Mark Scheme (Results)

January 2013

GCSE Geography B (5GB2F)
Paper 01 People and the Planet (F)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

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

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

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

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

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked unless the candidate has replaced it with an alternative response.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- 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?

Question Number	Answer	Mark
1(a) (i)	D – Northeast	**1**

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

Question Number	Correct answers	Reject	Mark
1 (b)	• Wide at the base (or equivalent – lots of children) (1) • Pyramid shaped (or equivalent - allow a sketch) (1) • Relatively few elderly – (or equivalent-narrow at the top) (1)	Anything not about pyramids – e.g. high birth **rates**	**2** **1+1**

Question Number	Correct answer	Reject	Mark
1(c)	Outline ONE …..– thus basic point + development of that point; • Fines (1) so becomes expensive **or** example/detail of same (1) • Laws (1) so becomes dangerous/difficult etc. **or** example/detail of same (1) • Rigging the system in some way (1) housing hierarchy/education **or** example/detail of same (1) • Making it beneficial not to have children (1) benefits in education/ tax etc. **or** example/detail of same (1) • Making contraception available (1) allowing women to control family size **or** example/detail of same (1) • Improving sex education and counselling (1) allowing women to control family size **or** example/detail of same (1)	Anything to do with encouraging **larger** families. Allow one basic point for 1 mark but do not allow 2 for two basic points. Must be a development.	**2** **1+1**

Question Number	Correct answer	Reject	Mark
1(d)	Outline ONE …..– thus basic point + development of that point; There will a very wide range here so look for a basic motive (1) and then an extension which may come in form of more detail, example or application. • To work the land (1) thus increases family wealth and/or as in subsistent societies(1) • To provide welfare (1) for older family members (1) • To increase family status (1) in some cultures (1) • To fulfil husband/partner wishes (1) in patriarchal societies (1) • To provide sons (1) patriarchal society (1) • To make money (1) legitimate extension – jobs in future for the children, benefits from welfare (1)	Keyword is **want** so reject answers that deal with lack of contraception etc. Answers that don't give explicit motive – to 'support' the family.	**2** **1+1**

Question Number	Answer	Mark
2 (a) (i)	D – Total demand fell......	1

Question Number	Answer	Mark
2(a) (ii)	It has grown (between 1950's and 2000's) (1) This growth has been exponential – increasing rate idea (1) Might compare with rest of world (1) Any other legitimate comment about change(1) Data about tonnage to support any **one** point (1)	**2** **1+1**

Question Number	Answer	Mark
2(a) (iii)	It has grown/industrialised very fast (1) It is a NIC (1) It manufactures a great deal (1) Or equivalents on same theme	1

Question Number	Correct answer	Acceptable answer	Mark
2 (b)	• Africa (1)	• Australasia/ Oceania (1)	1

Question Number	Correct answer	Reject	Mark
2 (b)	• **1 mark** for correctly named renewable resource(s). Then look for basic point + development of that point • Using X (1) helps us reduce demand for Y (1) this produces less CO2/pollution so better for environment (1) *Wind energy (1) can be used to replace coal to generate electricity (1) this produces less CO2 (1)* n.b – Do not expect explicit reference to sustainability (as in above e.g.) but allow any version of that idea as below; *Wind energy (1) can be used to replace*	Do not credit 'helps achieve sustainability' - (that is the question!)	**3** **1+1+1**

	coal to generate electricity (1) this preserves resources for future generations (1)		

Question Number	Answer	Mark
3 (a) (i)	C – Most are in southern England but… (1)	**1**

Question Number	Answer	Mark
3 (a) (ii)	• Belfast (1)	**1**

Question Number	Correct answers	Acceptable	Mark
3 (b)	• Children (1) • The retired/elderly/ any synonym of same (1) • Teenagers/students / any synonym of same (1)	• Those already in work (1) • Benefit 'scroungers' (1)	**2** **1+1**

Question Number	Correct answer	Acceptable answer	Reject	Mark
3(c)	The growth of cities/ a city or equivalent 'regeneration' idea (this can in terms of population or the economy) (1) after a period of decline (1)	Idea of urban to rural migration becoming rural to urban migration (1 +1)) Allow 'when people move back to an urban area' for **both** marks since moving back implies having left in the first place.	Examples Motivation for move Consequences of growth	**2** **1+1**

Question Number	Answers	Reject	Mark
3 (d)	Wide range of possibilities – might be government policies or personal behaviour patterns Outline ONE …..– thus basic point + development of that point; • Policy/idea – e.g. congestion charging (1) link to sustainability e.g. reduces use of cars **so** fewer greenhouse gases/pollutants – doesn't harm environment – renewable energy source – reduces eco-footprint (1) Allow economic sustainability ideas such as …Installing solar panels (1) reduces costs (1)	Simple repetition of question as in Solar panels (1) are more sustainable - is worth 1 mark not 2 (sustainable in question**)**	**2** **1+1**

Question Number	Answer	Mark
4 (a) (i)	A – United Kingdom…	**1**

Question Number	Answer	Mark
4(a) (ii)	D – Developed…..smaller	**1**

Question Number	Correct answers	Mark
4 (b)	Outline ONE…..– thus basic point + development of that point; • Because labour costs/wages are less (1) so more profit (1) cheaper goods (1) an example of same i.e. a named manufacturing industry (1) • Because some TNCs/ companies locate there (1) for cheaper wage costs (1) • Because governments my encourage industrialisation (1) identifies how (subsidies etc.) (1) • Because local demand is rising (1) as people get wealthier/seeking new markets idea (1) • Because of transport revolution (1) so cheaper to export/import (1)	**1+1**

Question Number	Correct answers	Acceptable answers	Mark
4 (c)	Very wide range of possibilities. • Alternative energy industry jobs • Design and planning sector • Organic farming etc. • Recycling and related – allow 'dustbin men' • Transport sector jobs	Allow reference to the 'sector' rather than 'job itself as in 'Wind farms'	**2** **1+1**

Question Number	Correct answers	Mark
4 (d)	Outline ONE…..– thus basic point + development of that point; what we do (1) and what makes this a sustainable thing to do (1) • Because of need to find alternative **and/or** green energy sources (1) such as../ further development of why we need to do so – oil running out etc. (1) *or the other way around of course* • Because of problems for ecosystem(s) (1) such as…/further development of the problems (1) *or the other way around of course* • Because of economic problems/costs (1) such as…/further development of the problems (1) *or the other way around of course* • Because people/governments are becoming more concerned (1) such as…/further development of the problems (1) *or the other way around of course*	**2** **1+1**

Question Number	Answer	Mark
5(a)	Any **three** of the following • Uneven – in groups/clusters (1) • Variation in pattern of large and small sites (1) • Very few in built up area **or** similar idea e.g. central London etc.(1) • Many on urban fringe **or** similar idea e.g. suburbs (1) • More to west (1) More to east (1) • More to north than south (1) • Many close to correctly named place e.g. Dagenham (1) • Close to rivers (1) • Close to motorways (1)	**1+1+1**

Question Number	Indicative content
5(b)	• Eco-footprints will be smaller in developing world cities than developed world. • There will be variety within these populations; elites in developing world cities – poor in developed world cities • Eco-footprints composed of the amount of land used to support people to provide heating, construction materials, food, transport and so on and so forth • The biggest driver is income (don't expect explanation but we may well get it) – wealthier individuals and communities consume more 'stuff' so have higher footprints. • Variations on this theme and examples of same might be attempts to be 'green' in some communities thus reducing footprints e.g. Curitiba • Command is 'Describe…so expect a list' • Data might be quoted e.g. London 4.6 gha, Singapore 6.5 gha etc.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Understanding of eco-footprint is unclear. Grasps basic idea about higher/lower but very little more. Very limited factual/evidential support – maybe one named city. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Idea of eco-footprint clearly understood (perhaps defined). Basic idea developed in at least one way so shows some understanding of footprint structure **or** has something about variety within countries/cities **or** change over time. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.

Level 3	5-6	Structured answer. A range of points made – breaking footprints down into energy consumption, food and perhaps one other category. Has some good locational 'colour' – perhaps a figure/local variation may be noted. May see variation within countries/cities **or** changes over time. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Acceptable answer	Mark
6(a)	Any one of the following • Uneven (1) • Greater loses in north-east or named regions (1) • Many losses in centre/west or named regions (1) • Gains in south or named regions(1) • Losses in north (1) • Gains in cities and city regions **or** gains in named city (1) • Data to support any **one** point (1)	Allow; 'Losses around Berlin' when student may very well be referring to north-east in general	**1**

Question Number	Indicative content
6 (b)	Many rural areas have clear 'issues' that need management – these can be drawn form **either** a developing country rural area **or** a developed area rural area. A wide range of possible management policies might be covered here according to chosen rural area and identified issues – answers should cover specific case-study material. Schemes might include attempts to; • Diversify rural employment • Deal with tourist related issues • Deal with rural isolation and developing links with other regions – improving communications • Raise food production without damaging the environment through education and intermediate technology • Address fuel and environmental issues – biogas is a likely example • Reduce population loss –particularly rural-urban migration by diversifying local employment and providing micro-credit • Improve education and health facilities and empowering women through the education of girls • Managing resources such as water, woodland and fisheries • A stress on bottom-up development projects is generally emphasised • May cover large scale top-down schemes as well

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	No obvious structure. At least one issue implicit with a generic scheme/method stated used to address it with no depth or development. Location slight – perhaps a named country. Links with sustainability or management are very limited indeed. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes at least two issues with at least one method of management implied. Links with sustainability are thin. Some location detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of issues and management policies described, at least one in some detail. How this helps achieve sustainability is addressed. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Reject	Mark
7 (a)	- Any ONE point describing (accurately) the env line – e.g. it was high(er) in 1993 (1) - Any ONE point describing (accurately) the eco line – it goes down to begin with etc. (1) - As one goes up the other goes down (1) - Env above Eco until mid 2008 (1) - Gap widest start of 1998 (1) - Recognition that opinions have reversed over the period - swopped over idea(1) - Data about **percentages** to support any **one** point (1)	Do **not** reward explanation	**3** **1+1+1**

Question Number	Indicative content	
7 (b) **SPAG**	Depends on chosen examples but differences are likely to be; • Scale • Costs • Local engagement • Level of environmental disruption/change • Relative success • Costs/benefits – winners/losers – who benefits?	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. At least one difference noted – probably scale or development of top-down/bottom up idea. Location very weak – perhaps one named top down project. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. At least two differences introduced or one with more detail about the project(s). A little local detail with names and perhaps a figure to develop a point e.g. idea of scale. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Good range of points – expect three with two in a some detail. Location detail and specific data is offered to support points. Comparative language evident – larger/smaller etc. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	Threshold performance Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	Intermediate performance Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	High performance Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Mark
8(a)	• Conveys that it is important in a meaningful way(1) • 5 out of top 10 cities European (1) • Paris most important European city– or any other specific city point (1) • More important than Asian or North American or any other comparative point with other continents e.g. – Tokyo is top city (1) • Data to support any one point to support importance – e.g. 103 HQs in all – 240 in total so Europe nearly half	**3** **1+1+1**

Question Number	Indicative content
8 (b) **SPAG**	Obviously details depend on chosen examples. May offer several, but most likely to be China. Note that explanation of these changes in not required but may well feature. Accept it if it adds to the description as in case-study of TNC, for example. • Rise in total employment • Rising numbers in manufacturing industry – may have specific examples of particular industries such as electronics in China • Falling numbers in agriculture – especially subsistence farming • Growth of tertiary sector as TNCs seek outsourcing for back-office work e.g. call centres • Growth of tertiary sector as a consequence of increasing wealth and industrial change e.g. IT in India. • Many other possible readings of 'how employment has changed 'which might include; role of women in work, child-labour, pay and conditions – growth of sweat shops etc. • Geographic shift – strong rural-urban contrast with employment growth largely in cities

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. At least one example of employment changes – probably growth of jobs as a whole. Very limited development – probably just country name. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. At least two examples of employment changes, probably manufacturing growth and primary decline, although maybe from same sector - manufacturing. Some details offered with a little development. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of changes described – expect

		three with two in some detail. More than one sector addressed. Good detail offered and/or specific examples offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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