

# Mark Scheme (Results) January 2011

GCSE

## GCSE Geography (5GB2F) Paper 1

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January 2011

Publications Code UG026380

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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.

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

Question Number	Answer	Mark
1(a) (ii)	<p>Allow one from a list of; Rejoining family, marriage, better health (service), for education, retirement, political asylum/civil disturbance, better climate, natural disasters, war/civil disturbance</p> <p>Do not be restrictive - if it is comprehensible and legitimate allow it</p>	1

Question Number	Correct answers	Acceptable answers	Reject	Mark
1 (b)	<ul style="list-style-type: none"> <li>• Education of women - improved economic status (1)</li> <li>• Later marriage (1)</li> <li>• AIDs crisis (1)</li> <li>• Economic growth/depression - costs of children (1)</li> <li>• Rural- urban migration (1)</li> <li>• Don't need labour (on land) (1)</li> <li>• Government policies (usually one-child) (1)</li> </ul>	<p>Better contraception/ safer sex (1)</p> <p>Changing 'social' values (1)</p>	<p>All answers that miss 'birth rate'</p> <p>Better 'doctors' type answers</p>	<p>2</p> <p>1+1</p>

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(c)	<ul style="list-style-type: none"> <li>• Introduce quotas to limit (1)</li> <li>• Introduce some form of 'testing' of migrants (1)</li> <li>• Closing borders (1)</li> <li>• Recruit /advertise overseas (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Banning certain individuals groups (1)</li> <li>• Changing laws regarding benefits etc. (1)</li> <li>• Changing tax policy (1)</li> </ul>	<p>Anything that is unrelated to migration</p> <p>Statements so vague as to be meaningless - putting laws in place.</p>	<p>2</p> <p>1+1</p>

Question Number	Correct answer	Acceptable answers	Reject	Mark
<b>1(d)</b>	Because of economic forces (1) requiring more or less labour and skills (1) or public opinion/perception about 'overcrowding' (1) especially during an economic downturn (1) because of concerns about 'overpopulation'(1) impacts of too many people, famine - resource shortages etc.(1) underpopulation - worries about loss of economic growth (1)	Because of pressure from the media about migrants (1) because of shortage of resources , overcrowding etc.(1)	Answers that are nothing to do with 'governments'	<b>2</b> <b>1+1</b>

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

Question Number	Answer	Reject	Mark
2(b) (i)	1. Allow either Europe, North America or Australia	1. Do not allow 'America' or countries e.g. China	1

Question Number	Answer	Reject	Mark
2(b) (ii)	Allow Africa, South America or Asia	Do not allow Antarctica	1

Question Number	Correct answer	Reject	Mark
2 (c)	<ul style="list-style-type: none"> <li>Something that is found in (the) nature/natural world/is extracted (1) that does not regenerate/ is finite/ is not going to last forever/can only be used once (1) a decent example.</li> </ul>	Two examples for two marks	2 1+1

Question Number	Correct answers	Acceptable answers	Reject	Mark
2(d)	<ul style="list-style-type: none"> <li>China and India are the obvious examples</li> </ul>	<ul style="list-style-type: none"> <li>Allow other third generation NICs such as Vietnam, - allow Brazil, Russia, Indonesia, many African states with rapid pop. Growth e.g Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>USA, most European countries and first generation NICs</li> </ul>	1

Question Number	Correct answer	Reject	Mark
2 (e)	<p>Named resource is likely to be oil but many others are possible. Increasing wealth/development (1) increasing population - allow 'more and more people' (1) therefore more vehicles (or any other resource consuming good) so higher consumption(1)</p> <p>Or any similar link between</p>	Answers that do not identify a resource - do not allow a mark for a named resource but no explanation	2 1+1

	resource and consumption		
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Question Number	Answer	Mark
3 (a) (i)	A	1

Question Number	Answer	Reject	Mark
3 (a) (ii)	<ul style="list-style-type: none"> <li>• Functions are a long way apart so have to use cars(or similar idea) (1)</li> <li>• Lack of character, not much 'variety'(1)</li> <li>• Distance from city(1)</li> <li>• No 'entertainment' facilities (shown)- nothing to do (1)</li> <li>• Pollution from work area/city (1)</li> </ul> <p>Don't be prescriptive - if comments are plausibly derived/inferred from map (and its title) then allow them e.g. - 'the shops here might attract a lot of traffic'</p>	<ul style="list-style-type: none"> <li>• Comments related to life style - 'boring' - 'busy'</li> <li>• Any comments that cannot be reasonably inferred from map - 'lots of noise' 'pollution' without possible reasons attached</li> </ul>	1

Question Number	Correct answers	Reject	Mark
3 (b)	<ul style="list-style-type: none"> <li>• Shortages of housing (1) because of commuter demand (1)</li> <li>• High prices of housing (1) because of incomers/ second home owners(1)</li> <li>• Pressure on natural environment/countryside (1) from housing development/urbanisation (1)</li> <li>• Lack of jobs in some regions (1) so outmigration (1)</li> <li>• Outmigration of young (1) for education/jobs (1)</li> </ul>	<p>Comments clearly not relevant to <b>developed</b> countries</p> <p>Only one pressure required so reject all second unrelated pressures</p>	2 1+1

Question Number	Correct answer	Reject	Mark
3(c)	<ul style="list-style-type: none"> <li>• (More) jobs available (1)</li> <li>• (Improved) transport links (1)</li> <li>• (More) affordable housing (1)</li> <li>• (Development) of entertainment facilities e.g more night-life (1)</li> <li>• (Cheaper) housing available (1)</li> </ul> <p>Do not be prescriptive - allow any legitimate change in the living space that might prove attractive</p>	<p>Anything that is unrelated to changes in the living space i.e. changes in people.</p> <p>Statements so vague as to be meaningless such as 'better way of life', 'regeneration'</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Answers	Reject	Mark
3 (d)	<p>Huge range of possibilities here;</p> <p>One legitimate scheme (1) with some comment on its 'sustainable credentials'(1)</p> <p>Thus, for example,</p> <p>Singapore has an Electronic road pricing scheme (1) that restricts the use of cars and so reduces fuel consumption/air pollution (1)</p>	<p>Anything that isn't specifically related to <b>sustainability</b></p>	<p><b>2</b></p> <p><b>1+1</b></p>



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

Question Number	Answer	Mark
4(a) (ii)	Long list of possibles;  Shoe-shining is most likely but anything unregulated/unregistered is acceptable (1)  Allow a <b>specific</b> example of a type of street seller	1

Question Number	Correct answer	Mark
4 (b)	Decline/closure (1) of <b>manufacturing</b> industry /of factories(1) other industries arise (1) any example of same (1)	2 1+1

Question Number	Correct answer	Mark
4 (c)	Brownfield sites are abandoned/derelict sites (1) it can be cleared/cleaned (1) then new building constructed (1) example of same (1)	2 1+1

Question Number	Correct answer	Allow	Reject	Mark
4 (d)	Depends on city but expect at least one environmental impact (1) linked to a described employment change - (shift to secondary or tertiary) (1)	Answers that just infer/hint at rapid growth. Allow 'more jobs' as an employment change	Answers that don't focus on <b>environment and/or change</b> Watch for answers that describe changes (more cars) but do not describe environmental impact of this	2 1+1

Question Number	Answer	Mark
5(a)	B - Materials and waste	1

Question Number	Correct answers	Acceptable answers	Mark
5(b)	<ul style="list-style-type: none"> <li>• Less food grown in the city so needs to be grown elsewhere (1)</li> <li>• Higher use of energy in transport, heating and industry (1)</li> <li>• Higher levels of emissions of greenhouse gases from industry and commerce (1)</li> <li>• Lots of waste (1)</li> <li>• Many wealthy people in cities (1)</li> </ul>	Larger populations (1)	2 1+1

Question Number	Indicative content	
5(c) QWC	<p>A wide range of possible strategies might be covered here depending on the chosen city - answers are likely to cover both individual 'green' consumption and the action of planners</p> <ul style="list-style-type: none"> <li>• Recycling waste - reducing need for landfill/incineration</li> <li>• Using public transport /car sharing reducing greenhouse gas emissions</li> <li>• Bike hiring schemes</li> <li>• Cutting back on electricity consumption reducing energy production by using alternative energy sources</li> <li>• Holidaying at home thus avoiding air-flights</li> <li>• Improved urban design - Masdar style solutions</li> <li>• Changes in the planning system to encourage 'green building design e.g. solar panels</li> <li>• Food practising policies - buy local food- thus reducing transport and so emissions</li> <li>• Use of farmers' markets - as above a reduction in imported food demand</li> <li>• Allotments - development of city gardens/farms</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. Links with reduction of urban footprints are largely absent. Named city either unidentified or mistaken. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some ways of reducing footprints. Some range but lacks depth or detail of schemes with limited links to the footprint. Named city identified with a little specific information. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of strategies explained in detail and well linked to the reduction of the eco-footprint of the city. Location

		detail good and specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
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Question Number	Answer	Mark
6(a)	C - Specialist crops and livestock	1

Question Number	Correct answers	Acceptable	Mark
6(b)	<ul style="list-style-type: none"> <li>• Farming crises - famine( 1)</li> <li>• Outmigration (1)</li> <li>• Climate change issues (1)</li> <li>• Lack of power - infrastructure (1)</li> </ul>	Answers that are applicable to developing countries although indication is that student has misread question	2 1+1

Question Number	Indicative content
6 (c) QWC	<p>A wide range of possible methods might be covered here according to chosen rural area - answers should cover specific case-study material, usually from a developing country (e.g. Ethiopia) or diversification/rural regeneration schemes from developed countries. Stress should be on management and the achievement of sustainability</p> <ul style="list-style-type: none"> <li>• Raising food production without damaging the environment through education and intermediate technology</li> <li>• Reducing population loss -particularly rural-urban migration by diversifying local employment and providing micro-credit</li> <li>• Improving education and health facilities and empowering women through the education of girls</li> <li>• Sustainably managing resources such as water, woodland and fisheries</li> <li>• Developing links with markets beyond the region</li> <li>• A stress on bottom-up development projects is generally emphasised</li> <li>• Rural regeneration material from UK/developed country case studies</li> <li>• May cover large scale top-down schemes as well</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. No recognisable location. No obvious links with sustainability. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes some methods of managing rural economies but links with management and/or sustainability are thin or simply implicit/stated. Some limited use of location detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of management methods described with at least one with good detail. Clear links to sustainability, some explicit. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Mark
7 (a)	B - Mostly in the south	1

Question Number	Correct answers	Acceptable answers	Mark
7 (b)	<ul style="list-style-type: none"> <li>Variations in resources (1)</li> <li>variations in soil fertility (1)</li> <li>variations in types of economic activity (1)</li> <li>distance from coast/trading centres (1)</li> <li>Government policies/investment (1)</li> </ul> <p>Don't be prescriptive - allow any plausible reason</p>	Civil war (1) Hazardous events (1)	2 1+1

Question Number	Indicative content	
7 (c) QWC	<p>Depends on chosen country but differences are likely to be;</p> <ul style="list-style-type: none"> <li>Population density and growth, perhaps ethnic differences</li> <li>Migration history and trends</li> <li>Average income levels</li> <li>Economic growth and structure</li> <li>Resource distribution</li> </ul> <p>Expect some data to support the description of differences</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. Very little range in the comparison with locations very misty indeed. Core/periphery idea absent. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. A limited range of points covering more than one variable, economic, social, demographic etc.. Some detail is located and/or specific. Some comparison made. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Good range over a range of variables, economic, social, demographic etc. Location detail or specific examples are offered to support points. Good comparison between rural and urban. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	C - 2/3rds etc.	1

Question Number	Correct answers	Mark
8(b)	<p>They might reduce labour costs (1)</p> <p>They might enjoy significant tax breaks and/or subsidies (1)</p> <p>Land and other factors may be cheaper (1)</p> <p>They might be conveniently located for export markets (1)</p> <p>Health and safety may not be on great consequence thus cheaper costs (1)</p> <p>They might provide subsidised power/infrastructure minimising costs (1)</p> <p>More profit (1)</p> <p>Allow 'cheaper' but not along with reduction of any other cost.</p>	<p>2</p> <p>1+1</p>

Question Number	Indicative content	
8 (c) QWC	<p><b>Advantages:</b> Jobs available thus more money being made leading to (multiplier) effects on local communities. Brings skills and expertise that may not be available locally. Promote growth of suppliers. Higher tax revenue so better living conditions. Improvements to infrastructure. Reduction in rural poverty. 'Development' promoted. More political power for ordinary people. Multiplier idea</p> <p><b>Disadvantages :</b> Exploitation in sweat-shops, poor working condition, long hours, use of child labour and reduction in family life. Rural-urban migration disrupting traditional life-styles. Cultural issues. Environmental issues likely to figure largely - smog, water pollution, waste.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples of changes. No clear focus on advantages or disadvantages. TNCs only hazily in focus. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes some of the advantages and disadvantages but not balanced. Some range but lacks depth or detail of TNCs. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of advantages and disadvantages, one or two are described in detail and well linked to specific TNCs which are clearly identified. 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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Publications Code UG026380 January 2011

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