

Mark Scheme (Results)

January 2012

GCSE Geography (5GB2H) Paper 01
PEOPLE & THE PLANET

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Question Number	Answer	Mark
1(a)	It increases (1) initially at a faster rate (1) after 2024 at a slower rate (1) data to support either point	2 1+1

Question Number	Correct answer	Mark
1(b)	<p>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)</p> <p>Either one basic idea (1) plus extension (1) or two basic ideas (1 +1)</p> <p>Be watchful of answers that are really about large populations in general</p>	2 1+1

Question Number	Correct answer	Reject	Mark
1(c)	<p>They might be overpopulated or related idea (eg rapidly growing /high fertility rate) (1) so they have limited need for labour (1) examples of specific jobs/sectors or specific country where this applies/ example of policy e.g. skills tests (1)</p> <p>They might be underpopulated or related idea (e.g ageing/falling population (1) so have high demand for labour or need workers for higher tax (1) examples of specific/sectors or specific country where this applies/ example of policy e.g. open door</p> <p>For any other idea allow same type of extension</p> <p>Countries have different political alliances and treaty that oblige them to have particular policies (1)</p> <p>Either one basic idea – they are overpopulated (1) plus extension – so there aren't enough jobs (1)</p> <p>or four different reasons without extension</p>	<p>Anything that is related to personal motivation rather than government policies</p> <p>Material that covers issues arising from migration</p> <p>Do not reward examples/policies that are not 'rooted' in the original need – so . Some countries have an 'open door policy' without the reason why they do this is not rewardable.</p>	4 1+1+1+1 Or (1+1) + (1+1)

Question Number	Answer	Reject	Mark
2(a)	<p>Uneven (1) patch of excellent in west (Chile – Andes)) (1) two areas of not suitable (1) southern tip (1) and much of Amazonia (1) other regions either very good or good (1)</p> <p><i>Limit to one if top/bottom/left/right</i></p>	Any other continent	2 1+1

Question Number	Correct answer	Reject	Mark
2 (b)	<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</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	Correct answers	Reject	Mark
2(c)	<p>For both expect basic idea of techno fix (1) and development in form of detail how scheme/techno-fix addresses declining resources (1)</p> <p>Basics might include: Alternatives/substitutes - such as the hydrogen economy (1) +++ Improved recycling (1) +++ Better conservation (1) +++</p> <p><i>Perfectly acceptable to have two different forms of any one 'basic idea e.g solar power + development for 2 and wind power + development for 2</i></p>	Extensions that address issues other than declining resources e.g. climate change	4 (1+1) + (1+1)

Question Number	Answer	Mark
3 (a)	It gets narrower (1) then wider (1) then narrows again (1) data to support any one point (1)	2 1+1

Question Number	Correct answer	Acceptable Answers	Reject	Mark
3(b)	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)	Do not allow 2 marks for answers that offer two sides of same coin 'no jobs in rural areas – lots of jobs in cities' restrict these to 1 'Better life' is not explicit	2 1+1

Question Number	Correct answer	Reject	Mark
3(c)	<p>Different needs (or equivalent) at different life stages (1)</p> <p>For young people e.g what they might want e.g urban areas (1) and why - (1)</p> <p>Working people in mid-life what they want e.g commuter villages/urban areas (1) and why (1)</p> <p>The retired/elderly what they want e.g rural idyll destinations (1) and why (1)</p> <p>Students will often give long list of reasons for why but only ONE mark available however long the list</p> <p>If doesn't identify different 'living spaces' in the sense of urban/rural areas then limit to 3.</p>	<p>Do not allow answers that discuss the changes in the living spaces rather than the choices/wishes of people</p> <p>Reject interpretation of living space of 'bungalow' or 'sheltered housing' unless of course the suggestion is that these are more available in some rural/urban areas than others</p>	<p>4 1+1+1+1</p> <p>or (1+1) + (1+1)</p>

Question Number	Answer	Mark
4 (a)	Germany	1

Question Number	Answer	Mark
4(b)	To allow people to work from home (1) to address isolation or words to that affect (1) to prevent further depopulation (1) to help create jobs/business(1)	1

Question Number	Correct answer	Reject	Mark
4 (c)	<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>	2 1+1

Question Number	Correct answer	Reject	Mark
4 (d)	Rapid urban growth (1) many rural-urban migrants (1) jobs in the formal sector in short supply (1) needs to survive and create income opportunities (1) escaping tax (1) lacking skills to perform jobs in formal sector (1) examples of same (1) limited government regulation permits growth of this sector (1)	Anything about economic changes unrelated to informal economy	4 1+1+1+1

Question Number	Correct answers	Reject	Mark
5(a)	<p>Wide range of possibilities ; Based on resource : Congestion charging makes it expensive to enter city centre by car (1) so reducing car usage(1)</p> <p>Possible: Public transport might be subsidised/expanded (1) car pooling/sharing schemes might be encouraged (1) Singapore style ownership restrictions (1) park and ride schemes (1) bike rental schemes (1)</p> <p>All of these can be extended to a second mark by some detail of somewhere it has happened</p> <p>Allow three basic points or any two with one extended for 3 marks</p>	Answers that focus on individual behaviour	3 1+1+1

Question Number	Indicative content
5(b) QWC	<p>The impacts need to be explained in terms of the inability of cities to provide for themselves in terms of resources thus cities have large eco-footprints. A large concentration of population that needs to be fed and watered as well as shelter and waste disposal. 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.</p> <ul style="list-style-type: none"> • Impacts of visitors and leisure users on the countryside – negative will dominate such as footpath erosion/commuters in villagers • Urban sprawl using up 'habitat' • Disposal of waste in landfill • Need to import water and other resources • Need to be supplied with food • Demographic impact on surrounding rural regions <p>Explanation will address the reasons why cities have these impacts – these should burrow down from statements such as – 'there is a lot of waste' to 'they are industries there which generate a great deal of waste' or 'there isn't sufficient space in the city to dispose of waste so...' 'rapid population growth' 'lots of jobs in cities so lots of commuters'.</p>

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. 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. Explanation of why there is an impact (either negative or positive) is stated but not developed. 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. Explanation of why there is an impact (either negative or positive) is well developed. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answers	Mark
6(a)	<p>Wide range of possibilities – Based on resource: Too many walkers/tourists damage the environment (1) by widening pathways (1) Possible: second home ownerships (1) urban sprawl/Greenfield sites used (1) resource demand (1) lack of jobs so outmigration (1) All of these can be extended to a second mark by some detail of somewhere it has happened</p> <p>Allow three basic points or any two with one extended for 3 marks</p>	3 1+1+1

Question Number	Indicative content
6 (b) QWC	<p>Focus in this question is on the need to diversify and not how it has diversified</p> <p>Diversification is driven by the decline of traditional rural employment, especially agriculture but also forestry, fishing and mining. Governments have encouraged this diversification. Basic/primary reasons will include;</p> <ul style="list-style-type: none"> □ Remoteness from major cities □ Climatic constraints □ Difficulties of access exacerbated by physical factors □ Government neglect □ Global changes in food production <p>These lead to secondary causes;</p> <ul style="list-style-type: none"> □ Out-migration of the young □ Decline of primary employment especially farming and multiplier impacts □ An ageing population □ Limited job opportunities □ A narrow range of employment □ Limited educational and social opportunities □ Poverty and disease (developing world) <p>Credit answers that offer demand led answers in which 'diversification is to satisfy customer demand' but for that explanation to impress would need to offer more such as 'these niche markets can be exploited to increase farm/rural income' type of commentary.</p>

	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised descriptive points about diversification schemes. No recognisable location. No focus on why diversification is necessary. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains at least one basic or secondary reason for rural decline; maybe inferred as in 'have to attract more people' implying out-migration. 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 reasons why rural areas need to diversify mixing both levels of explanation, primary and secondary. Examples are detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Mark
7 (a)	<p>Identification of economic need/pressure through example (1) Allow one other eco need/pr or detail of first (1)</p> <p>Identification of social need/pressure – need for housing etc (include pop growth here) (1)</p> <p>Allow one other eco need/pressure or detail of first (1)</p> <p>Identification of impact on natural environment – e.g. destruction of natural habitat (1)</p> <p>Must have identification of impact on natural environment for 3 marks</p>	3 1+1+1

Question Number	Indicative content
7 (b) QWC	<p>Focus of answers needs to be on rural development and why it is difficult – the challenges that it faces. Huge pressures on rural areas including outmigration, neglect and the impact of national and global economic forces. These pose serious challenges at an economic, social, demographic and cultural level. Lack of development explained at a fundamental level by;</p> <ul style="list-style-type: none"> • Rural isolation –distance from core • Climate /physical geog constraints <p>May not use case-studies as in generic responses about problems of rural development. Much depends on the case-studies covered but allow both developed and developing countries but expect schemes to be mentioned and some coverage of why these schemes haven't worked. This is likely to include examples of both top-down and bottom –up development. Frequently constrained by</p> <ul style="list-style-type: none"> □ Lack of money □ Lack of local input □ Systemic problems that never map in sustainability in the first place

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. A limited attempt to describe features of rural development schemes. 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/problems. Some detail is located and/or specific to plans. A suggestion about the basic difficulties but focus largely on the problems of delivering successful schemes/development. 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. Addresses the question directly. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	<p>Manufactured (allow tertiary sector too e.g. call centres) industries are being lost (in developed countries) (1) so losers are these workers (1) pushed out by new robotics (1)</p> <p>IT led employment in the quaternary sector (in the developed world) (1) so winners are people with these skills(1)</p> <p>Manufacturing grows in NICs and elsewhere (1) therefore winners (1) but sweat shops and exploitation take gloss of this (1)</p> <p>may have idea of geography of profit with money flowing back to shareholders/companies (1)</p> <p>Candidates should identify winners and losers but are not obliged to use these terms</p> <p>Do not expect answers to be located as in Developing/developed – can read this as within an economy.</p> <p>Has to offer at least one winner and loser for 3 marks</p>	<p>3</p> <p>1+1+1</p>

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 <p>Explanation might include growth of robotics and It led changes in manufacturing. Outsourcing might feature in terms of growth of employment or employment shift in some NICs.</p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples of workplace changes. Neither future nor changes addressed. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes some workplace changes. An explicit reference made to either future or changes. Some limited attempt to explain 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. Explicit focus on changes with references to the future. Clear explanation of changes. Workplaces explicit. 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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