Mark Scheme (Final)
Summer 2010

GCSE Geography Specification B (5GB3H/01)

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.

- 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.

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (a)	Any two points of: The number of people / population (1) that an area can sustain / provide food and resources for (1) sustainably / indefinitely (1) 1 mark for each correct point	Must include some indication of notion of sustainability e.g. *'The number of people (1) that an area can support (1)'*	*'The number of people who can live in an area'* *'How much an area can support'* (population unspecified)	2 x 1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (b)	Accept any of: • High GDP per capita • High life expectancy • Low infant mortality • Low agricultural employment % • High service employment • *Or others on merit* 1 mark per correct answer	• High wine exports • Exports some manufactured goods Accept up to one developed point • e.g. 'High life expectancy (1) showing it must have a good health service (1)' • other criteria not in the resource booklet but which are justified from own research e.g. 'It has a high HDI value' Allow critical views – e.g. 'Australia is too reliant on primary exports to be **that** developed'	High mineral / metal exports High agricultural exports	3 x 1

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (c) i)	**Rainfall** **Explanation points:** General points are likely to include: • link between high rainfall close to the coast (1) and rain-bearing winds from the Pacific / the east (1) • The effect of relief over the mountains / highland / Great Dividing Range (1) • Tropical effect to the north / monsoon / convectional rain (1) • Rain shadow effect inland (1) creating dry interior (1) *Plus other relevant explanations on merit*	Accept generalisations: 'It is wetter around the coast than the interior because that's where the winds come from (1)' 'Mountains take all the moisture (1) so there's nothing left inland'	Unlocated points or those with no reference to photos	3 x 1
ii)	**Impacts on vegetation:** Good answers will link vegetation requirements for survival to rainfall: • links between areas of high rainfall and woodland (1) • trend for lower rainfall inland / further west and the gradual transfer to wooded grassland (1) / and then semi-/desert (1) • Grass grows quickly after rain / has a shorter life cycle (1) than trees so it survives in drier conditions (1) • Semi-desert / arid / desert coincides with dry rain shadow area (1). *Plus other relevant impacts on merit* Accept descriptions / comparisons made by location / area e.g. • 'The area near the centre has mainly scrub / is (semi) desert with no trees'	Credit negative points e.g. 'There are fewer trees / no trees as it gets drier' Accept located places e.g. 'it rains most along the coast of Queensland so there is more woodland'. Accept comparisons e.g. 'Inland there are **few** trees **compared to** the coast where there is forest' Accept locations by photo (e.g. A, B or C) or location (e.g. inland, coast). Accept negative statements where relevant – e.g. 'Trees cannot survive in desert conditions (1)'	Generalised and un-located points – 'in some parts it's too dry' / 'in some places it's too dry for trees'	3 x 1

Question Number	Indicative content
1 (d)	Answers are likely to focus upon some of the following: • Low rainfall makes economic development difficult e.g. farming or obtaining water with a stated purpose e.g. for drinking, irrigation • Desert or semi-desert soils e.g. which cannot retain moisture, or lack fertility • Physical extremes of heat which can get as high as 45-50 degrees or can cause human survival problems e.g. heat stroke • Huge distances are great, and settlements sparse therefore difficult to obtain services and supplies • Lack of services caused by low density of population e.g. schools or health care • Few roads or railways making access difficult High quality answers will develop points (shown in bold) and explore geographical relationships e.g. 'Rainfall is low **so it would be difficult** to farm crops to survive **and therefore** income would be difficult to earn' One point developed well in such a way can take a candidate into L2 / 3 marks. One point developed well in such a way can take a candidate into L2 / 3 marks. Look for a wider range of points to go to 4 marks or higher. Look for direct 'lift' from the booklet – limit to Level 1 if **all** the candidate does is directly quotes, unprocessed; limit to level 2 if some minimal adaptation but with only minor further meaning added. A good L3 answer will use own language and evidence.

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few points about difficulties of survival in central Australia, but these are limited and described without detail, and non-specific. Reasons are vague. Generalised answers – e.g. 'there isn't much rain there' or lifted **directly from the booklet** without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of developed statements (on a minimum 2 themes to reach 4 marks) to describe problems of survival and of development in central Australia. Gives some detail, though this varies. May include material **closely lifted from booklet** but with some adaptation of own. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of developed reasoning to show how and why survival or economic development in central Australia is difficult. Good understanding of reasons, expressed in detail and specific reference to data e.g. rainfall or temperature extremes. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Section B

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
2 (a)	Accept any of: • Longer life expectation (1) • Later age of marriage (1) • People spending longer in education (1) • Women having careers (1) • Lower fertility rates (1) • More couples not having children at all (1) Allow either singly or combined to develop any two points linked together *plus other points on merit*	People have fewer children Many people want a lifestyle instead of children	People don't die as much People don't marry as much now	2 x 1

Question Number	Acceptable Answers	Reject	Marks
2 (b)	Although an explanatory question, answers should acknowledge that Australia's cities are on or close to the coast (1 mark). Accept any of the following reasons to explain this: • Attraction of coastal lifestyle (1), less extreme / cooler climate (1), • Found in areas where rainfall is highest (1), water is easily available (1) • Historical reasons; i.e. cities are located where Europeans landed (1) • Development around ports / trade overseas (1) • Farm produce comes mainly from the coastal belt to feed cities / export (1) • A lot of employment there (1) • *plus other points on merit* However there are exceptions – accept any of: • there are mining settlements (1) *with examples* (1) • there are some market / agricultural towns (1) *with examples* (1) • in the south-west / around Perth (1) • *plus other points on merit* 1 mark per correct point	'People are moving to the coast' or other reasons which imply or state migration rather than explaining distribution	4 x 1

Question Number	Indicative content
2 (c)	This answer ought to outline two main periods of migration: Assisted Passages and Skills-based migration. However, candidates can also obtain marks in discussing a) Pre-assisted passages e.g. fewer people migrated because of sheer distance and time b) recent trends e.g. migration into Australia to balance Australians moving overseas. Good answers will use data or factors in the Resource Booklet specifically to highlight how migration can help to balance issues for Australia (e.g. low fertility rate and ageing population). Weaker answers will generalise, sticking to demographics without referring to specific reasons for each migration policy. Answers must explain, not describe, so that good answers will include some of: **Assisted Passages** • By encouraging young families, Australia wanted to increase its population • To allow economic growth • To gain a greater skills base (with examples e.g. doctors, teachers, miners, farmers) • To maintain a 'white Australia' policy **Skills-based migration** • builds particular shortage skills in the population (with examples) • attracts people who are likely to earn and spend more • attract a well educated stream of migrants • reduce ageing population / dependency rate / costs of dependent population • To balance the number of skilled Australians who go to work overseas High quality answers will develop points (shown in bold) and explore geographical relationships e.g. 'Immigration helps to attract younger people to Australia, **increasing** the working population **and reducing** the costs of an ageing population' One point developed well in such a way can take a candidate into L2 / 3 marks. Look for a wider range of points to go to 4 marks or higher. Look for direct 'lift' from the booklet – limit to Level 1 if **all** the candidate does is directly quotes, unprocessed; limit to level 2 if some minimal adaptation but with only minor further meaning added. A good L3 answer will use own language and evidence.

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few benefits, but these are limited and described without detail, and non-specific. Generalised answers – e.g. 'the £10 passage was when Australia needed families' or information lifted **directly from the booklet** without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with evidence to show some economic benefits. Identifies a few specific points in some detail, though varies e.g. balancing job shortages or low fertility rate – without full explanation. May include material **closely lifted from booklet** but with some adaptation of own. Clearly communicated; limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of economic benefits. Good understanding of issues, expressed in detail and specific reference to the Resource Booklet. Detailed – e.g. sees economic benefits in terms of economic expansion, as well as balancing Australia's ageing population. Demographics are placed in an economic context. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content
2 (d)	This answer should provide a range of explanations for the issues presented by climate change in Australia. Two viewpoints could emerge – • That climate change will make matters more severe e.g. in terms of drought; • That climate change is one of many problems and not the reason why e.g. soils deteriorate Good answers will use resources specifically to explain particular issues. The best answers will see the implications of further economic development in a country already short of water, whose environments are special and under pressure, and whose soils are generally fragile and poor quality. Some problems may be **especially** vulnerable to climate change: e.g. • Protection of biosphere (e.g. tourism conflict in special areas e.g. Barrier Reef) • Land degradation (e.g. salinity or soil erosion) • Water – either in terms of quantity (i.e. shortages caused by drought) or quality (salinity – caused by greater evaporation) • Water shortages caused by over-extraction of ground / artesian sources / rivers. • Greater soil salinity as a consequence of increased irrigation Some problems may be **less** vulnerable to climate change: e.g. • The landscape (e.g. mining) – explaining the conflict between landscape preservation and the exploitation of mineral resources • Tourism and pressure on the landscape • Threats to rare or indigenous species caused by mining or tourism. High quality answers will develop points (shown in bold) and explore geographical relationships e.g. *'Climate change could lead to greater demand for water, **which will lead to** more flooded land and reservoirs, **and could lead to** increased land degradation'* One point developed well in such a way can take a candidate into L2 / 3 marks. Look for a wider range of points to go to 4 marks or higher. Look for direct 'lift' from the booklet – limit to Level 1 if **all** the candidate does is directly quotes, unprocessed; limit to level 2 if some minimal adaptation but with only minor further meaning added. A good L3 answer will use own language and evidence.

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few implications for climate change and its impacts on environmental problems, but these are limited and described without detail, and non-specific. Generalised answers – e.g. 'there'll be more need for water' or information lifted **directly from the booklet** without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show how some environmental problems may be affected by climate change. Identifies a few specific problems, with some detail, though explanation may vary e.g. over-extraction of groundwater, pressure on soils. May include material **closely lifted from booklet** but with some adaptation of own. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of evidence to show a range of environmental problems and ways in which climate change could affect these. Good understanding of issues, expressed in detail and specific reference to resources in the booklet – e.g. understands the link between soil salinity and how climate change could affect it. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content
3 (a)	All four options offer plenty of room for discussion. Any option could be considered; there are no 'loss leaders'. Credit discussion where candidate evaluates chosen option against the others – e.g. says why they rejected 1 in favour of 2. **Candidates can still get a top L3** by rejecting options – the command word is 'Justify'. **Benefits for Option 1** include: • It provides the most employment by expanding key industries e.g. mining, agriculture. • It is easy as it allows present policies to continue or increase • It offers potential prosperity by offering employment in key areas of the economy • It allows Australia to benefit from expansion of economic growth in China and India • Technology can solve some of Australia's problems which might prevent growth e.g. desalination for water supply **Benefits for Option 2** include: • It provides employment by allowing migration to supply key workers to industries such as mining and agriculture. • It is easy as it allows present policies to continue • It offers prosperity by developing employment in key areas of the economy but at a rate that could take account of the environment • It allows Australia to benefit from expansion of economic growth in China and India • Technology can solve some of the problems which might prevent growth e.g. desalination for water supply, but at the same time slow down land degradation or other environmental issues e.g. extraction of artesian water. **Benefits for Option 3** include: • It focuses on environmental problems that will have to be dealt with sooner or later • It prevents the kind of growth that would create further environmental issues e.g. shortages of artesian water or further soil salinity • It allows slower and therefore more sustainable growth in the economy e.g. in mining without such serious impacts **Benefits for Option 4** include: • Has the greatest value in protecting the environment from development • Places environment at the top of the list even if it limits economic growth • Could allow more economically and socially sustainable development or even a lead for the rest of the world. High quality answers will develop points (shown in bold) and explore geographical relationships e.g. *'Option 2 helps to maintain economic growth by attracting skilled migrants to Australia, **helping** the mining industry to develop **and increasing** Australia's exports and wealth'* One point developed well in such a way can take a candidate to the top of L1 / 3 marks. Look for a wider range of points to go to 4 marks or higher. A L3 answer will normally develop a minimum of 3 points. L3 can also be achieved through a wide overview which links several problems together – e.g. population pressure, linked to farming, linked to land clearance and water supply, linked to salinity. Look for direct 'lift' from the booklet – limit to Level 1 if **all** the candidate does is directly quotes, unprocessed; limit to level 2 if some minimal adaptation but with only minor further meaning added. A good L3 answer will use own language and evidence.

Level	Mark	Descriptor
Level 0	0	No acceptable response

Level 1	1-3	Lacks structure; identifies a few benefits, but these are limited and described without detail, and non-specific. Generalised answers – e.g. 'Option 1 is best because it gives jobs' or information lifted **directly from the booklet** without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	4-6	Some structure with use of evidence to show the advantages of the chosen option. May include material **closely lifted from booklet** but with some adaptation of own. Identifies a few specific points, with some detail, though this varies in quality. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	7-9	Well structured, with good use of evidence to show a range of advantages for chosen option. Specific points made with strong evidence. Understanding of issues very good, expressed in detail and specific reference to resources in the booklet. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content
3 (b)	Good answers will evaluate the opinions of the speakers in Figure 10 in terms of how well they tie in with the chosen option. A focus upon one single person is sufficient to reach the top of Level 2; a reference to more than one speaker is required for Level 3. Similarly, the top of Level 2 is the maximum for those who ignore the evaluative stem of the question. A simple list of all those who would agree without any reasons given should be credited with maximum Level 1.

In general, the opinions are likely to be as follows:
- Malcolm Fraser – supports Option 1 with some support for Option 2
- Tim Flannery – strong supporter of Option 4 with some support for Option 3
- Jeff Kennett – supporter of Options 1 or 2
- Harry Recher – supporter of Options 3 or 4
- Australian Government report on population in Australia – guarded but likely to support Options 2 or 3 more than 1 or 4
- Clive Hamilton – likely supporter of Options 3 or 4
- Yothu Yindi – likely to support either Option 3 or especially 4, with support for the natural environment and indigenous peoples' relationship with it.

Like Question 3(a), good answers will use the Resource Booklet specifically to highlight how the opinions link to issues in Australia, whilst others may be 'placeless' or generalise without evidence. High quality answers will be truly evaluative and understand economic and social considerations on one hand, with environmental on the other; e.g.
'Malcolm Fraser would agree with my decision to increase population; he thinks it could take far more people and would agree with me that this would cause economic growth'.
Or
'Tim Flannery is more extreme than me , but he would agree with my decision that the population should be reduced for environmental reasons '
Low quality answers may be generalised or repeat some of their responses to question 3a without referring to the opinions in Figure 10. |

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a speaker correctly, but supporting evidence is limited and may be the speaker's quote lifted **directly from the booklet** without further comment. May just list two people who agree/disagree without their supporting statement. Generalised answers not always tied to any particular speaker – e.g. 'if they expand the population there'll be problems'. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some links made between the options and opinions expressed by one or more speakers. May include speaker quotes **lifted from booklet** though with a short comment e.g. between Jeff Kennet's opinion and Option 1 / 2. Tends to explain rather than evaluate. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar. Maximum level for those referring only to one speaker.
Level 3	5-6	Well structured, with sound use of evidence to evaluate how far the chosen option marry with opinions expressed by a range of speakers or two speakers in detail. May take speakers as a whole group, spotting who does / does not agree and what they have in common. Good understanding of issues, expressed in detail and specific reference to Resource Booklet. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.