunity/jobs available (1), 'bright lights syndrome' (1), services available with an example eg schools or healthcare (1).  1 mark for each.  (2 x 1)	Any reasonable answer which can be evidenced.	Rural push factors	<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (c)</b>	Any reasonable points about poor living conditions, eg: housing is expensive (1), jobs are often low-paid or non-existent (1), wages can be very low/live in poverty (1), lack of suitable housing near the centre, eg for families (1), high costs of living (does not need to be specified) (1), the bright lights may be for more wealthy people (1).  1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.  (2 x 2)	Factors which are more about the rural area rather than urban, eg: <ul style="list-style-type: none"> <li>• might miss their house in the rural area</li> <li>• miss their family etc.</li> </ul>	<b>4</b>



Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4 (a)	<ul style="list-style-type: none"> <li>The greater the % of people in industry, the greater the GNI (1).</li> <li>With data to illustrate (1).</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<ul style="list-style-type: none"> <li>GDP in place of GNI</li> <li>Direct country comparisons, eg Niger has the lowest % in industry and the lowest GNI.</li> </ul>	<p>All incorrect answers</p> <p>All general answers that do not specify data, eg 'Niger is lower than Egypt'.</p>	<b>2</b>

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4 (b)	<p>Accept minimum of one answer which relates to the data, eg:  incomes will increase (1),  life expectation is likely to increase as people become wealthier (1), can afford better medical care (1).</p> <p>1 mark for a basic explanation of a marking point.  2 marks for the development of a marking point.</p> <p style="text-align: right;">(2 x 1)</p>	<p>General terms, eg 'incomes' in lieu of GNI, or 'people live longer' in lieu of 'increased life expectation'.</p> <p>Accept more general points <b>provided that</b> at least one point has been made relating to data, eg 'there are more jobs for people'.</p>	<p>Generalised terms, eg people are wealthier.</p>	<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
4 (c)	<p>Benefits, eg: greater employment (1), higher incomes (1), more services (1) eg electricity or water (1).</p> <p>Problems, eg: pollution from factories (1), low wages (1), overseas company may not pay taxes (1), profits from overseas companies go back overseas (1), eg so the country doesn't gain much (1).</p> <p>1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point. Maximum 3 marks if benefits <b>only</b> or problems <b>only</b> described.</p> <p>Accept answers that refer solely to TNCs provided that offer benefits and problems in named countries, otherwise maximum 3 marks.</p>	Generalised answers or points which don't relate to industry or which misunderstand the point, eg the industries might not want to go there because it's got no services.	4

Question Number	Answer	Mark
5 (a)	<p>High energy use (1), food consumption needs to be brought in from elsewhere (1), airports and other travel to cities uses energy (1), eg fossil fuels/add to greenhouse gases (1), wealth leads to high car ownership (1), people have to travel to work which consumes energy (1).</p> <p>1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point. Do not require development, 2 basic explanations are acceptable.</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Acceptable Answers	Reject	Mark
5 (b)	<ul style="list-style-type: none"> <li>• High levels of air pollution lead to health problems.</li> <li>• Congestion causes stress and ill-health.</li> <li>• Costly places to live due to high resource use.</li> </ul> <p>1 mark for a clear statement.</p>	Benefits One word statement such as 'pollution'.	1

Question Number	Indicative content	
<b>5 (c)</b> <b>QCW</b> <b>i, ii, iii</b>	<p><b>Attempts to reduce eco-footprint</b> A wide range of strategies could be expected here. These would include transport development for many cities, especially those designed to increase the % of people travelling on public transport. Waste projects designed to increase recycling, or green energy ‘grand designs’, eg BedZED in south London, or projects aiming to reduce food miles, eg farmers’ markets.</p> <p><b>How well these are succeeding</b> This can vary. Many councils now, whether under the cosh of government targets or penalties, or for environmental reasons, are adopting stringent recycling policies in order to cut landfill. Therefore an answer about how well a city is doing might refer to this, together with increased recycling amounts in the face of new targets, or might say how poorly it is doing because it is not meeting new targets. In the case of London, public transport, especially buses, is booming. Similarly public transport developments in Manchester or Sheffield.</p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempted an explanation. Some generalised examples used with little range. Poorly located areas/city may not be named. No attempt made to explain success. Limited link to reducing eco-footprints. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. Response explains some ways of reducing footprints. Some range but lacking detail but some examples are named/specific. Some brief explanation of how well the city is doing but not in depth. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured explanation. A range of attempts in detail, with specific named examples linked to reducing footprints. Well-located and with linked detail. Clear explanation of success. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

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

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

Question Number	Indicative content	
<b>6 (c)</b> QCW i, ii, iii	<p><b>Schemes in rural areas</b> Many schemes exist in different parts of the UK and the world. In the UK and EU, Objective One aid has led to the development of several schemes to boost service provision such as dial-a-bus schemes and mobile services. Other regeneration schemes in rural areas include business investment and shared ownership housing schemes. Overseas, LEDC initiatives to build schools, develop local service around 'CampFire'-style projects have also had impacts, as have health clinics.</p> <p><b>How successful have these been</b> This can vary. Some generate permanent and add significantly to the local economy. Others wither, eg tourist schemes that bring only seasonal visitors in. LEDC schemes vary, some target health and have had great impacts in reducing child mortality, whilst others suffer for lack of sustained investment.</p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempted an explanation. Some generalised examples of schemes used, with little range. Poorly located (may not be fully rural). Limited link to services and not attempt to examine success. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. Response explains some schemes with some range of schemes and some details. Some examples more specific than others. Some brief explanation of success is present. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured response that explains a range of schemes in detail, with specific examples. Well-located and with linked detail. Some detailed explanation of how successful the schemes have been. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
<b>7 (a)</b>	Provide a constant water supply for industry/farming to develop(1), provide hydro-electric power for industrialisation (1), provide employment and income directly (1), electricity/water could be used to improve health such as clean drinking water/power for hospitals (1).  1 mark for a correct answer, which must have a link to development.	<b>1</b>

Question Number	Answer	Mark
<b>7 (b)</b>	Explanations could focus on: Farmers could have lost land when the dam/ reservoir was built (1), which reduces their ability to support themselves/lowers income (1). Some people may have lost their homes (1), forcing them to move elsewhere possibly at great cost/loss of job (1). The river may have changed/no longer floods depriving farmers (1) downstream of irrigation/fertile silt (1).  1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.	<b>2</b>  (2 x 1)

Question Number	Indicative content	
7 (c) QCW i, ii, iii	<p><b>Bottom-up schemes</b> Examples used must be local or small-scale, likely to be at village or local catchment scale. Examples used might include BBC World 2000 video on La Pecha micro-hydro scheme in Peru, which has not only provided cheap renewable electricity for the village, but has benefited local schools who now use electricity in lessons (eg technology) and allows students to do homework. An ‘evening economy’ has developed around coffee shops and bars which didn’t exist before.</p> <p><b>How successful it has been</b> Again, this can vary. The general rule is that such schemes tend to be successful because they are localised and owned by local people. However, sometimes a lack of technical help can scupper projects, eg if a water pump breaks down. Success is usually the result of aggregation of benefits, eg economic or social benefits which multiply.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable answer
Level 1	1-2	Attempted an explanation with limited detail about the schemes, which are generalised. Locations may not be named. Details non-specific with no real explanation or link to success. Basic use of geographical terminology.
Level 2	3-4	Some structure with some details of schemes and some explanation. Some range but variable detail. Brief mention of success but not in depth. Clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Structured answer that includes details about the schemes, with specific examples and explanation. Well-located. Detailed explanation of how successful the schemes have been. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Acceptable Answers	Reject	Mark
<b>8 (a)</b>	<ul style="list-style-type: none"> <li>• TNCs/MNCs (1)</li> <li>• Large global/international companies/corporations (1).</li> </ul>	The named companies on the photograph. Banks	<b>1</b>

Question Number	Answer	Mark
<b>8 (b)</b>	<p>Highly skilled/well-educated/knowledgeable workforce (1), which would attract global investment (1). Attractive location because land is available in Docklands (1) and grants might have been available (1). London has excellent connections to Europe (1), eg 5 international airports/Eurostar links (1). The location has prestige and access as its close to Europe/EU (1) and also has linkages to companies already there (1).</p> <p>1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.</p> <p style="text-align: right;">(2 x 1)</p>	<b>2</b>

Question Number	Indicative content	
<b>8 (c)</b> <b>QCW</b> <b>i, ii, iii</b>	<p><b>Benefits</b> TNC benefits generally include employment, though in LEDC these tend to be at the bottom of the wage scale, with highest wages and management control remaining in the host country. However, companies such as Nike run their own schools and doctor surgeries, with welfare benefits said to be on offer as well as job security in countries that did not have such jobs before. Some candidates will challenge these points but a well-balanced answer should acknowledge that TNCs can bring substantial benefits and aid the development process.</p> <p><b>Problems</b> These are implied by the question. So points made will vary with the TNC chosen. The kinds of charges laid against TNCs include sweatshop labour at low wages, for long hours, and often in countries who pay little more than lip service to working hours directives, if at all. Some candidates will challenge these points but a well-balanced answer should acknowledge that TNCs have caused significant problems and brought themselves a reputation which some have had to work hard to repair.</p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-3	Attempted an explanation with limited detail about the TNC(s). Generalised descriptions of investment in unnamed locations. No balance of benefits and problems. No attempt to say 'how far'. Basic use of geographical terminology.
<b>Level 2</b>	4-5	Some structure in a response with some details of the TNC investment. Does address problems and benefits but unbalanced in terms of benefits and problems. There are some explanations and a brief attempt to address 'how far'. Clearly communicated, but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Structured and detailed answer that includes a range of benefits and problems, with examples and good explanation. Well-located and specific. Broadly balanced and judges 'how far'. Well communicated with good use of geographical terminology.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>SPaG Level 2</b>	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.