

# Mark Scheme (Results)

Summer 2012

GCSE Geography B 5GB2F  
People & the Planet

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Question Number	Answer	Mark
1(a) (i)	B - 70%	1

Question Number	Answer	Acceptable answers	Reject	Mark
1(a) (ii)	<p>Outline <b>one</b> so one basic statement (1) and one development of that point(1)</p> <p>Rising numbers of over 65s (1) because of higher life expectancy and/or falling death rate / better health care(1)</p> <p>Falling numbers of 0-14s (coming through) (1) because of falling fertility/birth rate or any legitimate reason for falling birth rate (1)</p> <p>The developed point has to be built upon the secure foundation of a valid basic point</p>	<p>Migration in (of others) or out of 15-64s (1) because of lack of jobs or any other legitimate reason (1)</p>	<p>Nostradamus like forecasts of famine, disease etc. Do not credit reasons unless built on valid basic point e.g. better health care unless built upon the basic idea of rising numbers of 65+</p>	<p>2 (1 +1)</p>

Question Number	Correct answers	Acceptable answer	Reject	Mark
1 (b)	<p>'Outline <b>one..</b>' so one basic statement (1) and one development of that point(1)</p> <p>HIV (1) growing in sub-Saharan Africa (1) because of lack of drugs (1)</p> <p>Life-style causes (1) such as alcoholism/drugs etc (1) as in (eastern Europe) (1) Africa (1)</p> <p>Ageing population (1) because of falling birth rate (1)</p>	<p>War/civil unrest (1) as in Syria/Afghanistan etc.</p>	<p>All answers about falling mortality rates/ birth rates etc unless extensions to basic points</p>	<p>2 (1+1)</p>

Question Number	Correct answer	Reject	Mark
1(c)	<p>To act as a filter reduce migration flow (1)</p> <p>To meet needs better/contribute to the economy (1)</p> <p>Example of those needs e.g. more doctors (1)</p> <p>Detail of system e.g. points are used/need to speak English/tiers (1)</p>	<p>Anything that is unrelated to skills-tests</p>	<p>3 (1+1+1) or (1+1) + 1</p>

Question Number	Answer	Allow	Mark
2(a) (i)	One of: South America Africa	Antarctica!	1

Question Number	Answer	Mark
2 (a) (ii)	C -The United States	1

Question Number	Correct answer	Accept	Mark
2 (a) (iii)	<p>'Suggest one...' so <b>one</b> basic statement (1) and <b>one</b> development of that point(1)</p> <p>Wealthy consumers (1) who can afford frequent purchases (1)            Idea started there (1) so has grown most (1)            Business culture/free enterprise (1) encouraging competition (1)            High meat based diets (1) raising demand (1)            Very busy lives / changing attitudes to eating (1)            so no time to prepare food at home</p>	<p>High production of meat/corn (1)            subsidised production so cheap (1)            Street vendors in an informal economy (1)</p>	2 (1 +1)

Question Number	Correct answers	Mark
2(b)	<p>'Describe <b>one..</b>' so <b>one</b> basic statement (1) and <b>one</b> development of that point(1)</p> <p>Shortages of resources (1) named example (1) famine (1) named example (1) other Malthusian crises such as war (1)</p> <p>Stimulation to technical changes (1) idea associated with Boserup (1) population change a good thing as a consequence (1)</p>	2 (1 +1)

Question Number	Correct answer	Reject	Mark
2 (c)	<p>'Describe one..' so one basic statement (1) and one development of that point(1)            If no appropriate named renewable limit to 1 mark            It is often 'cleaner' for the environment -(1) with fewer emissions (no CO2) and or waste (1) no contribution to climate change (1)</p> <p>It will not run out (i.e. definition/synonym of renewable) (1) idea of 'freely' available/cheap (1) other resources are not used up (1) <i>which makes it more sustainable</i></p>	<p>Answers that simply repeat terms such as renewable - e.g. they are more sustainable because they are renewable. There is no mark available for simply identifying a potentially renewable power source</p>	<p>2  (1+1)</p>

Question Number	Answer	Mark
3 (a) (i)	C - Residential (housing)	1

Question Number	Answer	Accept	Mark
3 (a) (ii)	<p>Large houses (1) swimming pools (1) near the sea/beach (1) planned (1) near water/sea (1) transport close (1) attractive landscape / environment</p>	<p>Answers not derived from photograph as in;</p> <p>Celebrity life-style (1) good city night-life (1)</p>	<p>2 1+1</p>

Question Number	Correct answers	Reject	Mark
3 (b)	<p>Outline <b>one</b> so one basic statement (1) and one development of that point(1)</p> <p>Do <b>not</b> credit two basic ideas for 2 marks</p> <p>Rise in second homes (1) making housing expensive for locals (1)            More leisure and tourism (1) spoiling environment (1)            Urban sprawl/rising population(1) taking agricultural land for housing (1)            Outmigration/falling population and/or unemployment (1) because of lack of job opportunities (1)            Few services/ widely spaced (1) so long journeys (1)            Low incomes (1) because of lack of job opportunities and/or small range of job types (1)</p> <p>Accept any other legitimate ideas</p>	Answers that are clearly about urban areas	2  <b>(1+1)</b>

Question Number	Correct answer	Reject	Mark
3(c)	<p>'Describe <b>one..</b>' so <b>one</b> basic statement (1) and <b>one</b> development of that point(1) with <b>one</b> legitimate example/location or <b>second</b> developmental point (1) any one statement about why this 'attempt' is sustainable (1)</p> <p>Depends on choice of 'attempt'.</p> <p>Renting bikes (1) this reduces use of cars in the city or reducing CO2 emissions so making it more sustainable (1) an example is London (1)</p> <p><b>Attempt</b> will usually be located scheme. If no scheme then 'attempt' becomes the particular 'policy' e.g. solar panels - this 'attempt' can be extended by some detail to a second mark but given describe one cannot have more than so 'solar panels/ recycling are different 'attempts' unless in the context of a scheme.</p>	Anything that isn't linked to sustainability -	3  <b>(1+1+1)</b>

Question Number	Answer	Mark
4 (a) (i)	A - making cars	1

Question Number	Answer	Mark
4(a) (ii)	It rises (1)peaking in the industrial period (1) and then falls (1) throughout the post-industrial period (1) any figures (1)	3 <b>1+1+1</b>

Question Number	Correct answer	Reject	Mark
4 (b)	<p>‘Name two... ‘ so no expectation of any development</p> <p>A long list of possible here from the relatively exotic - researching new fuel cell technology (1) to the more prosaic - growing organic vegetables (1)</p> <p>Allow anything plausibly related to the ‘green’ economy</p>	Answers with no clear link such as - working in farming	<p>2</p> <p>1+1</p>

Question Number	Correct answer	Acceptable answers	Reject	Mark
4 (c)	<p>‘<b>Outline</b> two..’ so expect more than one word answers</p> <p>Decrease in secondary (manufacturing) jobs might lead to less pollution (1)</p> <p>More brownfield sites (1) might be good - positive habitat changes or ‘bad’ toxic materials impact (1)</p> <p>‘New economy’ often has ‘green’ jobs thus better environment (1)</p> <p>Growth of tertiary sector such as tourism might be negative with more travel (1)</p> <p>Reduction in travel/commuting so less pollution (1)</p>	<p>Old factories (1) visually unsightly (1)</p>	<p>Answers that do not focus on environment or no clear economic causes</p>	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
5(a) (i)	Phoenix	1

Question Number	Correct answers	Mark
5(a) (ii)	Cleveland	1

Question Number	Correct answers	Acceptable answers	Mark
5(a) (iii)	Air conditioning (1) Attract tourists who travel long distances to reach them (1)	More modern cities with higher dependency on cars (1)	1

Question Number	Indicative content
5(b) QWC	<p>A wide range of possible improvements to transport systems could be mentioned here with much depending on the location. Expect</p> <ul style="list-style-type: none"> <li>• Development of cycling, paths - renting systems etc</li> <li>• Car sharing schemes</li> <li>• Local 'wiggly' bus schemes</li> <li>• Community buses</li> <li>• Trams/ urban rail systems</li> <li>• Walking bus school transport</li> <li>• Encouragement of electric cars</li> <li>• Hydrogen fuel cell technology</li> </ul> <p>Remember that we have no idea where their <b>local area</b> might be</p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	A number of simple statements about transport. Some generalised examples of transport, bikes, buses etc. stated with little depth. Scheme might be hinted at. 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 scheme/plan with very little local content. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Local detail good and specific examples are offered to support points A range of schemes/plans described with detail for two or more. Some focus on sustainability. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a) (i)	South-West (1)	1

Question Number	Correct answers	Acceptable Answer	Reject	Mark
6(a) (ii)	3.2% (1)	3.2 (1)	Separate answers as in; Scotland 1.4% Wales 1.8 %	1

Question Number	Correct answers	Mark
6(a) (iii)	Distance - further fewer (1) Availability of transport links (1) Number of people living there (1) Wealth of those populations (1)	1

Question Number	Indicative content	
6 (b) QWC	<p>A wide range of possible issues might be described here including</p> <ul style="list-style-type: none"> <li>• Depopulation for multiple reasons including environmental degradation</li> <li>• Health issues</li> <li>• General neglect by central government and under-investment</li> <li>• An ill-balanced age/gender structure as a consequence of out-migration</li> <li>• Dependence on remittances</li> <li>• The impact of top-down development projects</li> <li>• Foreign investment in agricultural schemes</li> </ul>	
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 issues. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes at least one issue facing rural. 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 good range of issues covered - at least one covered in some detail. Examples are detailed and specific to place. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Reject	Mark
7 (a)	Small scale (1) Uses intermediate/appropriate technology (1) Low energy usage (1) Local control (1) Empowers women (1) Relatively cheap/affordable (1) More sustainable or synonym (1) Funded by NGOs / aid idea	Answers that focus on what they are not as in - 'they are not 'top-down'	3 1+1+1

Question Number	Indicative content	
7 (b)  QWC	Differences might include; <ul style="list-style-type: none"> <li>• Population size/density</li> <li>• Population growth rates</li> <li>• Age structure</li> <li>• Types of employment</li> <li>• Number of jobs available</li> <li>• Ethnic differences</li> <li>• Power concentrated in cities - not in rural periphery</li> </ul> A large number of other possibilities	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. One or two statements about places. No direct attempt to focus on differences. 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 periphery and urban core. Some focus on differences as in 'more..' / 'less...' Some detail is located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Good range of differences between urban core and rural periphery. Clear focus on differences throughout. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Reject	Mark
<b>8(a)</b>	Cheap labour (1) so reduce costs (1) fewer restrictions on operations (1) easier planning (1) less health and safety (1) lower taxes (1) cheaper land (1) to increase profit (1) easier imports / exports (1) bigger new markets for goods (1) better component suppliers (1) Allow other legitimate ideas	Lower costs (without specifying how) more unskilled labour (without identifying this is advantageous)	<b>3</b> <b>1+1+1</b>

Question Number	Indicative content	
<b>8 (b)</b>  <b>QWC</b>	<p>Much depends on focus on aspects of ‘new economy’. They are likely to include:</p> <ul style="list-style-type: none"> <li>• Different groups might be identified by gender, rural/urban location, different sectors</li> <li>• Changing nature of employment - part-time, temporary etc</li> <li>• Changing locations - growth of home-working</li> <li>• Changing type of work - growth of quaternary sector, IT and knowledge economy</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	Attempts a description. Some generalised examples of impacts. Different groups not evident. Basic use of geographical terminology, spelling punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. Response describes some impacts, one of them in some detail. At least one clearly recognisable group identified. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer. A range of impacts are clearly described. At least two groups clearly and explicitly distinguished. Explicit focus on ‘new economy’ e.g. outsourcing, call-centres etc. 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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