

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Geography
A (5GA3F/01)

Unit 3: The Human Environment

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2015

Publications Code UG401624*

All the material in this publication is copyright

© Pearson Education Ltd 2015

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?

SECTION A – THE HUMAN WORLD

Topic 1: Economic Change

Question Number	Answer	Mark
1(a) (i)	D Providing a service to people	1

Question Number	Answer	Mark
1(a) (ii)	A Brazil	1

Question Number	Answer	Mark
1(a) (iii)	<p>One mark for correct fill.</p> <p>Bolivia has the highest percentage employed in the primary sector.</p> <p>Industries in this sector include mining and farming.</p> <p>In Argentina, 25% of the workforce is employed in the secondary sector.</p> <p>Argentina and Ecuador have 55% of their workers employed in the tertiary sector.</p>	4 1+1+1+1

Question Number	Answer	Mark
1(b) (i)	C Low cost labour available	1

Question Number	Answer	Mark
1(b) (ii)	<p>Accept positive or negative effects.</p> <p>Command word is 'outline', so look for an effect to be identified (1) with further development through exemplification or explanation (1).</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • workers forced to work long hours (1) • overcrowding (1) • hazardous working conditions (1) • low paid jobs (1) as there is no minimum wage (1) • environmental damage (1) as the country does not have strict laws on pollution (1) • air (or other qualified) pollution (1) caused by the rapid growth in the number of power stations (1) • widespread rural-urban migration (1) leaving a large dependent population in the countryside (1) • leaving a large dependent population in the countryside (1) • non-renewable resources being used up (1) as there is an increasing demand for energy (1) • increasing gap between the rich and the poor (1) • increased employment opportunities (1) • boosts the economy of the country (1) as exports exceed imports (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Expected answers	Acceptable answers	Mark
1(c)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • flat land (1) • motorway/main road nearby (1) • near to houses/urban area (1) • lots of open space (1) 	<ul style="list-style-type: none"> • government grants / incentives (1) • (renewable) energy supply available (1) • attractive scenery (1) • near the coast 	<p>2</p> <p>1+1</p>

Question Number	Expected answers	Acceptable answers	Mark
1(d)	<p>Basic reason (1) with further explanation (1). Possible to get a 'double-development through further explanation or use of exemplification (1).</p> <ul style="list-style-type: none"> • less air pollution <i>or similar</i> (1) as there are no longer factories burning fossil fuels (1) • new industries are attracted to an area (1) providing jobs for the local community (1) • derelict buildings/factories are made to look more attractive (1) • the area becomes safer (1) as dangerous/derelict buildings have been removed (1) • chance to return land to farming ('reagriculturalisation') (1) • promote biodiversity / wildlife habitats (1) as there is now less human impact (1) • opportunity to use these areas to build much needed housing (1) <p>Max 2 for a list</p>	<p>Answers referring to impacts on a wider, more national scale</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1+1)+1</p>

Topic 2: Settlement Change

Question Number	Answer	Mark
2(a) (i)	<p>One mark for each correct fill.</p> <p>Functions of settlement X include administration and industry.</p> <p>Settlement X grew because of the coal mine at Q.</p> <p>A new science park has been built at P.</p> <p>This is a good location as it is near to a motorway for transport links with the rest of the country.</p>	4 1+1+1+1

Question Number	Answer	Mark
2(a) (ii)	B Land that has never been developed.	1

Question Number	Answer	Mark
2(a) (iii)	C Population growing in the area.	1

Question Number	Answer	Mark
2(a) (iv)	C Redevelopment	1

Question Number	Answer	Mark
2(b)	<p>Basic reason - must have a clear idea of the contribution to change (1) with further development through detail/exemplification (1).</p> <ul style="list-style-type: none"> • More people are moving to the city / greater rural-urban migration (1) example of a push or pull factor (1) • More jobs are available in the city (1) so people are moving there (1) • higher birth rates or lower death rates (1) reason for this (1) 	<p>2 (1+1)</p>

Question Number	Answer	Mark
2(c)	<p>Possible changes (positive or negative) include:</p> <ul style="list-style-type: none"> • closure of local services (e.g. schools) (1) as there are not enough young children left in the area (1) • rising costs of public utilities (1) due to falling local government revenue from the population in the area (1) • less government spending (1) as it may not be financially viable to keep services (e.g. buses) running (1) • increase in biodiversity (1) as the amount of new development has fallen (1) • local economy suffers (1) as there are fewer people spending money in the area (1) • buildings may be deserted (1) <p>Basic point about a change (1) plus development through further description or data/exemplification of a named rural area (1).</p> <p>No marks for just naming a rural area.</p>	<p>2 (1+1)</p>

Question Number	Answer	Mark
2(d)	<ul style="list-style-type: none"> • overcrowding/too many people (1) due to a rapidly increasing population size (1) • housing shortages (1) as there is not enough available land / materials / money (1) • traffic congestion will increase (1) as there are more car owners (1) • increased air pollution (1) due to more car owners (1) • increased noise pollution (1) due to a growth in nightclubs (1) • people live in cramped conditions (1) so there is a high risk of disease (1) • idea that services/infrastructure cannot cope (1) e.g. a baby boom will lead to a strain on primary schools in the near future (1) • limited employment opportunities (1) leads to a growth in the informal sector (1) + valid example (1) <p>Basic effect (1) with further development through detail/data of the negative effects (1).</p> <p>Maximum of 3 marks if no local content/case study material used / a 'generic' answer</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1)+1+1</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>1+1+1+1</p>

Topic 3: Population Change

Question Number	Answer	Mark
3(a)	<p>One mark for each correct fill.</p> <p>Libya has a population density of 0-9 people per km².</p> <p>Ethiopia and Kenya have a population density of 50-74 people per km².</p> <p>Some other countries are densely populated such as Nigeria.</p> <p>A possible reason for this is because people may have large families due to poverty.</p>	4 1+1+1+1

Question Number	Answer	Mark
3(b) (i)	B Stages 2 and 3	1

Question Number	Answer	Mark
3(b) (ii)	C Birth and death rates are both low.	1

Question Number	Answer	Mark
3(b) (iii)	B Improvements in healthcare and sanitation.	1

Question Number	Answer	Mark
3(c)	<p>Wide range of possible responses, including information about:</p> <ul style="list-style-type: none"> • employment type/status (1) • gender (1) • religious beliefs (1) • age (1) • number of people (per household) (1) • ethnicity (1) • marital status (1) • education (1) • deprivation (1) • total population of an area/country (1) • population density (1) • birth / death rates (1) 	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
3(d)	<p>Possible incentives include:</p> <ul style="list-style-type: none"> • cash bonuses (1) • extended maternity leave (1) • free/low-cost education (1) • free/low-cost medical care (1) • free/low-cost childcare (1) • opportunities for better/larger housing (1) <p>Basic point about a possible incentive (1) plus development (through detail or data/exemplification of a legitimate named country) (1).</p> <p>No marks for just naming a country.</p> <p>Maximum of 1 mark if no local content/case study material used / a 'generic' answer.</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
3(e)	<p>The response must clearly describe the disadvantages – do not accept descriptions about the characteristics of a youthful population or generic disadvantages of having children.</p> <ul style="list-style-type: none"> • strain on the economy of a country (1) which could prevent it from developing (1) • strain on service provision (1) + example (1) such as hospitals or schools • strain on housing provision (1) so areas of countryside are developed / house prices rise (1) • rising unemployment (1) due to increased competition for jobs (1) • increasing crime rate (1) • many may not receive an education (1) which means that they will not obtain the necessary qualifications for a well-paid job (1) which means that they may be unable to get out of the poverty trap (1) <p>Basic reason (1) with further development through detail/data of the disadvantages of a youthful population (1).</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1)+1+1</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>1+1+1+1</p>

Section B – People Issues
Topic 4: A Moving World

Question Number	Answer	Mark
4(a) (i)	B economic	1

Question Number	Answer	Mark
4(a) (ii)	C 2005 - 2010	1

Question Number	Answer	Mark
4(a) (iii)	D Three times as many males as females	1

Question Number	Answer	Mark
4(a) (iv)	C 38%	1

Question Number	Answer	Mark
4(b) (i)	<p>Reasons are likely to include:</p> <ul style="list-style-type: none"> • post-WW2 rebuilding in Germany (1) due to a shortage of workers (1) • gaps in the workforce/labour supply (1) e.g. West Indians come to the UK to work in the health service (1) • fleeing political unrest/war/famine/natural disasters (1) e.g. people from Montserrat came to the UK after the 1995 eruption as they had nowhere else to live (1) • job opportunities (1) • better healthcare (1) • retirement (1) <p>Basic reason for the population flow (1) plus exemplification of a legitimate named country (1).</p> <p>No marks for just naming a population flow or for writing about a population flow out of Europe.</p> <p>Maximum of 1 mark if no named population flow is used / a 'generic' answer.</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Mark
4(b) (ii)	<p>Possible impacts (positive or negative) include:</p> <ul style="list-style-type: none"> • greater proportion of males compared to females (1) as many migrants are mobile males (1) • greater cultural diversity (1) as there will be people from different countries working/living together (1) • boosts the economy (1) through potential increased consumer spending (1) • idea of multiplier effect / further jobs created (1) example or development of same (1) • (racial) tensions between locals and migrants (1) example or development of same (1) • growing population size (1) which could lead to environmental/housing/food supply problems (1) • growing population size (1) which could lead to greater competition for jobs (1) • Unfilled job vacancies are filled (1) boosting the economy (1) • More government spending is needed (1) <p>Basic point about an impact (1) plus further development through detail or data/exemplification (1).</p>	<p>4</p> <p>(1+1) + (1+1)</p>

Question Number	Answer	Mark
4(c)	<p>Possible pull factors include:</p> <ul style="list-style-type: none"> • Sporting/leisure activities / bowling / yachting (1) • shops (1) • near the sea/coast (1) • good public transport (1) • main roads (1) • pleasant climate / good weather (1) • better quality of life (1) • relaxing atmosphere (1) • pleasant scenery (1) • peaceful (1) • large proportion of elderly already live there (1) 	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
4(d)	<p>Question is about the negative consequences of retirement migration on the destination – not just the ‘disadvantages of an ageing population’.</p> <p>Possible consequences include:</p> <ul style="list-style-type: none"> • rising house prices (1) due to an increase in demand from retirees (1) • ageing population (1) puts a strain on welfare services (1) • lack of service/entertainment provision for young people (1) which could lead to out-migration (1) • greater pressure on the local council to provide healthcare/welfare (1) means less spending on other services (1) • less employment opportunities in some professions (1) such as primary schools • fall in consumer spending (1) as many retirees might be living off the basic pension (1) • loss of culture/traditions (1) <p>Basic effect (1) with further development through detail/data of the negative effects (1).</p> <p>Maximum of 1 mark if no local content/case study material used / a ‘generic’ answer.</p>	<p>2</p> <p>(1+1)</p>

Question Number	Indicative content	
*4 (e) QWC i-ii-iii	Transport and technology developments include: <ul style="list-style-type: none"> • the growth of budget airlines • improved infrastructure for transport (e.g. the Channel Tunnel and motorway networks) • high-speed rail links (including Eurostar) • increasing range of destinations served by airports • advancements in aeroplane technology – possible to carry more people • developments in ferries/other forms of sea transport (e.g. cruise ships for tourists) • increased car ownership • communication developments as a result of new technology (e.g. Skype, GIS, smartphones, video conferencing, internet) 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two very simple ideas linked to transport and technology. Links to population movement is not attempted or unclear. Very limited detail. Limited structure and basic use of geographic terminology
Level 2	3–4	One or two descriptive points about technology and/or transport developments Attempts to link with population movement. Limited detail to support descriptions. For top of level, expect some development of the description by either range or depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Developments in transport and technology form part of the answer. One partial explanation, with supporting detail about how technology and/or transport developments have increased population movements. Some examples could be used to support explanation. For top of level, expect development of the answer by either range or depth. Clear structure and well communicated with mostly sound use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does 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> 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	2-3	<i>Intermediate performance</i> 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	4	<i>High performance</i> 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.

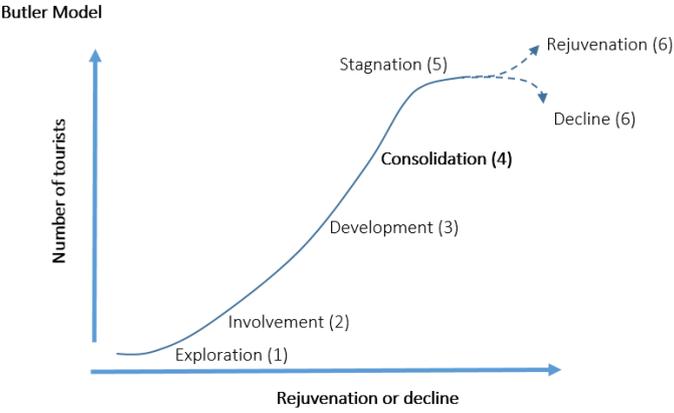
Topic 5: A Tourist's World

Question Number	Answer	Mark
5(a) (i)	A leisure	1

Question Number	Answer	Mark
5(a) (ii)	A 1980-1985	1

Question Number	Answer	Mark
5(a) (iii)	D Fewer visitors travelled by car than by bus.	1

Question Number	Answer	Mark
5(a) (iv)	D rejuvenation	1

Question Number	Answer	Mark
<p>5(b) (i)</p>	<p>Named EU resort must either currently be going through the consolidation stage or has previously been through the consolidation stage.</p> <p>The Butler Model:</p>  <p>The Butler Model graph plots the 'Number of tourists' on the vertical axis against 'Rejuvenation or decline' on the horizontal axis. The curve starts at the origin and rises through six stages: Exploration (1), Involvement (2), Development (3), Consolidation (4), Stagnation (5), and Rejuvenation (6) or Decline (6). The curve is solid for stages 1-5 and dashed for stage 6. Stage 6 branches into two paths: one leading to Rejuvenation (6) and another leading to Decline (6).</p> <p>Developments are likely to include:</p> <ul style="list-style-type: none"> • transport routes have been improved (1) • tourist numbers have increased (at a slower rate) (1) • local economy relies on tourism now (1) • increasing number of people work in tourism (1) • environment starts to suffer (1) • some locals begin to resent the tourists (1) <p>Basic point about what has happened/is happening during the consolidation stage (1) with further development through exemplification (1).</p> <p>No marks for just naming an EU resort, although this is required for full marks (as the exemplification of a development).</p>	<p>2 (1+1)</p>

Question Number	Answer	Mark
5(b) (ii)	<p>Possible impacts (positive or negative) include:</p> <ul style="list-style-type: none"> • littering (1) • footpath erosion (1) • habitat loss (1) to provide space to build hotels (1) • strain on water supplies (1) due to additional demand from tourists (1) • river (or sea/water/lake) pollution (1) with waste from tourist developments/hotels (1) • environment might be conserved (1) through the education of tourists (1) • coral reefs are destroyed/damaged (1) due to scuba divers/snorkelers (1) • wildlife can be disturbed (1) by people on safari holidays (1) and by hikers venturing off the footpath (1) • air pollution (1) due to the increased number of aeroplanes carrying tourists (1) • noise pollution (1) by the increase in the volume of transport carrying tourists / large crowds of tourists (1) • threatened environments can now become protected (1) as money from tourism can be invested repair/improve/maintain the environment (1) <p>Basic point about an impact (1) plus further development through extension (1).</p>	<p>4</p> <p>(1+1) + (1+1)</p>

Question Number	Answer	Mark
5(c)	<p>Possible physical attractions include:</p> <ul style="list-style-type: none"> • cliffs (1) • sea (1) • (sandy) beach (1) • beautiful scenery (1) • good weather (1) • safari (1) • wildlife (dolphin) watching (1) 	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
5(d)	<p>Basic point about an impact (1) plus development through explanation (1) or exemplification using Figure 5b or named eco-tourist destination (1).</p> <p>Possible positive impacts include:</p> <ul style="list-style-type: none"> • local people are provided with employment (1) e.g. driving boats for dolphin watchers • boosts the local economy (1) as more jobs are being filled (1) <i>or</i> revenue from tourism stays within the local area (1) • local people have a higher income (1) than when they worked in traditional industries (1) <i>or</i> by selling locally sourced products to the lodge (1) • local staff are provided with training out of season (1) so that they receive a wage all year round (1) 	2 (1+1)

Question Number	Indicative content	
*5 (e) QWC i-ii-iii	<p>Possible social factors that have caused a growth in world tourism include:</p> <ul style="list-style-type: none"> • general idea that people have more leisure time • paid holiday entitlement (e.g. 28 days/year in the UK since 1.4.09) • shorter working week than in the past • ageing population – who have free time (and in many cases the funds) to pursue leisure activities • people have access to more advanced technology (e.g. the internet to book holidays or research a destination before booking) • Increasingly diverse range of types of holiday as a result of an evolving demand (e.g. wedding holidays, eco-tourism and activity holidays). This is part of the 'consumer culture' prevalent in many HICs. <p>Possible economic factors that have caused a growth in world tourism include:</p> <ul style="list-style-type: none"> • more disposable income • higher wages • existence of a minimum wage • favourable exchange rates • Cheaper transport, e.g. budget airlines. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	One or two very simple ideas linked to a growth in tourism. Links to social and economic factors is not attempted or unclear. Very limited detail. Limited structure and basic use of geographic terminology
Level 2	3–4	One or two descriptive points about the causes of a growth in tourism. Attempts to link with social and/or economic factors. Limited detail to support descriptions. For top of level, expect some development of the description by either range or depth. Some structure and clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Social and economic factors form part of the answer. One partial explanation, with supporting detail about how social and/or economic factors have caused a growth in tourism Some examples could be used to support explanation. Clear structure and well communicated with mostly sound use of geographical terminology.

SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does 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> 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	2-3	<i>Intermediate performance</i> 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	4	<i>High performance</i> 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.

