

Mark Scheme (Results)

January 2012

GCSE Geography (5GB2F) Paper 01
PEOPLE & THE PLANET

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

Question Number	Answer	Reject	Mark
1(a) (ii)	Allow one of either: Falling birth rate (or related ideas – fewer children, lower fertility) (1) or appropriate background reason for this e.g rising income (allow more contraception) Rising death rate with ageing population (1) Anti-natalist policies	Increasing death rate because of war, famine etc.	1

Question Number	Correct answers	Acceptable answers	Reject	Mark
1 (b)	Tax breaks for larger families (1) better maternity (or paternity) leave (1) state sponsored dating agencies (and similar) (1)	Encouraging women in the work place (1) Pro-natal policies from religious leaders (Catholicism, Islam) (1)	All answers about anti-natal Policies All answers that are not policies but individual changes in behaviour	2 1+1

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(c)	Shortage of skills/jobs that need to be filled (might not be skilled)(1) allow an example for second mark (1) underpopulation (1) cannot exploit resources (1) example of latter (1)	Political expediency (1) sympathy for refugees (1)	Anything that is unrelated to open door migration	2 1+1

Question Number	Correct answer	Mark
1(d)	Too many dependents (or equivalent) (1) lack of working population OR conversely too many people looking for work (1) lack of resources idea which is EITHER related to the young (youthful) not enough teachers OR the potential for growth of the population will put a strain on resources(1) allow second lack of resources specific to younger people (1) problem of future population growth (or equivalent) (1) examples of any of previous e.g. growth of informal economy (1) Either one basic idea (1) plus extension (1) or two basic ideas (1 +1) Be watchful of answers that are really about large populations in general	2 1+1

Question Number	Answer	Mark
2 (a) (i)	A	1

Question Number	Answer	Reject	Mark
2(a) (ii)	Any appropriate choice – many will offer UK – allow England and variants. New Zealand, Canada, Ireland, Netherlands (Holland), Belgium, Norway, Sweden, Denmark, Norway, Finland likely choices	Any country with even small areas of suitable territory e.g. France, Russia	1

Question Number	Correct answer	Acceptable Answers	Reject	Mark
2 (a) (iii)	Sunshine hours (or equivalent idea) (1) Available technology (1) available financial resources/money (1)	Near the equator (1)	Climate (without any development)	2 1+1

Question Number	Correct answers	Acceptable answers	Mark
2(b)	<p>Depends on resource but likely to be;</p> <p>High taxes making it expensive (1) rationing (1) developing alternatives (1) sponsoring research into the more efficient usage of a resource (1) conservation of resource –using less of it (1)</p> <p>If no NAMED resource do not credit although watch for inferences in answers when not written into;</p> <p>Named Resource.....</p>	Supply issues – there isn't much left type answers (1)	1

Question Number	Correct answer	Reject	Mark
2 (c)	<p>Because they don't run out so more in the future idea (1) example of same (1)</p> <p>Because slows down exhaustion of renewables or equivalent idea (1) example of same (1)</p> <p>Because they are often 'cleaner' for the environment (1) example of same (1)</p> <p>They might also provide TWO basic ideas for the 2 marks</p>	Answers that simply repeat terms such as renewable – e.g. they are more sustainable because they are renewable.	2 1+1

Question Number	Answer	Mark
3 (a) (i)	C	1

Question Number	Answer	Mark
3 (a) (ii)	It goes down (1) faster since 1988 (1) especially so between 1994 and 2000 (1) data to support any one of these points (1)	3 1+1+1

Question Number	Correct answers	Mark
3 (b)	<p>Wide variety of policies/ideas possible that are likely to include:</p> <p>Better waste management reducing landfill/incineration(1) better traffic management reducing car usage (1) better building design conserving energy(1) better water management recycling waste water (1)</p> <p>Allow a second example of any of these as in;</p> <p>Reducing car usage by promoting use of bikes (1)</p>	2 1+1

Question Number	Correct answer	Acceptable Answers	Reject	Mark
3(c)	Rural poverty/low income (1) lack of land (1) lack of opportunities/jobs (1) poverty of education (1) poor health care (1) an located example of any of above	Bright lights (1) urban employment possibilities etc...(1)	<p>Do not allow</p> <p>2 marks for answers that offer two sides of same coin</p> <p>'no jobs in rural areas – lots of jobs in cities'</p> <p>restrict these to 1</p> <p>'Better life' is not explicit</p>	2 1+1

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

Question Number	Answer	Mark
4(a) (ii)	South Korea	1

Question Number	Correct answer	Acceptable answer	Mark
4 (b)	Wealth/level of development (1) infrastructure in place (1) size and/or remoteness making it important (1) government action enabling development (1)	More people use broadband in countries with larger populations (1)	2 (1+1)

Question Number	Correct answer	Allow	Reject	Mark
4 (c)	Decrease in secondary (manufacturing) jobs – unemployment (1) increase in (percentage) of tertiary employment (1) increase in (percentage) quaternary employment (1) example of any one of these categories (1)	More part-time employment (1) more temporary employment (1) rising role of women in work force (1)	References to primary sector	2 1+1

Question Number	Correct answer	Reject	Mark
4 (d)	<p>Wide range of possibilities – clear statement of what the development is e.g. shopping centre/new housing etc. (1) statement about what makes it sustainable e.g. so recycling, low energy requirement, environmental protection as well as reduced emissions/fewer greenhouse gases – also allow economic sustainability as in job creation (1)</p> <p>If student doesn't name site but details of development are plausible then ALLOW</p> <p>If student NAMES development e.g. Meadowhall but doesn't identify what this is in terms of development then do not credit – the sustainable 'mark' is still allowable</p>	<p>Disallow Greenfield developments – urban sprawl type answers</p> <p>Restrict to one if no reference to sustainability however detailed description of development might be</p>	<p>2 1+1</p>

Question Number	Answer	Mark
5(a)	Makes it expensive to enter city centre by car (1) thus less cars (1) people find alternative way to travel (1) or car sharing (1) flexible working hours to avoid charges (1)	2 1+1

Question Number	Correct answers	Mark
5(b)	Many possibilities – car pooling/sharing schemes (1) Singapore style ownership restrictions (1) park and ride schemes (1) enhancing public transport provision (1) bike rental schemes (1)	1

Question Number	Indicative content	
5(c) QWC	<p>A wide range of possible impacts might be described here from both the impact of the urban population visiting the surrounding area and the impact of either extracting resources or disposing of waste. The concept of the eco-footprint of cities is likely to be raised by stronger students. Most will stress the negatives</p> <ul style="list-style-type: none"> • Impacts of visitors and leisure users on the countryside – negative will dominate such as footpath erosion • Urban sprawl using up 'habitat' • Disposal of waste in landfill • Need to import water and other resources • Need to be supplied with food 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. Only one or two impacts covered but just in outline. No focus on regions. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. At least one legitimate example. Some range but only depth or detail provided for one impact. Some focus on regions. clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Location detail good and specific examples are offered to support points A range of impacts described with detail for two or more. Surrounding regions clearly the main focus. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)	Too many walkers (1) don't allow grass to recover (1) widen the path (1) provides a pathway for water thus erosion (1)	2

Question Number	Correct answers	Mark
6(b)	Wide range of possibilities – second home ownerships (1) urban sprawl/Greenfield sites used (1) resource demand (1) lack of jobs so outmigration (1) tourism numbers high/rising	1

Question Number	Indicative content	
6 (c) QWC	<p>A wide range of possible methods might be covered here according to chosen rural areas – answers should cover specific diversification/rural regeneration schemes from developed countries but might also draw on material from developing countries (e.g. Ethiopia). Thus allow broad interpretation of ‘diversification’. The impact of these schemes is necessary for the highest level – thus establishes links to rural development.</p> <ul style="list-style-type: none"> • Within the developed world these are likely to include <ol style="list-style-type: none"> 1. Organic farming 2. Pick your own 3. Holiday lets 4. Paint balling, quad balls etc 5. Letting farm property for businesses 6. Farm visits • Within the developing world these may well include <ol style="list-style-type: none"> 1. Micro-credit 2. Intermediate technology schemes 3. Development of (eco-) tourism <p>Expect links to ‘how.... help’ to be expressed in terms of generating income, jobs etc – maybe environmental benefits too.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised comments about rural areas. No recognisable location. No links with rural development – ‘help’. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes at least one way of changing rural economies. Some limited use of location detail. ‘Help’ stated but not explored. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A good range of diversification policies – at least one covered in some detail. Examples are detailed and specific. Makes clear points about benefits of these schemes. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Mark
7 (a)	Any TWO points about about how economic needs e.g resources exploitation, factory building or social needs e.g more schools, hospitals, roads etc (1+1) might impact on the natural environment – loss of habitat, pollution, more greenhouse gases (1)	3 1+1+1

Question Number	Indicative content
7 (b) QWC	<p>The key here is the understanding of sustainable – that is to say satisfying the needs of the present generation (for work, social and environmental needs) without compromising the needs of future generations. Sustainable likely to be 'durable' for many – will last and generate jobs/employment for the foreseeable future. Will probably offer bottom-up schemes with claims for sustainability based on local involvement etc.</p> <p>Aspects might include;</p> <ul style="list-style-type: none"> • Small scale • Low energy use • Energy recycled • Limited dependence on outside agencies • Involves local community • Empowers women • Limited financial impact • Local credit available

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. A limited attempt to describe features of rural development. Limited support from examples. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. A fair range of features of rural development plans. Some detail is located and/or specific to plans. Sustainability inferred but not explicit. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Good range of features of rural development plans. Location detail or specific examples are offered to support points. Clear focus on sustainability. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	Manufactured industries are being lost (1) moving overseas to developing/NICs (1) by new robotics (1) and IT led employment (1) examples of same (1)	3

Question Number	Indicative content
8 (b) QWC	<p>Much depends on focus on future and changes. They are likely to include:</p> <ul style="list-style-type: none"> • Changing nature of employment – part-time, temporary etc • Changing locations – growth of homeworking • Changing type of work – growth of quaternary sector, IT and knowledge economy • Might also include changes in developing world including growth of manufacturing industries and TNCs • Might include changes in the office/on the ground driven by technology

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Perhaps one generalised statement about workplace changes. Neither future nor changes addressed. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes at least two workplace changes within a narrow range or with little depth. An implicit reference made to either future or changes. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of changes are clearly described in some depth. Explicit focus on changes with references to 'the future'. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

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