

Mark Scheme (Results)

Summer 2013

GCSE Geography (5GB3F) Paper 01  
Geographical decisions-  
Foundation

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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?

Question Number	Correct Answer	Reject	Marks
1 (a) i)	Equator (1)	All incorrect answers	2 x 1
ii)	Victoria (1) 1 mark per correct point		2

Question Number	Correct Answers	Reject	Marks
1 (b)	<b>B</b> It has no sea coastline	All incorrect answers	1

Question Number	Correct Answer	Reject	Marks
1 (c)	<b>C</b> Its rate of natural population increase is high  <b>E</b> Its GDP is low  <b>F</b> Many of its exports are cash crops  1 mark per correct point	All incorrect answers	3 x 1  3

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
1 (d)	Both dates plotted correctly (1) and line drawn linking them (1)	<ul style="list-style-type: none"> <li>Accept <b>plotting of points</b> to within a small margin of error; between 22 and 25 million for 2000, and between 32 and 35 million for 2010.</li> <li>Accept <b>un-ruled lines</b> as long as they are generally accurate</li> <li>1 mark for <b>line</b> can be awarded even if points are wrongly plotted or doesn't go through points, provided that trend is correct (i.e. general upward trend)</li> </ul>	All incorrect answers  Lines that do not reach 2010	2 x 1

Question Number	Correct Answer	Reject	Marks
1 e	<p>Identify two so allow;</p> <p>It is pyramid shaped or any equivalent e.g. each successive age-group is smaller (1)</p> <p>It is wider at the bottom or equivalent e.g. the largest age group is 0-4 e.g. it is youthful (1)</p> <p>Not many elderly – thin at top – not many 80+s or equivalent (1)</p> <p>‘Steps are large’ (1)</p> <p>Not much gender inequality or equivalent statement e.g. genders are the same (1)</p> <p>May compare two cohorts e.g. 0-4s larger than 5-9s (1)</p> <p><i>But also allow</i></p> <p>Marginally more 0-4 males than females (1)</p> <p>Marginally more elderly females (1)</p>	<p>Explanatory comments such as ‘the birth rate is high’ or ‘infant mortality is high’</p>	<p>2 x 1</p> <p>2</p>

Question Number	Correct Answer	Reject	Marks
1 (f)	<p>Award 1 mark for any legitimate statement.</p> <p>These may include:</p> <p>More women than men overall (1)</p> <p>Women dominate in younger age-groups or individual age group comment (1)</p> <p>Men dominate in older age-groups or individual age group comment (1)</p> <p>References to national averages (1)</p> <p>2nd mark can come in <b>two</b> ways;</p> <p>Women dominate in younger....(1) <b>but men in others (1)</b></p> <p>More women overall (1) but not in every age-group (1)</p> <p>In other words an 'exception/contrast qualification</p> <p>Or</p> <p>They can add data to reinforce their first point as in</p> <p>xxx</p> <p>In the 30-34 age group there are more women than men (1) 12% to 8% or 4% more (1)</p>	Explanations	<p>2 x 1</p> <p>2</p>

Question Number	Correct Answer	Reject	Marks
1 (g)	<p><b>Needs two developed points. These might be explicitly demographic but also economic or social. The basic point has to be plausible so;</b></p> <p>The population growth <b>rate</b> might decline (1) because of fears about HIV infection/ sickness/fewer available partners <b>or</b> because fertility/birth rate will decline <b>or</b> death rate will increase (1)</p> <p>But also allow a 'lower' start as in</p> <p>Fertility rate might decline (1) because of fears about AIDs or greater use of contraception (1)</p> <p>Age structure might change (1) impact/detail od same e.g. more orphans (1)</p> <p>Death rates might increase (1) <i>hard to take this one anywhere but back to the question but be alive to thoughtful observations</i> e.g. impact on jobs as in 'more jobs available(1)</p> <p><b>Might address the economic impact on people:</b></p> <p>Income likely to decline (1) because fewer people able to work (1)</p> <p><b>Might address social consequences as in</b></p> <p>People are sick so cannot work (1) so cannot afford health care/education etc. (1)</p> <p>There will be more orphans (1) so more need for child care and economic 'drain' (1)</p>	<p>Population will decline – unless they comment that this may happen at some distant point in the future</p>	<p>2 x 2</p> <p>4</p>

	<p>NB – If the first (basic) point is incorrect then the extension/development <b>cannot</b> be credited even if correct. For example Population decreases (0) because people are apprehensive about having sex (0) = 0</p> <p>Whereas</p> <p>Fertility rate declines (1) because people are apprehensive about having sex (1) = 2</p>		
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**Section B**

<b>Question Number</b>	<b>Correct Answer</b>	<b>Reject</b>	<b>Marks</b>
2 (a)	<b>D</b> producing food for the household with little to sell  1 mark	All incorrect answers	1

<b>Question Number</b>	<b>Correct Answer</b>	<b>Marks</b>
2 (b)	First mark for identifying basic idea/cause of isolation (1) second for extension/detail (1)  as in  Long distance from towns/urban areas (1) detail of distance or and roads are really poor (1)  Roads are really poor (1) because they are not tarmacked or equivalent (1)  Telecommunications are poor (1) because no land lines (1)  No internet connection (1) detail of place/impact etc (1)  Few people have any means of transport (1) making distances considerable (1)  <i>Plus other points on merit</i>  1 mark per basic idea and a second mark for the development/detail	2 x 1  2

O many

Question Number	Correct Answers	Marks
2 (c)	<p>Accept statements that identify a basic problem for 1 mark and expand or exemplify it for the 2<sup>nd</sup> mark.</p> <p><b>Basic</b> problem is 'less to go around' idea;</p> <p>Less food/less land/less money (reduction of resources idea)/'too many mouths to feed'</p> <p><b>Second mark</b> comes from either consequence or possibly cause of that</p> <p>Consequences will be; malnutrition/sickness – malnutrition/ limited land/problems of paying for education/ /problems of buying resources for farm etc./inability to afford medicines (1)</p>	2 x 1 mark  2

Question Number	Correct Answers	Acceptable answers	Marks
2 (d)	<p>Accept any single or developed points about farm size, e.g.</p> <p>Small size or limited output or yield or low food production (1) of cash crops (1) <i>therefore</i> limited income - (1) <i>so</i> cannot afford to invest in farm and/or buy seeds, fertilisers etc. therefore trapped in cycle (1)</p> <p>Needs to 'start with income or output point (1)</p> <p>Needs to end with inability to invest idea (1)</p> <p>3<sup>rd</sup> mark can come any of other points.</p>	<p>Allow</p> <p>Larger landholdings = higher output (1) allow more cash crops to be grown (1) generating higher income (1) so money available for 'investment' in seeds etc. (1)</p>	<p>3 x 1</p> <p>3</p>

Question Number	Correct Answers	Marks
2 (e)	<p>Accept one point for each inequality correctly stated from pages 16-17, e.g.</p> <p>Women are poorer than men (1)</p> <p>They rarely own land / cannot own land (1)</p> <p>Few choices of 'career' open to them (1)</p> <p>They rarely (cannot) choose a career (1)</p> <p>They are less likely to complete secondary education (or credit an answer which quotes data from the Resource Booklet) (1)</p> <p>They do most domestic work (1)</p> <p>They do most of the farm work (manual work) or example of same e.g. preparing food or collecting firewood (1)</p>	<p>2 x 1</p> <p>2</p>

Question Number	Correct Answers	Reject	Marks
2 (f)	<p>There are three motives for forest clearance – two clearly addressed in the booklet, one that can be inferred. All three begin from the same pressure;</p> <p>The population is growing (1) so <i>more</i> firewood is needed for cooking (1) firewood for selling (see Fig 20 p18) (1) for building material (1) more land is needed (1) for growing crops/feeding the family (1) negative impact on biodiversity or equivalent idea (1)</p> <p>Need to have idea of 'increasing' through population rise for 3 marks</p>	<p>Do not credit;</p> <p>Definitions of deforestation as in – more trees are being chopped down</p>	<p>3 x 1</p> <p>3</p>

Question Number	Indicative content
2 (g)	<p>Treat the answers as a whole to make a judgment about which level the candidates answer belongs. Answers should describe the impacts on both fertility rate and population growth. Expect that good answers will describe specific points from the Resource Booklet, and will link causes to change (e.g. <i>'increasing girls' education leads to a reduced fertility rate</i>) whilst weaker answers will generalise, without referring to evidence (e.g. <i>'women will have fewer children in future'</i>).</p> <p><b>Fertility Rate is likely to fall</b></p> <ul style="list-style-type: none"> <li>• Likely to fall – because fewer children are born, as women marry later so have a shorter period in which to give birth to children.</li> <li>• Fewer girls would leave school early to marry so...</li> <li>• More girls would make their own career or university choices so...</li> <li>• More women would seek medical help to control family size so....</li> <li>• Better education might improve knowledge of birth control so</li> <li>• Women would be more likely to seek health care for themselves and their children so reducing maternal mortality rates</li> </ul> <p><b>Population growth rate will slow down</b></p> <ul style="list-style-type: none"> <li>• Educated girls have fewer children – so population growth rate is likely to fall and population growth slow down* and perhaps even stabilise in the long term</li> <li>• Educated mothers are more likely to seek medical care, so infant mortality and maternal mortality rates are reduced but fewer children are born</li> <li>• Reduced infant mortality rates are likely to lead to smaller families</li> </ul> <p>Look for <b>developed points</b> to take a candidate through the levels – e.g. <i>'educated girls stay on at school and leave later so <b>that</b> they will marry and have children later therefore fertility rate will fall.</i></p> <p>*NB – be careful to credit candidates who recognise that it is population <b>growth</b> that is the focus and not population <i>per se</i>. Thus do not credit 'population will fall' unless contextualised as in 'in the distant future population might begin to fall'.</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	Lacks structure. Addresses one element only or both very superficially. A simple statement about changes. No obvious explanation. Basic or very limited use of geographical terminology; spelling, punctuation and grammar inaccurate.
<b>Level 2</b>	3-4	Some structure with use of evidence. Addresses both elements although ill-balanced. One developed with some description. Some explanatory links to female education present heavily reliant on page 14 wording. A limited use of data Clearly written but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Well structured, with sound use of evidence to describe the changes to both fertility rate and population growth. Explanations of both but moving beyond page 14 material to add some detailed linkages. Some data used. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

## Section C

Question	Indicative content
3 (a)	<p data-bbox="400 304 1342 477">Focus is on Kabujogera. This might be read as the people of Kabujogera or the environment or both. Kabujogera is a not untypical remote rural village so do not expect anything 'specific' to this village as opposed to any other although those that do should be credited.</p> <p data-bbox="400 555 1342 618">All five options offer room for discussion. Any could be chosen; all are 'real'.</p> <p data-bbox="400 663 1366 835">Look for <b>developed points</b> to take a candidate through the levels. One developed point might take an answer to the top of Level 1 and beyond – e.g. <i>'Having electricity would mean that there is less need for collecting firewood, so the woodland of the area would be protected'</i>.</p> <p data-bbox="400 909 1350 1122"><b>Well-developed points</b> will offer explanatory connections between the changes e.g. <i>'Having electricity would mean that there is less need for collecting firewood, so the woodland of the area would be protected, which would mean the longer-term survival of the area's biodiversity'</i>.</p> <p data-bbox="400 1160 1238 1261">Watch for candidates whose answers <b>consist wholly</b> of material 'lifted' direct from the booklet (i.e. not even paraphrased)</p> <p data-bbox="400 1267 1342 1330"><b>Implications for people and the environment of Option 1 include:</b></p> <ul data-bbox="400 1339 1366 1832" style="list-style-type: none"> <li>• Greater linkages to market towns which enables more produce to be taken to market, so people are better off.</li> <li>• Reduces isolation, helping people who want to work or travel to towns e.g. local taxis</li> <li>• Enable farmers to take produce to market and back in a day, saving time</li> <li>• Helps to break the cycle of poverty / debt if it helps farmers to raise incomes</li> <li>• Increases output of cash crops and productivity from a subsistence economy</li> <li>• Fewer disruptions to roads in the rainy season, so time is better used by farmers</li> <li>• May enable possible treatment of illness if people can get to towns more easily.</li> </ul> <p data-bbox="400 1872 1342 1935"><b>Implications for people and the environment of Option 2 include:</b></p> <ul data-bbox="400 1944 1326 2040" style="list-style-type: none"> <li>• Offers advice to farmers who may never have had it, thus helping to increase food supply significantly</li> <li>• Breaks the cycle of poverty / debt if it helps farmers to raise</li> </ul>

incomes

- Reduces need to borrow to pay school fees, reduces need for loans and debt
- Has greatest impact on improving incomes of the vast majority
- Could help families to send children to school, and so have an impact on fertility rate.
- May make more efficient use of land resources if land can grow more (e.g. might slow down deforestation).

**Implications for people and the environment of Option 3 include:**

- Makes health care available to all, more accessible in isolated rural villages
- Treatment and care could reduce infant mortality & maternal mortality rates
- Reduces maternal / infant mortality on the poorest who have worst mortality rates
- Removes infected water, cutting cost of health care, increasing economic growth.
- Provides full- instead of part-time medical care, especially for those with HIV.

**Implications for people and the environment of Option 4 include:**

- Provides safe water and reduces impact of water-borne disease
- Saves time for families, and particularly girls
- More girls might go to school if time taken for domestic chores was reduced
- Cuts cost of health care by reducing disease, less sickness allows economic growth.

**Implications for people and the environment of Option 5 include:**

- Reduces dependency on firewood and the time and effort in collecting it
- By saving fuelwood, biodiversity is maintained and restored
- More girls might complete schooling if time taken for domestic chores was reduced
- Allows electricity in the evening; children could do homework, improving education
- Might develop an 'evening economy' – safety in travel with lit streets, bars and cafes
- However, many families unable to afford electricity as they lack cash income

Allow students credit is they also point out disadvantages – they are not required to do so but some might qualify and advantage by adding, 'however...'

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	Lacks structure; basic language used describe one benefit – e.g. 'Option 5 is best because it gives electricity'. Explanation of supposed benefits absent. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
<b>Level 2</b>	3-4	Some structure; two simple statements with one slightly fuller reason for choice of option. Simple language – e.g. 'Option 5 is best because it gives electricity which helps people work', or lifted directly from the booklet without further comment or detail. Clearly written but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Well structured with some reference to evidence to show implications of their option. Makes case with good descriptive points affirming legitimate benefits in a little detail with use of evidence e.g. 'Option 5 is best because having electricity will allow people to work longer after dark so they can make more money'. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question	Indicative content
3 (b)	<p>Do <b>not</b> expect comprehensive answer which would involve 5 Options and 8 goals – 40 distinct ‘evaluations’!</p> <p>There are likely to be two types:</p> <ul style="list-style-type: none"> <li>• Those which deal with options as a whole</li> <li>• Those which deal with specific options and assess them for their value in meeting the MDGs.</li> </ul> <p>Each approach is acceptable. Treat the answer as a whole to make a Level judgment about candidate answers.</p> <p>Expect a range of answers. For time reasons, candidates are likely to refer to particular MDGs by number. Credit the level of evaluation given to show how well particular options help in meeting particular MDGs and the evidence used. At the top end, candidates are likely to take an overview linking more than one MDG with a particular option, or linking more than one option to attain one or more MDGs, or may focus on just one or two e.g. MDG 3 and 4 being addressed by Options 3 and 4.</p> <p>Note that candidates may not use MDG by number but simply ‘lift’ the descriptors of those goals</p> <p>Expect the following Options to meet MDGs – though this should not be treated as prescriptive as the arguments are almost totally flexible:</p> <p><b>Option 1</b> Develop an all-weather road network</p> <ul style="list-style-type: none"> <li>• MDGs 1a and b plus impact of economic growth on other MDGs e.g. 2, 4 and 5</li> </ul> <p><b>Option 2</b> Create a national farm advisory service</p> <ul style="list-style-type: none"> <li>• MDGs 1a and b plus impact of economic growth on other MDGs e.g. 2, 4 and 5</li> </ul> <p><b>Option 3</b> Build rural health clinics</p> <ul style="list-style-type: none"> <li>• MDGs 3, 4, 5a and b, 6a and b, 8a and b</li> </ul> <p><b>Option 4</b> Provide safe piped water for all</p> <ul style="list-style-type: none"> <li>• MDGs 3, 4, 5, 6a and b</li> </ul> <p><b>Option 5</b> Develop rural electricity sources</p> <ul style="list-style-type: none"> <li>• MDGs 7a and b plus impact on other MDGs e.g. 3</li> </ul> <p>Credit where candidates explain how a particular option will bring benefits even though it may not directly help Uganda to meet the MDGs (e.g. Option 1).</p> <p>Look for <b>developed points</b> to take a candidate through the levels. One developed statement takes a candidate to the top of Level 1 – e.g. ‘<i>Option 4 would help MDGs 3 and 4 because it would give everyone safe water <b>so that</b> there will be less disease</i>’</p>

	<b>Well-developed points</b> (2 connecting statements or more, as shown in bold below) will describe connections between the changes e.g. <i>'Option 4 would help MDGs 3 and 4 better than most, because it would give everyone safe water <b>so that</b> there will be less disease, <b>and then</b> it would help women by giving them more time and their children will be less sick so can go to school'</i> .	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-3	Lacks structure; some descriptive points about what options will do in a general sense but explicit links with MDGs missing. No explanatory process links between options and MDGs. MDGs likely to be treated 'en masse'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
<b>Level 2</b>	4-6	Some structure with some reference to evidence to show the advantages of the options. Generalised language, written mainly in own words, using evidence, even if unsophisticated to describe impact of options. Some explicit linkage between Options and identifiable MDGs with some process links. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
<b>Level 3</b>	7-9	Well structured, with reference to evidence to describe a range of impacts of options. Strong explanation of the impact of at least two options on specific MDGs. May recognise that some MDGs harder to achieve than others. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

## Spelling Punctuation and Grammar

Level	Mark	Descriptor
<b>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>Level 1</b>	1	<b><i>Threshold performance</i></b> 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>Level 2</b>	2-3	<b><i>Intermediate performance</i></b> 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>Level 3</b>	4	<b><i>High performance</i></b> 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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