

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE Geography B  
(5GB2F/01)

Unit 2: People and the Planet

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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 be 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?

### Topic 1: Population Dynamics

Question Number	Correct Answer	Reject	Mark
1(a)(i)	D Birth rates are falling and death rates are low.	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
1(a)(ii)	B Stage 3.	All other answers	(1)

Question number	Acceptable Answers	Reject	Mark
1(a) (iii)	State <b>two</b> so expect a simple statement, including: <ul style="list-style-type: none"> <li>• Diet/nutrition improves (1)</li> <li>• Better healthcare/medicine/hospitals/doctors (1)</li> <li>• Infant mortality falls (1)</li> <li>• Access to clean drinking water (1)</li> <li>• Better systems of sanitation/waste disposal (1)</li> <li>• Greater awareness of hygiene/spread of disease (1)</li> <li>• Greater availability of vaccinations (1)</li> </ul>	Reasons why birth rates change or death rates rise	(2) 1+1

Question Number	Acceptable Answers	Reject	Mark
1(b)	<p>Expect basic point about how a youthful population might be a good thing for an area (1) with further extension of this (1). Also allow 3 marks for a double development. For example:</p> <ul style="list-style-type: none"> <li>• (Potentially) larger workforce (1) which may facilitate economic development (1)</li> <li>• More young people to look after/support their parents in old age (1) reducing the financial burden for governments (1)</li> <li>• Potentially large workforce in the future (1) who are also going to be paying taxes (1) providing funds for the government (1)</li> <li>• Creating more jobs in teaching (1)</li> <li>• Less government spending on services linked to an ageing population/care homes (1)</li> </ul> <p>Max 2 for a list.</p>	<p>Answers referring to ageing populations</p> <p>Disadvantages of youthful populations</p>	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Question Number	Correct Answer	Reject	Mark
1(c)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1); but also allow three marks for 'double-development'.</p> <p>Likely strategies to manage migration flows will include:</p> <ul style="list-style-type: none"> <li>• Quotas are set on the number of migrants allowed into a country (1)</li> <li>• Skills testing is used to filter the type of migrant entering a country (1) to help fill job vacancies/meet skill shortages in a country (1), e.g. the UK has a 5-tier 'points' scheme to do this (1)</li> <li>• Use of visas (1) to limit the length of time a migrant spends in a country/track how many migrants have entered (1)</li> <li>• Specific policies/agreements regarding the admission of refugees/asylum seekers (1) detail/exemplification of same (1)</li> </ul> <p>Credit any other suitable response.</p> <p>Max 2 for a list.</p>	Strategies to increase or decrease the birth rate	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p>

## Topic 2: Consuming Resources

Question Number	Correct Answer	Reject	Mark
2(a)(i)	A Industry	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
2(a)(ii)	C Transport	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
2(b)	Accept any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• Coal</li> <li>• Oil</li> <li>• (Natural) gas</li> <li>• Uranium</li> <li>• Minerals (e.g. diamonds, gold and silver)</li> <li>• Wood</li> </ul> or any other legitimate non-renewable resource	Answers referring to renewable resources  Nuclear  Petrol Diesel Plastic	<b>(2)</b>  1+1

Question Number	Acceptable Answers	Mark
2(c)	<p>Expect basic point about Malthusian or Boserupian theory (1) with further extension of this (1) up to a maximum of 4 marks.</p> <p>Examples for Boserup:</p> <ul style="list-style-type: none"> <li>• Farming methods/food supply is dependent on the size of the population (1) and not the other way round – which is what Malthus believed (1) and that people would not give into disease or famine (1)</li> <li>• In times of pressure/food shortages, people find a way of increasing productivity (1), e.g. through the use of machinery/fertilisers/larger workforce/GM crops (1) which she called 'agricultural intensification' (1)</li> <li>• Areas with a low population density often have more extensive/lower-tech farming practices (1), e.g. reliance on fire to clear fields (1)</li> </ul> <p>Examples for Malthus:</p> <ul style="list-style-type: none"> <li>• Rate of population growth was faster than the rate that food supplies could grow (1) so eventually there would not be enough resources for everyone (1). People might try preventative checks (1) e.g. having smaller families (1).</li> <li>• Population growth will eventually lead to 'overpopulation' (1) which causes a 'crisis point' where there is not enough food (1) leading to famine (1) and the eventual decline in population (1)</li> <li>• Some people would starve (1) and the population would reduce again (1) until it has fallen sufficiently to balance with food resources (1) before the process starting over again (1)</li> <li>• Some people may be killed from wars (1) over trying to get hold of resources (1) he called these a positive check (1)</li> </ul>	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p> <p>1+1+1+1</p>

Question Number	Acceptable Answers	Mark
2(d)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1); but also allow three marks for 'double-development'</p> <p>Likely focus on the reduction of household energy consumption and how the current or recent governments (local and national) have attempted to facilitate and encourage this.</p> <p>Also likely to include ideas about education and recycling schemes designed to manage resource consumption.</p> <ul style="list-style-type: none"> <li>• Give low-income households/households in areas with high fuel poverty 100% grants (1) so improved insulation can be installed (1) which stops more heat from escaping (1)</li> <li>• Offering loans to households (1) which can be repaid in instalments (1) to pay for home improvements that conserve energy (1) such as double-glazing (1)</li> <li>• Provide subsidies to install renewable energy sources (e.g. wind turbines or solar panels) (1) which adds more energy to the National Grid (1)</li> <li>• Grants to energy companies (1) to develop their own renewable energy sources/wind turbines (1)</li> <li>• The government sets recycling targets for local councils (1)</li> <li>• Policies regarding more sustainable transport (1)</li> <li>• Policies regarding more sustainable waste management (1)</li> <li>• Policies used to manage migration (1)</li> <li>• Policies aimed at managing birth rates (1)</li> </ul> <p>Max 2 for a list</p>	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p>

### Topic 3: Globalisation

Question Number	Correct Answer	Reject	Mark
3(a)(i)	B Secondary	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
3(a)(ii)	D Low wages in the developing world	All other answers	(1)

Question Number	Acceptable Answers	Mark
3(b)	<p>Outline one so expect one basic point a <i>change</i> (1) and a development through further description or explanation (1).</p> <ul style="list-style-type: none"> <li>• Improved transport (1), e.g. growth in air-travel enables greater movement of goods (1)</li> <li>• Increased containerisation (1) which reduces transport costs (1)</li> <li>• Improved technology (1) which makes it easier to communicate and share information (1)</li> <li>• Growth of multinational companies/TNCs (1) example of same (1)</li> <li>• Growth global trading blocs (1) which have reduced national (trade) barriers (1) (e.g. European Union, NAFTA, ASEAN)</li> <li>• Reduced tariff barriers (1) often through the support of the WTO (1)</li> <li>• Growth of global media (1)</li> <li>• Improved mobility of capital (1) increased the ability for firms to receive finance (1)</li> <li>• Increased mobility of labour (1)</li> <li>• Increasing number of industrialised countries around the world (1)</li> <li>• Imports of raw materials/natural resources are increasing (1) because supplies in the receiving country are falling (1)</li> <li>• Increased wealth in a country (1) means that it can afford more imports (1)</li> <li>• Shift in consumer demand/growth in the demand of specific products (1) may lead to increased imports if that product is not available in their country (1)</li> </ul>	<p>(2)</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Mark
<b>3(c)</b>	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) up to a maximum of four marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Helps poor countries increase trade (1) by arranging funding/loans (1)</li> <li>• Raises funds from the world's wealthier/more developed countries (1) to help poorer/less developed/economically unstable countries (1) reducing poverty (1) increasing trade (1)</li> <li>• Prevent crises/settles disputes from developing/spreading (1)</li> <li>• Monitor a country's economy (1) to prevent a future crisis (1)</li> <li>• Monitor how banks are operating (1) to prevent a banking crisis in the future (1)</li> </ul>	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p> <p>(1+1+1+1)</p>

Question Number	Acceptable Answers	Mark
<b>3(d)</b>	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for 'double-development'</p> <ul style="list-style-type: none"> <li>• Outsource manufacturing (1) to reduce production costs (1) as people work for lower wages/longer hours (1)</li> <li>• Headquarters/R+D usually based in a developed country (1) where skilled workers are found/attracted (1) as a result of higher salaries offered/better education opportunities (1)</li> <li>• Sold largely in developed countries (1) where there is a larger market for the finished product (1) but the markets in developing countries are growing rapidly (1)</li> <li>• Components are gathered/made around the world (1) and then transported to the factory (1)</li> <li>• Idea of changing products on sale in response to local demand (1)</li> </ul> <p>Max 2 if no/inappropriate TNC is used in context. Max 3 if just one part of the world/part of the operation is explained. Max 3 if no explanation</p>	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p>

#### Topic 4: Development Dilemmas

Question Number	Correct Answer	Reject	Mark
4(a)(i)	C Qatar	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(a)(ii)	C As income rises, child mortality falls.	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(a)(iii)	Total value of goods and services produced by a country (output) – <i>or similar</i> (1) divided by its population – <i>or similar</i> (1).	Explanation	(2) (1+1)

Question Number	Acceptable Answers	Mark
4(b)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) up to a maximum of four marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Increasing food prices (1) leading to widespread hunger (1) so people are unable to work (1)</li> <li>• Increasing fuel costs (1) reduces profits made by any industry (1)</li> <li>• Government receives little tax (1) so it has little to invest/spend on education/health/industry (1)</li> <li>• Country is landlocked (1) making it harder to trade with overseas countries (1) as it will not have a port (1)</li> <li>• Weak infrastructure (1) does not attract new industry/TNCs etc. (1)</li> <li>• Disease/HIV/AIDS (1) reducing the size of the working population (1)</li> <li>• Impact of trade barriers/trading blocs, e.g. tariffs (1) mean the country receives less money (1)</li> <li>• High birth rates (1)</li> <li>• Poor healthcare systems (1)</li> <li>• Dependency on one product (for export) (1)</li> <li>• Debt (1)</li> <li>• Ideas about conflict (within the country and/or between countries)</li> <li>• Government corruption (1)</li> <li>• Extreme climates (1)</li> </ul> <p>Max 2 if a generic answer about a developing country with no/inappropriate Sub-Saharan country is used.</p>	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p> <p>1+1+1+1</p>

Question Number	Acceptable Answers	Reject	Mark
4(c)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for 'double-development'</p> <p>Depends of the project, but expect:</p> <p>Positive impacts:</p> <ul style="list-style-type: none"> <li>• Improved infrastructure for industry (including water and energy supplies) (1) which may facilitate economic development (1)</li> <li>• Improved health services for locals (1) reducing the death rate (1)</li> <li>• Reduce the effects of drought (1) so farms can increase production (1)</li> </ul> <p>Negative impacts:</p> <ul style="list-style-type: none"> <li>• Locals may be displaced (1) data/detail of same (1)</li> <li>• Locals have to pay for/cannot afford to access the new infrastructure (1)</li> <li>• Environmental damage (1) which may reduce productivity of farmland (1) or increase the risk of natural disasters (1) which places human life at risk (1)</li> <li>• Site of historical/archaeological significance may be damaged (1) deterring potential tourists (1)</li> </ul> <p>Max 2 for a list or if it is a generic answer about a top-down development project (e.g. 'dam') without a specific project used in context.  Max 3 if the impact on just one group of people is explained.  No marks if there is no mention of any recognisable top-down development project.</p>	Bottom-up projects	<p><b>(4)</b></p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p> <p>(1+1)+1+1</p>

## Topic 5: The Changing Economy of the UK

Question Number	Correct Answer	Reject	Mark
5(a)(i)	D Dwyfor Meirionnydd	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
5(a)(ii)	A London and the south-east	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
5(a)(iii)	<p>Suggest <b>one</b> so expect one basic point (1) and some extension through further detail or explanation (1).</p> <p>Basic points likely to include:</p> <ul style="list-style-type: none"> <li>• Dominance of a primary/secondary industry (1) which are generally less well-paid (1)</li> <li>• Dominance of highly-skilled jobs (1) further detail or explanation (1)</li> <li>• High levels of unemployment (1) due to deindustrialisation (1)</li> <li>• Higher paid/more job opportunities in urban areas – <i>or reverse</i> (1)</li> <li>• Larger companies tend to locate in larger/urban areas (1) creating more job opportunities / close to universities (1)</li> <li>• Cost of living in some areas (south-east) is high (1) so companies may pay workers a higher wages (1)</li> </ul>	Reasons that don't relate to average earnings in the UK	(2)  (1+1)

Question Number	Correct Answer	Mark
5(b)	<p>Accept any of the following:</p> <ul style="list-style-type: none"> <li>• A knowledge-based part of the economy/tertiary sector (1)</li> <li>• Involves research/development of products (1)</li> <li>• Usually involves information/new technology (1)</li> <li>• highly paid/skilled jobs(1)</li> </ul> <p>Allow up to one mark for an example of an activity in the quaternary sector (e.g. consultation in legal, education or finance; research of new medicines) (1)</p>	<p><b>(2)</b></p> <p><b>(1+1)</b></p> <p><b>1+1</b></p>

Question Number	Indicative content	
<b>5(c)</b> <b>QWC</b> <b>i, ii, iii</b>	<p>Focus of the question is on the positive and negative environmental impacts of de-industrialisation. Responses are likely to include some contextual detail about how and why de-industrialisation has happened, but the focus should be firmly on the environmental impacts.</p> <p>Likely positive environmental impacts include:</p> <ul style="list-style-type: none"> <li>• Wildlife is able to re-populate an area</li> <li>• Less water is used by industry</li> <li>• Less noise, air and visual pollution created by industry</li> <li>• Less (non-renewable) energy is needed to power machinery</li> <li>• Fall in greenhouse gas emissions</li> <li>• Reduces traffic congestion (and therefore noise and air pollution) near industry</li> </ul> <p>Likely negative environmental impacts include:</p> <ul style="list-style-type: none"> <li>• Former industrial sites are left contaminated – which are expensive to clean up before new developments can take place</li> <li>• Derelict/empty buildings look unattractive and may be dangerous for wildlife</li> <li>• Derelict land – may attract illegal fly-tipping/litter/vandalism</li> <li>• Shift in manufacturing to overseas location will increase pollution from transport and increase greenhouse gas emissions</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location of the UK urban area is unclear or generic. Limited structure and basic use of geographical terminology.
<b>Level 2</b>	3-4	One or two descriptive points. Location of the UK urban area is clear but may lack detail. For the top of Level 2, there will be at least one partial explanation and several descriptive points made. Likely to focus on either the positive or negative impacts. Some structure and clearly communicated but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Will include positive and negative impacts. Two or more partial explanations are given and are supported by some detailed description. Some locational detail (facts/figures) of the UK urban area could be used to support explanation. For the top of Level 3, there will be either one explanation that offers good depth or a range of partial explanations. Clear structure and well communicated with mostly sound use of geographical vocabulary.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.

<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 2</b>	2	<i>Intermediate performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use 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 6: Changing Settlements in the UK

Question Number	Correct Answer	Reject	Mark
<b>6(a)(i)</b>	<b>C</b> East Cambridgeshire	All other answers	<b>(1)</b>

Question Number	Correct Answer	Reject	Mark
<b>6(a)(ii)</b>	<b>B</b> Mostly on the coast	All other answers	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(a)(iii)</b>	<p>Suggest <b>one</b> so expect one basic point (1) and some extension through further detail or explanation (1).</p> <p>Basic points likely to include:</p> <ul style="list-style-type: none"> <li>• Rural-urban/urban-urban or urban-rural migration (1) further detail or explanation (e.g. a push or a pull factor)(1)</li> <li>• In-migration – <i>or reverse</i> (1) further detail or explanation (e.g. ideas around international migration)(1)</li> <li>• Stating a push or pull factor (1) with further development of this point (1)</li> <li>• High level of natural increase – <i>or reverse</i> (1) further detail or explanation (e.g. as a result of a growth in population of 20-40 year olds)(1)</li> </ul>		<p><b>(2)</b></p> <p>(1+1)</p>

<b>Question Number</b>	<b>Correct Answer</b>	<b>Mark</b>
<b>6(b)</b>	Accept any of the following: <ul style="list-style-type: none"><li>• Area of countryside surrounding an urban area (1)</li><li>• Urbanisation/building developments/urban sprawl are restricted (1)</li><li>• Countryside/farmland is maintained (1)</li></ul> Allow up to one mark for an example e.g. the Metropolitan Green Belt around London, the Avon Green Belt, York Green Belt (1)	<b>(2)</b> <b>(1+1)</b>

Question Number	Indicative content	
<b>6(c)</b> <b>QWC</b> <b>i,ii,iii</b>	<p>Focus of the question is on the social and economic impacts of a rising demand for housing. Responses are likely to refer to impacts of urban sprawl and the impacts that occur both in the original urban area and on the rural-urban fringe.</p> <p>There is some degree of overlap between the social and economic factors, with likely impacts being:</p> <ul style="list-style-type: none"> <li>• People have less open spaces/woodland to visit, walk the dog etc.</li> <li>• Traffic increases – increasing journey times and fuel costs</li> <li>• More employment opportunities in industries linked to house-building</li> <li>• House prices might increase – making it difficult for first-time buyers to get on the property ladder, so they have to live with parents for longer</li> <li>• Increased evictions/homelessness as people are unable to afford to pay rent</li> <li>• Population size of urban areas increase which might lead to overcrowding</li> <li>• Growing demand from the growing population may trigger a increase in the number and range of amenities and services</li> <li>• Nearby rural areas may suffer a fall in population as people migrate to the urban area. This may trigger a ‘spiral of decline’ for the rural area</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	One or two simple ideas are identified. Very limited detail. Explanation is either not attempted or unclear. Location is unclear or generic. Limited structure and basic use of geographical terminology.
<b>Level 2</b>	3-4	One or two descriptive points. Location is clear but may lack detail. For the top of Level 2, there will be at least one partial explanation and several descriptive points made. Likely to focus on either the social or economic impacts. Some structure and clearly communicated but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Two or more partial explanations are given and are supported by some detailed description. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 3, there will be either one explanation that offers good depth or a range of partial explanations. Likely to include both social and economic impacts. Clear structure and well communicated with mostly sound use of geographical vocabulary.

<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 2</b>	2	<i>Intermediate performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use 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 7: The Challenges of an Urban World

Question Number	Correct Answer	Reject	Mark
7(a)(i)	C Traffic congestion	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
7(a)(ii)	D A city with over 10 million people	All other answers	(1)

Question Number	Acceptable Answers	Mark
7(a)(iii)	<p>Suggest <b>one</b> so expect a basic point (1) with an extension (1).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Natural increase is high (1) as birth rates are higher than death rates (1)</li> <li>• High birth / increasing birth rate (1) with reason (1)</li> <li>• Less people dying/death rates are falling (1) with reason (1)</li> <li>• Rural to urban migration (1) extension through details of a push or pull factor (1)</li> </ul>	<p>(2)</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Reject	Mark
7(b)	<p>Outline <b>one</b> so expect a basic point (1) with extension through detailed description or explanation (1).</p> <p>Depends on the NGO/project, but responses likely to refer to:</p> <ul style="list-style-type: none"> <li>• Improving healthcare (1)</li> <li>• Family planning (1)</li> <li>• Education services (1)</li> <li>• Self-help schemes (1)</li> <li>• Putting pressure on governments to make improvements (1)</li> </ul>	<p>Rural development projects</p> <p>Non-NGO projects</p> <p>Government projects or policies</p>	<p>(2)</p> <p>(1+1)</p>

Question Number	Indicative content	
7(c) QWC i,ii,iii	<p>Focus of the question is how transport systems are being managed so that they are more sustainable.</p> <p>Strategies used to manage transport in a more sustainable way include:</p> <ul style="list-style-type: none"> <li>• Over-arching policies and strategies outlined by national and local governments to reduce carbon emissions and domestic/industrial energy use/consumption</li> <li>• Discouraging the use of private transport such as congestion charging for vehicles driving through certain areas</li> <li>• Investing in public transport - improving the efficiency and safety of buses and tubes. Development of 'Park and Ride' schemes to discourage private transport from entering the central parts of an urban area</li> <li>• Encouraging the use of bicycles, for example through investment in cycle lanes and supporting projects which promote cycling</li> <li>• Promoting car sharing schemes for areas poorly served by public transport or on popular commuter routes</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>One or two simple ideas are identified.</p> <p>Very limited detail.</p> <p>Explanation is either not attempted or unclear.</p> <p>Location is unclear or generic.</p> <p>Limited structure and basic use of geographic terminology.</p>
Level 2	3-4	<p>One or two descriptive points.</p> <p>Location is clear but may lack detail.</p> <p>For the top of Level 2, there will be at least one partial explanation and several descriptive points made.</p> <p>Some structure and clearly communicated but with limited use of geographical terminology.</p>
Level 3	5-6	<p>Two or more partial explanations are given and are supported by some detailed description.</p> <p>Locational detail (facts/figures) are used to support explanation.</p> <p>For the top of Level 3, there will be either one explanation that offers good depth or a range of partial explanations.</p> <p>Clear structure and well communicated with mostly sound use of geographical vocabulary.</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<p><i>Threshold performance</i></p> <p>Candidates spell, punctuate and use 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.</p>
SPaG Level 2	2	<p><i>Intermediate performance</i></p> <p>Candidates spell, punctuate and use 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.</p>

<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use 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.
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## Topic 8: The Challenges of a Rural World

Question Number	Correct Answer	Reject	Mark
8(a)(i)	C Poor transport links	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
8(a)(ii)	B Houses left empty.	All other answers	(1)

Question Number	Acceptable Answers	Mark
8(a)(iii)	<p>Outline <b>one</b> so expect a basic point (1) with extension through explanation or further description (1).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Overall reduction in local services (1) which will have a negative effect on the local economy (1)</li> <li>• Closure in local schools/shop/post office/bank – <i>or similar</i> (1) as they are no longer economically viable (1)</li> <li>• Reduction in bus operations (1) making it more difficult to travel around (1)</li> <li>• 'spiral of decline' idea (1) development of same (1)</li> </ul>	<p>(2)</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Mark
8(b)	<p>Outline <b>one</b> so expect a basic point (1) with extension through detailed description, exemplification or explanation (1).</p> <p>Depends on the farm, but responses likely to refer to:</p> <ul style="list-style-type: none"> <li>• Changing the type of farming (e.g. to organic) (1)</li> <li>• Farm shops (1)</li> <li>• Bed and breakfast (1)</li> <li>• camping/caravanning (1)</li> <li>• Paintballing (1)</li> <li>• Pony trekking (1)</li> <li>• Cattery/livery/kennels (1)</li> <li>• Mountain biking (1)</li> </ul> <p>Credit any other legitimate suggestion (1) with extension (1)</p>	<p>(2)</p> <p>(1+1)</p>

Question Number	Indicative content	
<b>8(c)</b> <b>QWC</b> <b>i,ii,iii</b>	<p>Focus of the question is the strategies used to manage the challenges facing rural areas in the developing world through fair-trade schemes, which aim to improve the quality of life for the people living there. Idea of 'sustainability' is key.</p> <p>Details about fair-trade schemes will include:</p> <ul style="list-style-type: none"> <li>• Securing better prices for farmers</li> <li>• Improved working conditions</li> <li>• Fair terms of trade for farmers and workers so they can improve their lives and communities, e.g. to re-invest money into schools, transport, healthcare, sanitation and the environment</li> <li>• Small-scale farmers/plantations that meet fair trade social, economic and environmental standards</li> <li>• Stronger workers' rights</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	<p>One or two simple ideas are identified.  Very limited detail.  Explanation of how schemes benefit rural areas is either not attempted or unclear.  Fair trade scheme is unclear or generic.  Limited structure and basic use of geographic terminology.</p>
<b>Level 2</b>	3-4	<p>One or two descriptive points.  Fair trade scheme is clear but may lack detail.  For the top of Level 2, there will be at least one partial explanation about how schemes benefit rural areas and several descriptive points made.  Some structure and clearly communicated but with limited use of geographical terminology.</p>
<b>Level 3</b>	5-6	<p>Two or more partial explanations are given and are supported by some detailed description.  Fair trade scheme (facts/figures) is used to support explanation.  For the top of Level 3, at least two schemes will be included, with either one explanation that offers good depth or a range of partial explanations.  Clear structure and well communicated with mostly sound use of geographical vocabulary.</p>
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<p><i>Threshold performance</i>  Candidates spell, punctuate and use 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.</p>

<b>SPaG Level 2</b>	2	<i>Intermediate performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 3</b>	3	<i>High performance</i> Candidates spell, punctuate and use 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.