

# Mark Scheme (Results)

Summer 2012

GCSE Geography A 5GA3H  
Human Environment

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## Section A

### Topic 1: Economic Change

Question Number	Acceptable Answers	Reject	Mark
<b>1 a i</b>	North Norfolk		<b>1</b>
<b>ii</b>	Hounslow or Manchester		<b>1</b>
<b>b</b>	<p>People are having children later in life (1) example of same or development of idea (1)</p> <p>The ageing population has led to more wealthy retired people (1) example of same or development of idea (1)</p> <p>There is a growing number of single people in their twenties (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example (named tertiary industry used in context)</p>	Just reason for the growth in tertiary - MUST be linked to demographic change.	<p><b>4</b> <b>(1+1) + (1+1)</b></p> <p><b>Or (1+1) + 1+1</b></p> <p><b>Or (1+1+1) +1</b></p>
<b>c i</b>	<p>2 x 1 mark for each correct line - not necessary in the same order as the HIC.</p> <p>1 mark for attempted correct shading of all three sectors</p> <p>No marks for correct shading if the size of any of the sectors is incorrect.</p>		<p><b>3</b> <b>1+1+1</b></p>
<b>ii</b>	<p>Maximum of 1 mark for data (%) to support a comparative statement.</p> <p>Limit to 3 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. the percentage for primary is higher in LICs (or reverse)(1); there is more secondary in HICs (or reverse)(1); In LICs, primary is the largest sector whereas tertiary is the highest in HICs (1)</p>	Explanations	<p><b>4</b> <b>1+1+1+1</b></p>
<b>iii</b>	<p>raw materials are being used up (1) example of same or development of idea (1)</p> <p>it is cheaper to import from overseas (1) example of same or development of idea (1)</p> <p>increased mechanisation (1) example of same or development of idea (1)</p> <p>jobs in primary industry are perceived to be ‘dirty’ and / or ‘dangerous’ (1) example of same or development of idea (1)</p>		<p><b>2</b> <b>(1+1)</b></p>
<b>d</b>	<p>large workforce (1) example of same or development of idea (1)</p> <p>High levels of literacy (1) example of same or development of idea (1)</p> <p>There are large supplies of raw materials (1) example of same</p>		<p><b>4</b> <b>(1+1) + (1+1)</b></p> <p><b>Or (1+1) +</b></p>

	<p>or development of idea (1)  Proximity to developing markets (1) example of same or development of idea (1)  Government policies / incentives (1) example of same or development of idea (1)  Concept of globalisation (1) example of same or development of idea (1)  Attractions of working in the secondary sector compared to primary (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example (local information about a LIC or MIC)  Limit to 2 marks for a list.</p>		<p><b>1+1</b></p> <p><b>Or</b>  <b>(1+1+1)</b>  <b>+1</b></p>
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### Topic 1: Economic Change (cont.)

Question Number	Indicative content	
<b>1 e</b>	<p>For costs expect the following:</p> <ul style="list-style-type: none"> <li>• disposing of toxic waste</li> <li>• landscape is left looking unattractive</li> <li>• job losses in the countryside</li> <li>• loss of community spirit</li> </ul> <p>For benefits expect the following:</p> <ul style="list-style-type: none"> <li>• development for recreation / tourism</li> <li>• safer</li> <li>• less pollution</li> <li>• landscape could be made more attractive</li> <li>• chance to create new wildlife habitats</li> <li>• use for housing (instead of greenfield sites)</li> </ul>	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	One or two descriptive points about de-industrialisation. Limited detail. Location is unclear or generic. Geographical language is variable
<b>Level 2</b>	3-4	Description of at least two consequences (costs and/or benefits). Some detail about one of these consequences (facts/figures). Location is obvious. For the top of Level 2, there will be an attempt to explain one cost or benefit and an obvious location. Sound use of geographical language and terminology.
<b>Level 3</b>	5-6	Explanation of at least two consequences (costs and/or benefits), but unbalanced. Location is good with some local detail. Must have some details of location for this level. For the top of Level 3, there will be at least two balanced explanations that offer depth. Good use of geographical language and terminology.

## Topic 2: Farming and the Countryside

Question Number	Acceptable Answers	Reject	Mark
<b>2 a i</b>	Peak District		<b>1</b>
<b>ii</b>	South Downs		<b>1</b>
<b>iii</b>	<p>to reduce conflicts over traffic problems speed limits can be introduced (1) example of same or development of idea (1)</p> <p>information centres are set up to educate the tourists about the damage they cause (1) example of same or development of idea (1)</p> <p>Park rangers are employed to monitor footpath erosion (1) example of same or development of idea (1)</p> <p>Tight rules on planning permission restricts building works (1) example of same or development of idea (1)</p> <p>The military have kept the public informed when they are carrying out training (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example (named National Park - used in context)</p>	Just stating the conflict	<p><b>4</b></p> <p><b>(1+1) + (1+1)</b></p> <p><b>Or</b></p> <p><b>(1+1) + 1+1</b></p> <p><b>Or</b></p> <p><b>(1+1+1) +1</b></p>
<b>b i</b>	<p>2 x 1 mark for each correct line - not necessary in the same order as 1920.</p> <p>1 mark for attempted correct shading of all three sectors</p> <p>No marks for correct shading if the size of any of the sectors is incorrect.</p>		<p><b>3</b></p> <p><b>1+1+1</b></p>
<b>ii</b>	<p>Maximum of 1 mark for data (%) to support a comparative statement.</p> <p>Limit to 3 if no exact data or manipulation of data used (e.g. ‘.. twice as much as’)</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g.</p> <p>the percentage for tertiary is highest in 1990 (or reverse) (1); the percentage for secondary is highest in 1990 (or reverse) (1); the percentage for primary is lowest in 1990 (or reverse) (1)</p>		<p><b>4</b></p> <p><b>1+1+1+1</b></p>
<b>iii</b>	<p>raw materials are being used up (1) example of same or development of idea (1)</p> <p>it is cheaper to import from overseas (1) example of same or development of idea (1)</p> <p>increased mechanisation (1) example of same or development of idea (1)</p> <p>jobs in primary industry are perceived to be ‘dirty’ / ‘dangerous’ (1) example of same or development of idea (1)</p>		<p><b>2</b></p> <p><b>(1+1)</b></p>
<b>c</b>	crop yields are lower (1) example of same or development of idea (1)		<p><b>4</b></p> <p><b>1+1) +</b></p>

	<p>consumers have to pay more (1) example of same or development of idea (1)</p> <p>organically reared cattle release more methane than non-organic (1) example of same or development of idea (1)</p> <p>Organic milk requires more land for it to be produced compared with conventional milk (1) example of same or development of idea (1)</p> <p>Short-term economic costs for the farmer (1) example of same or development of idea (1)</p> <p>Crops take longer to grow (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example (specific data, locations)</p>		<p>(1+1)</p> <p>Or</p> <p>(1+1) + 1+1</p> <p>Or</p> <p>(1+1+1) +1</p>
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## Topic 2: Farming and the Countryside (cont.)

Question Number	Indicative content	
<b>d</b>	<p>Examples of diversification strategies which can be expected include:</p> <ul style="list-style-type: none"> <li>• old cow sheds have been converted into bed &amp; breakfast accommodation</li> <li>• storing caravans</li> <li>• paintballing</li> <li>• pony trekking</li> <li>• camping</li> <li>• quad-biking</li> <li>• livery</li> <li>• wind turbines</li> <li>• children's farm / play area</li> </ul>	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	<p>One or two descriptive points about diversification.</p> <p>Limited detail.</p> <p>Location is unclear or generic.</p> <p>Geographical language is variable</p>
<b>Level 2</b>	3-4	<p>At least two descriptive points with some detail (facts/figures) about how a farm has diversified.</p> <p>Location is obvious.</p> <p>An attempt to explain the diversification.</p> <p>Sound use of geographical language and terminology.</p>
<b>Level 3</b>	5-6	<p>At least two explained points about diversification, but unbalanced.</p> <p>Location is good with some local detail.</p> <p>For the top of Level 3, there will be at least two balanced explanations that offer depth.</p> <p>Good use of geographical language and terminology.</p>

### Topic 3: Settlement Change

Question Number	Acceptable Answers	Reject	Mark
3 a i	Settlement W		1
ii	In a line (1) along a road (1) accurate use of a diagram (1)		2 1+1
iii	<p>there is a river nearby (1) example of same or development of idea (1)</p> <p>there is flat land (1) example of same or development of idea (1)</p> <p>there is a main road (1) example of same or development of idea (1)</p> <p>it is near the sea (1) example of same or development of idea (1)</p> <p>it is near the railway (1) example of same or development of idea (1)</p> <p>Limit to 2 for a list or no evidence from Figure 3a</p>		3 (1+1) +1  or  1+1+1
b i	<p>2 x 1 mark for each correct line - not necessary in the same order as 1961.</p> <p>1 mark for attempted correct shading of all three sectors</p> <p>No marks for correct shading if the size of the sector is incorrect.</p>		3 1+1+1
ii	<p>Maximum of 1 mark for data (%) to support a comparative statement.</p> <p>Limit to 3 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used</p> <p>One mark for each comparative statement - implied or explicit</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. the percentage for 20-24 is higher in 1961 (or reverse) (1); the percentage for 25-29 is higher in 2010 than 1961 (or reverse) (1)</p> <p>There percentage in the 30-34 age group in 2010 is higher compared to 1961 (1) <b>people are generally marrying later in life (1)</b></p>		4 1+1+1+1
iii	<p>There is a greater demand for housing (1) example of same or development of idea (1)</p> <p>There is a reduction in demand for housing (1) example of same or development of idea (1)</p> <p>There is a shift in the type of housing demanded (1) example of same or development of idea (1)</p> <p>There is no change in the demand for housing (1) example of same or development of idea (1)</p>		2 (1+1)

c	<p>Need to clear the derelict building (1) example of same or development of idea (1)  land costs are higher because they are near the city centre (1)  example of same or development of idea (1)  an environmental survey / planning regulations may be required (1) example of same or development of idea (1)  Pollution from a previous usage may need to be removed (1)  example of same or development of idea (1)  Dangerous (1) example of same or development of idea (1)</p> <p>Limit to 3 if no evidence from Figure 3c in the answer  Evidence may include:  Derelict buildings / partly demolished or similar  Fencing or similar  Securing the site  Unightly  Possible existing infrastructure</p>		<p>4  (1+1) +  (1+1)</p> <p>Or  (1+1+1)  + 1</p> <p>Or  (1+1+1)  +1</p>
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### Topic 3: Settlement Change (cont.)

Question Number		
d	<p>Examples of changes to rural communities caused by counter-urbanisation may include:</p> <ul style="list-style-type: none"> <li>• local schools stay open because of more pupils in the area</li> <li>• local public house / post office stays open because of more customers</li> <li>• villages become 'ghost towns' during the day</li> <li>• loss of community spirit</li> <li>• derelict buildings are converted into more attractive housing</li> <li>• conflict between 'original residents and 'newcomers'</li> <li>• increased traffic congestion and pollution</li> <li>• rising house prices</li> </ul> <p>Expect both positive and negative consequences.</p>	
Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-2	<p>One or two descriptive points about changes to rural communities. Limited detail.  Location is unclear or generic.  Geographical language is variable</p>
Level 2	3-4	<p>Description of at least two changes to rural communities caused by counter-urbanisation.  Some detail about one of these changes (facts/figures).  For the top of Level 2, there will be an attempt to explain one of these changes and location is obvious.  Sound use of geographical language and terminology.</p>
Level 3	5-6	<p>Explanation of at least two changes to rural communities caused by counter-urbanisation, but unbalanced.  Location is good with some local detail.  For the top of Level 3, there will be at least two balanced explanations that offer depth.  Good use of geographical language and terminology.</p>



## Topic 4: Population Change

Question Number	Acceptable Answers	Reject	Mark
4 a i	Rio de Janeiro		1
ii	Rio Grande do Sul		1
b	<p>The south-east of England is densely populated because there are many job opportunities (1) example of same or development of idea (1)</p> <p>Parts of the south coast are densely populated because it has a warm climate (1) example of same or development of idea (1)</p> <p>The north west of England is densely populated because it developed during the industrial revolution (1) example of same or development of idea (1)</p> <p>There is a high population density around Aberdeen due to the growth of the oil industry (1) example of same or development of idea (1)</p> <p>Limit to 3 if no example (named town / city / area used in context)</p>		<p>4</p> <p>(1+1) + (1+1)</p> <p>Or (1+1) + 1+1</p> <p>Or (1+1+1) +1</p>
c i	<p>2 x 1 mark for each correct line - not necessary in the same order as the HIC.</p> <p>1 mark for attempted correct shading of all three sectors</p> <p>No marks for correct shading if the size of the sector is incorrect.</p>		<p>3</p> <p>1+1+1</p>
ii	<p>Maximum of 1 mark for data (%) to support a comparative statement.</p> <p>Limit to 3 if no exact data or manipulation of data (e.g. ‘.. twice as much as’) used</p> <p>One mark for each comparative statement - implied or explicit.</p> <p>For an implied statement to be credited, both pieces of data must be correct.</p> <p>e.g. the percentage for under 15’s in the HIC less than the under 15’s in the LIC (or reverse) (1); there was more over 65’s in the HIC than the LIC (or reverse) (1); the largest age group in the LIC is 15-64 years (1)</p>		<p>4</p> <p>1+1+1+1</p>
iii	<p>there will be strain providing education (1) example of same or development of idea (1)</p> <p>there is a potential population growth problem (1) example of same or development of idea (1)</p> <p>Strain on health services (1) example of same or development of idea (1)</p> <p>Increased completion for jobs (1) example of same or development of idea (1)</p>	Positives	<p>2</p> <p>(1+1)</p>
d	people have more money (1) example of same or development of idea (1)	Other consequence of better medical e.g.	<p>4</p> <p>1+1) +</p>

	<p>people are better educated about the causes of disease (1)  example of same or development of idea (1)  improved treatments to combat diseases (1) example of same or development of idea (1)  improvements in sanitation (1) example of same or development of idea (1)  increased supplies of clean water (1) example of same or development of idea (1)  improved transport networks (1) example of same or development of idea (1)  Greater supplies of food (1) example of same or development of idea (1)  Elderly have pensions (1) example of same or development of idea (1)  Better health and safety in the workplace (1) example of same or development of idea (1)</p>	<p>living longer.</p>	<p><b>(1+1)</b>   <b>Or (1+1)</b>  <b>+ 1+1</b>   <b>Or</b>  <b>(1+1+1)</b>  <b>+1</b></p>
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Question Number	Indicative content	
<b>e*</b>	<p>Depends on the chosen case study</p> <p>Incentives may include:</p> <ul style="list-style-type: none"> <li>• cash gifts</li> <li>• preferential housing schemes</li> <li>• financial assistant for a maid</li> <li>• financial assistant for education and health care</li> <li>• paid childcare leave</li> <li>• special savings accounts for children</li> <li>• extended maternity / paternity leave</li> </ul> <p>Look for explanation as to why incentives are being implemented in the first place. All of these can be developed through further detail of policies usually delivered through located examples.</p>	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	<p>One or two descriptive points about the incentives used to increase the birth rate.  Limited detail.  Location is unclear or generic.  Geographical language is variable</p>
<b>Level 2</b>	3-4	<p>Description of at least two incentives used to increase the birth rate.  Some detail about one of these incentives (facts/figures).  Location is obvious.  There will be an attempt to explain one of these incentives.  For the top of Level 2, location must be obvious and there is at least one explained point.  Sound use of geographical language and terminology.</p>
<b>Level 3</b>	5-6	<p>Explanation of at least two incentives used to increase the birth rate, but unbalanced.  Location is good with some local detail.  For the top of Level 3, there will be at least two balanced explanations that offer depth.  Good use of geographical language and terminology.</p>

## Section B - People Issues

### Topic 5: A Moving World

Question Number	Acceptable Answers	Reject	Mark
<b>5 a i</b>	2 x 1 mark for each correct plot. An attempt to join the plots must be there for 2 marks.		<b>2</b> <b>1+1</b>
<b>ii</b>	390 000 or 390 thousand		<b>1</b>
<b>iii</b>	the number of immigrants has increased overall since 2000 (1) by 100 000 (1); the biggest increase was between 2004 and 2005 (1); the number of immigrants fell between 2007 and 2008 (1) by 30 000 (1)  Maximum of 1 mark for data ('000s) Limit to 2 if no exact data or manipulation of data (.. "it has doubled")used		<b>3</b> <b>1+1+1</b>
<b>iv</b>	Idea that migration is for a longer time period than short-term population flow (1) Migration is for at least 1 year and / or short term population flow is for less than a year (1)	Examples	<b>2</b> <b>1+1</b>
<b>v</b>	International = from one country to another country (1); voluntary = chosen to do it themselves / unforced (1)	Examples	<b>2</b> <b>1+1</b>
<b>vi</b>	shortage of skilled labour (1) development of idea (1) job vacancies are left unfilled (1) development of idea (1) breakup of traditional family unit (1) development of idea (1) falling birth rate (1) development of idea (1) rural depopulation (1) development of idea (1) population decreasing (1) development of idea (1)  Allow one mark for the use of a contextualised example.		<b>4</b>  <b>(1+1) + (1+1)</b>  <b>Or (1+1) + 1+1</b>  <b>Or (1+1+1)+1</b>
<b>b i</b>	Hungary		<b>1</b>
<b>ii</b>	Pull (or reverse for push) Expansion of the EU in 2004 (1) example of same or development of idea (1) Cheaper operations (1) example of same or development of idea (1) Shorter waiting lists (1) example of same or development of idea (1) Can make the trip into a (package) holiday (1) example of same or development of idea (1) Modern facilities (1) example of same or development of idea (1)  Limit to 3 if no evidence from Figure 5b.	Mirrored answers	<b>4</b>  <b>1+1) + (1+1)</b>  <b>Or (1+1) + 1+1</b>  <b>Or (1+1+1)+1</b>

**Topic 5: A Moving World (cont.)**

Question Number	Indicative content	
*c	<p>Problems could be either during transit or once arrived at the destination.</p> <p>Problems:</p> <ul style="list-style-type: none"> <li>• lack of qualifications</li> <li>• language barrier</li> <li>• not aware of minimum wage laws</li> <li>• adjusting to the pace of different culture</li> <li>• homesickness</li> <li>• stress</li> <li>• housing / living conditions</li> <li>• bullying</li> <li>• difficulty entering a country (visa, physical barriers etc)</li> <li>• leaving family behind</li> </ul> <p>Solutions:</p> <ul style="list-style-type: none"> <li>• attend classes to learn the local language.</li> <li>• live together in a community with shops selling familiar products</li> <li>• schools change their curriculum</li> </ul>	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	<p>One or two descriptive points about the problems and/or possible solutions for migrants</p> <p>Limited detail.</p> <p>Type migration is unclear or generic.</p> <p>Geographical language is variable</p>
<b>Level 2</b>	3-4	<p>Description of at least two problems and/or possible solutions for migrants.</p> <p>Some detail about one of these problems / solutions (facts/figures).</p> <p>Type of short-term population flow is obvious.</p> <p>For the top of Level 2, there will be an attempt to explain one of these problems / solutions.</p> <p>Sound use of geographical language and terminology.</p>
<b>Level 3</b>	5-6	<p>Explanation of at least one problem and one possible solution for migrants, but unbalanced.</p> <p>Good detail about the type of population flow.</p> <p>For the top of Level 3, there will be at least two balanced explanations that offer depth.</p> <p>Good use of geographical language and terminology.</p>

## Topic 6: A Tourist's World

Question Number	Acceptable Answers	Reject	Mark
6 a i	2 x 1 mark for each correct plot. Limit to 1 mark if the height is correct but the shading is incorrect		2 1+1
ii	4 <i>or</i> four		1
iii	there are more over 55's in 2000 than in 1993 (1) over doubled (1) increase of 3.8 million (1) 3.5 million in 1993 (1) 7.3 million in 2000 (1); still one of the smallest categories despite the increase (1)  <b>Allow a maximum of 2 marks for the use of accurate data and / or the accurate manipulation of data.</b> Limit to 2 if no exact data or some manipulation of the data used		3 1+1+1
iv	greater holiday entitlement (1) development of idea (1) shorter working week (1) development of idea (1) early retirement (1) development of idea (1) growth of an ageing population (1) development of idea (1) growth in part-time workers (1) development of idea (1)		2 (1+1)
b	Idea of challenge (1) exciting or thrill-seeking (1) risk / <b>danger</b> (1) active or physical activity (1) learning new skills (1-if supported by a valid example)  e.g. mountain-biking, bungee jumping, base jumping, mountain-climbing, parachuting, <b>skiing, surfing.</b> (1)  Example is not needed for full marks.		2 1+1
c i	Involvement		1
ii	Stage 4 and Stage 6		1
iii	new capital is invested (1) example of same or development of idea (1) the fairground and zoo have been opened (1) example of same or development of idea (1) Transport links have been improved (1) example of same or development of idea (1) Indoor shopping centre opened (1) example of same or development of idea (1)  Limit to 2 if no evidence from Figure 6b.		3 (1+1+1)  or  (1+1)+1

<b>d</b>	a boost for the economy (1) example of same or development of idea (1) jobs are created (1) example of same or development of idea (1) new infrastructure is built (1) example of same or development of idea (1) multiplier effect (1) example of same or development of idea (1) sharing / learning about different cultures (1) example of same or development of idea (1)	<b>4</b>  <b>(1+1) + (1+1)</b>  <b>Or</b> <b>(1+1) + 1+1</b>  <b>Or</b> <b>(1+1+1) +1</b>
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Question Number	Indicative content	
<b>*e</b>	<p>This question is about how tourism is being managed to benefit the local community.</p> <p>Examples can come from any country.</p> <p>Look for ideas about:</p> <ul style="list-style-type: none"> <li>• providing a good experience for both the local and tourist</li> <li>• cooperation with local people to manage their community</li> <li>• locals employed by tourist companies</li> <li>• money is put back into the local community / economy.</li> </ul>	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	One or two descriptive points about the benefits tourism. Limited detail. Location is unclear or generic. Geographical language is variable
<b>Level 2</b>	3-4	Description of at least two points about how eco-tourism can benefit the local community. Some detail about one of these points (facts/figures). Location is obvious. For the top of Level 2, there will be an attempt to explain one of these points. Sound use of geographical language and terminology.
<b>Level 3</b>	5-6	Explanation of at least two benefits of eco-tourism for the local community, but unbalanced. Location is good with some local detail. For the top of Level 3, there will be at least two balanced explanations that offer depth. Good use of geographical language and terminology.

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