Mark Scheme (Results)

Summer 2014

Pearson Edexcel in GCSE
Geography A (5GA3F)
Unit 3: The Human Environment
(Foundation)

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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?

SECTION A — THE HUMAN WORLD

Topic 1 — Economic Change

Question Number	Answer	Mark
1(a) (i)	**D** Mining	**1**

Question Number	Answer	Mark
1(a) (ii)	Figure 1a shows a fall from 530 000 in 1965 to **310 000** in 1990. This change was due to a growth in **mechanisation** Between 1990 and 2010, the number **increased** to 450 000. Since 2010, numbers have fallen because many jobs in the primary sector are **poorly** paid.	**4** **1+1+1+1**

Question Number	Answer	Mark
1(a) (iii)	**B** It is cheaper to import raw materials	**1**

Question Number	Answer	Mark
1(b) (i)	**C** tertiary sector.	**1**

Question Number	Answer	Mark
1(b) (ii)	Any two of the following: • Near (main) roads/motorway/M1 (1) • Near Sheffield / populated area (1) • Near train station/public transport (1) • Room for expansion (1)	**2** **1+1**

Question Number	Answer	Mark
1(c)	First mark for the identification of a benefit (1) second mark for development (1). Idea of 'change' must be explicit or implied for full marks. Depends on the rural area, but expect any of the following: • Less pollution/more environmentally friendly (1) as the factories have closed down/no longer in use (1) • Increase in wildlife / habitats (1) because the areas is safer/cleaner (1) • Area might become more attractive (1) as there are no ugly derelict factories (1) • Opportunities for jobs in the tertiary sector (1) e.g. tourism (1) • Return to farming (or another traditional land use) (1) • Opportunity for new housing (1) Max. 1 mark if an incorrect or no legitimate rural area has been named.	**2** **1+1**

Question Number	Answer	Reject	Mark
1(d)	Suitable responses include: • Environmental damage (1) caused by the extraction of raw materials(1) • Raw materials become exhausted (1) due a rapid rise in their demand(1) • Decline in the primary industry (1) due to workers choosing secondary instead (1) • (air/noise/water) pollution (1) caused by the growing number of factories(1) • Rural to urban migration (1) as people move in search of jobs(1) • Low paid jobs (1) due to large urban populations (1) • Poor working conditions (1) due to an absence of unions (1) because of the profit-orienteered factory owners (1) Basic reason (1) with further development through explanation (1). Limit to 3 if no example used (named LIC or MIC).	Positive impacts Reasons for the growth	**4** **(1+1) + (1+1)** **or** **(1+1) + 1+1**

Topic 2 – Settlement Change

Question Number	Answer	Mark
2(a) (i)	**A** spread of built up areas into the countryside.	**1**

Question Number	Answer	Mark
2(a) (ii)	Figure 2a shows an increase from 21 000 new homes in 2003 to **53 000** in 2011. The largest increase was between 2007 and 2008 when **8 000** new affordable houses were built. One reason for this could be a **rising** divorce rate. Also, later **marriages** could increase demand for housing.	**4** **1+1+1+1**

Question Number	Answer	Mark
2(a) (iii)	**B** Life expectancy in the UK is going up	**1**

Question Number	Answer	Mark
2(a) (iv)	**D** Homes grouped together in a secure area	**1**

Question Number	Answer	Reject	Mark
2(b)	Any two of the following: • The site needs to be cleared/improved (which is expensive) (1) • Toxic / waste products / contamination need to be disposed of (1) • Design might be restricted(1) • Development may lead to increased traffic congestion / air pollution / noise (1) • City centre land values / costs may be higher than out-of-town locations • Land might be dangerous/unsafe (1) • Planning might be required (1) • Surrounding area is might be run down (1) • Disturbs/harms wildlife (habitats) (1)	Renewal 'it's expensive' 'harms the environment'	**2** **1+1**

Question Number	Answer	Mark
2(c)	Depends on the settlement Possible answers may include: • Fishing village to a seaside resort(1) • Coal mining village to commuter village (1) • Farming village to a tourist honeypot site (1) • Shift from secondary to tertiary industry (1) e.g. in Hartlepool there has been a decline in ship building / increase in call centres (1) One mark for the 'change' and a second mark for development (facts or figures about the named example). Max. 1 if no legitimate UK settlement named or an inappropriate development (for the named settlement)/generic change	**2** **(1+1)**

Question Number	Answer	Reject	Mark
2(d)	Suitable responses include: • Disrupts the fabric of the community (1) • Rising house prices(1) causing potential first time buyers to leave (1) • Reduction in bus services(1) as many of the new residents have their own car (1) • Decline in local services (e.g. post office) (1) as new residents use services in a nearby urban area (1) • Increased traffic congestion(1) as many of the new residents have cars (1) • Changes in local services / land use(1) to meet the needs of the new residents (1) • Increased (potential for) crime (1) • Change in demographics e.g. and ageing population / greater proportion of elderly (1) e.g. because people want to retire there (1) up house prices (1) • Increase in population density/size (1) pushing Basic reason (1) with further development through explanation (1). • Limit to 3 if no example used (named rural area).	Reasons for counter-urbanisation e.g. 'more new housing is built/quieter life' etc.	**4** **(1+1) + (1+1)** **or** **(1+1) + 1+1**

Topic 3 – Population Change

Question Number	Answer	Mark
3(a) (i)	**D** number of people per square kilometre.	**1**

Question Number	Answer	Mark
3(a) (ii)	**B** The West Midlands	**1**

Question Number	Answer	Mark
3(a) (iii)	The area shown on Figure 3a is **sparsely** populated. A physical factor affecting this is the steep **relief** which makes access difficult. The soils in this area are thin and infertile so it is **difficult** to grow crops.. Human factors such as few **jobs** also affect population density.	**4** **1+1+1+1**

Question Number	Answer	Mark
3(b)	**A** birth and death rates	**1**

Question Number	Answer	Mark
3(c)	Any of the following: - Ageing population / High life expectancy (1) + data (1) - Low death rate (1) + data (1) - Low birth rate (1)+ data (1) - Bulge in the middle (1) + data (1) - Low infant mortality rate (1) + data (1) Or any other legitimate reference to the shape of the pyramid (1)	**2** **1+1**

Question Number	Answer	Mark
3(d)	Possible answers may include: • Strain on education/health/food/housing (1) • Lack of jobs in the future (1) • Population explosion in the future (1) • Growing infant mortality rates (1) • Deaths from disease is more common (1) • Reduction in workforce (1) • (possible) increase in crime rate (1) • Idea that the economy suffers (1) • Political instability (1)	**2** **1+1**

Question Number	Answer	Reject	Mark
3(e)	Suitable responses include: • Singapore's three-or-more policy – *or any other country-specific initiative (e.g. Russia)* (1) • cash incentives (1) • Extended maternity (1) • Extended paternity (1) • Government-led saving schemes for children (1) • Preferential housing (1) • Child-care related incentives (1) • Tax relief (1) • Schooling / education – centred incentives (1) Basic reason (1) with further development through detailed description or explanation (1). Limit to 3 for a list or if no legitimate example used (named country used in context)	Policies to decrease the birth rate Disincentives	**4** **(1+1) + (1+1)** **or** **(1+1) + 1+1**

SECTION B – PEOPLE ISSUES

Topic 4 – A Moving World

Question Number	Answer	Mark
4(a) (i)	**B** one country to another country.	**1**

Question Number	Answer	Mark
4(a) (ii)	**C** forced out of their country due to a war.	**1**

Question Number	Answer	Mark
4(b) (i)	Any of the following: • Greater cultural diversity (1) as a result of polish shops/people (1) • greater variety of (food) products on sale in the UK (1) as a result of polish shops (1) • easier to travel between the UK and Poland (1) with the growth in flights/airports serving both countries (1) Impacts must be evidenced on the resource	**2** **1+1**

Question Number	Answer	Mark
4(b) (ii)	**B** Birth rates fall and fewer babies are born.	**1**

Question Number	Answer	Mark
4(c)	Expect IT-themed responses, but reference to transport developments is also credit worthy – if specific detail is offered. • Growth of the internet (1) allows online booking/research places/keep in touch with people (1) • Satellites (1) allow people to stay in touch with people around the world (1) • Mass media (1) has increased the awareness of different destinations (1) • Smartphone ownership (1) allows people to access the internet whilst on the move (1) Basic reason (1) with further development through explanation (1).	**2** **(1+1)**

Question Number	Answer	Mark
4(d) (i)	**A** economic reasons	**1**

Question Number	Answer	Reject	Mark
4(d) (ii)	Suitable responses include: • Lower wages (1) only £70 (1) • Few job opportunities (1) • Poor standard of living / quality of life (1) because of a low income (1) • Little disposable income (1) Credit comparative statements that clearly implicate a push factor Basic reason (1) with further development through explanation or exemplification (1). Limit to 2 marks if no evidence from Figure 4b used.	Pull factors '... for economic reasons' – need to refer to higher wages etc.	**4** **(1+1) + (1+1)**

Question Number	Answer	Reject	Mark
4(e)	Possible answers may refer to encouraging and/or discouraging population movement: • Being a member of the EU (1) allows easier between some member countries (without a visa) (1) • Relaxing national boundaries (1) for example the expansion of the EU (1) • Restricting available benefits (1) + development (1) • Setting quotas (1) + development (1) • Imposing 'entry requirements' (1) for example, skills testing (1) • Advertising campaigns in the country of origin (1) + development (1) Basic reason (1) with further development or exemplification (1).	One-child policy (China) (Singapore) three or more policy Answers not referring to a *government* policy	**2** **(1+1)**

Question Number	Indicative content	
*4 (f)	Depends on case study (e.g. Spain, North Norfolk, Bournemouth – i.e. can be local, regional or international), but expect: - Familiarity of culture / language - Provision of healthcare and welfare - Climate - Transport and other communication links - Proximity to friends and family - Low crime rates - Political and/or economic stability - Affordable housing - Economic reasons e.g. low cost of living, pension provision etc. - Low risk of natural hazards	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	A short list of ideas with one or two briefly described Explanation is either not attempted or unclear. May only be partially linked to retirement migration. Location is either not appropriate or unclear. Very basic use of geographical terminology.
Level 2	3–4	A very basic description of one pull factor of retirement migration. Case study material may be included, but is not always relevant to the answer. For the top of level 2, expect several descriptive points to be made. Basic use of geographical terminology – communication not always clear.
Level 3	5–6	A detailed description or an attempted or partial explanation of at least one push factor. For top of level, at least two push factors will be addressed. Expect at least two partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth. Some use of geographical terminology and communication is mostly clear.
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	2-3	*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	4	*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.

Topic 5 – A Tourist's World

Question Number	Answer	Mark
5(a) (i)	**A** visit historic cities to learn about the past.	**1**

Question Number	Answer	Mark
5(a) (ii)	**D** Children going to a local park for an afternoon.	**1**

Question Number	Answer	Reject	Mark
5(b)	Accept any of the following: • Deckchairs (1) e.g. so people can sit / relax on the beach (1) • A pier (with a range of leisure activities)(1) e.g. to walk along (and enjoy the view) / indoor/all-weather entertainment / fishing (1) • Lots of people on the beach (1) e.g. to socialise with and make new friends (1) • Indoor entertainment on the pier (1) e.g. to keep dry/extend the season (1) • Enjoy the view of the pier/architecture(1) • Boating (1) identification of a human attraction (1) development of same (1)	Physical attractions Donkey rides	**2** **1+1**

Question Number	Answer	Mark
5(c)	**C** all the facilities needed by tourists so they do not need to leave the complex.	**1**

Question Number	Answer	Mark
5(d)	- Generates money for wildlife / habitat protection (1) - Raising awareness/ educates visitors about conservation (1) - Reduces air pollution (1) by using locally sourced products (1) - Reduces the amount of non-renewable resources (1) by using wind/solar power (1) Basic point (1) with further development through added detail (facts and figures) and/or explanation (1).	2 (1+1)

Question Number	Answer	Mark
5(e) (i)	**B** Short city break	1

Question Number	Answer	Reject	Mark
5(e) (ii)	Suitable responses include: - More jobs are created (1) for example there has been a 5% rise (1) - Boosts local economy (1) + data (1) - Money is re-invested to improve the city further (1) - Locals have more disposable income (1) - money from tourism as a result of regeneration (1) can be used to help Manchester regenerate further / multiplier effect (1) Basic reason (1) with further development through explanation or exemplification (data or detail) from Figure 5b (1). Limit to 2 marks if no evidence from Figure 5b used – but this can just be to support one impact.	Social or environmental impacts Negative impacts	4 (1+1) + (1+1)

Question Number	Answer	Mark
5(f)	Possible answers may include: • Relaxing national boundaries (1) For example, in 2007 in the EU (1) • Favourable exchange rate (1) for example a strong Euro might attract visitors to the UK (1) • Same currency (1) which means people do not have to keep exchanging currencies (1) • Stable government (1) • Ease of obtaining/extending a visa (1) example of same (1) • Influence of the World Bank/IMF (1) • Minimum wage (1) so people can afford to go on holiday (1) • Government incentives (1) to stimulate growth/development in the tourism industry (1) • Rules about paid holidays / statutory holiday pay (1) so people have more time to go on holiday (1) • Development of an area (1) Basic reason (1) with further development (1).	**2** **(1+1)**

Question Number	Indicative content	
*5 (g)	The involvement stage is characteristically when local people start to notice that there more and more people coming to their local area; they start businesses (such as guest houses) to provide accommodation, food, guides, and transport. Depends on case study, but expect: • Increasing tourist numbers • Human attractions are built (by local people) i.e. it is not just physical attractions that encourage tourists. • Development of a 'season' when the majority of tourists come to the destination • Some advertising by the destination • Transport developments • Pre-package holiday i.e. tourists make their own travel / accommodation arrangements	

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	A short list of ideas with one or two briefly described Explanation is either not attempted or unclear. May only be partially linked to the Butler model. Location is either not appropriate or unclear. Very basic use of geographical terminology.
Level 2	3–4	A very basic description of one change that took place during the involvement stage. Case study material may be included, but is not always relevant to the answer. For the top of level 2, expect several descriptive points to be made. Basic use of geographical terminology – communication not always clear.
Level 3	5–6	A detailed description or an attempted or partial explanation of at least one change that took place during the involvement stage - this can be either theoretical change or in the context of a case study. For top of level, at least two changes will be addressed for a located example. Expect at least two partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth. Some use of geographical terminology and communication is mostly clear.
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	2-3	*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	4	*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.