

Write your name here

Surname

Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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Geography A

Unit 1: Geographical Skills and Challenges

Foundation Tier

Sample Assessment Material

Time: 1 hour

Paper Reference

5GA1F/01

You must have:

- Resource Booklet (enclosed)
- Ordnance Survey Map Extract (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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6/4/4



PEARSON

SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Study the Ordnance Survey (OS) map extract and Figure 1 in the Resource Booklet.

The following questions are multiple choice. Put a cross in the box of the answer that you select. **There is only one correct answer to each question.**

- (i) Identify the settlement outlined on Figure 1.

(1)

- A** Landbeach
- B** Waterbeach
- C** Histon
- D** Cottenham

- (ii) Which term best describes the **shape** of the settlement on Figure 1?

(1)

- A** random
- B** linear
- C** scattered
- D** dispersed

- (iii) Identify the railway feature in grid square 4657.

(1)

- A** tunnel
- B** viaduct
- C** station
- D** level crossing



(b) Rectory Farm is near the centre of grid square 4665.

Complete the paragraph by filling in the gaps using some of the words and numbers in the box.

(5)

1100	east	west	800	flat
many	similar	steep	few	different

Rectory Farm is about metres away from the village of Landbeach.

The relief around Rectory Farm is

There are very contour lines on this part of the map.

The evidence in Figure 1 suggests that the farmers are growing

many types of crops.

About 800 metres to the of Rectory Farm there

are the remains of an old Roman road marked on the map.

(c) Describe the site of Cambridge.

Use map evidence in your answer.

(2)

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(d) Give **three** ways you could use GIS (Geographical Information Systems) to collect more information about the **physical and human** geography of the Cambridge area.

(3)

1

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2

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3

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(Total for Question 1 = 13 marks)



2 Study Figure 2 below.

Month	Number of visitors 000s
January	40
February	60
March	100
April	250
May	150
June	125
July	350
August	400
September	200
October	250
November	40
December	100

Figure 2 Visitors to King's College, Cambridge in 2011 – a major tourist attraction.

(a) (i) Which months of the year have the **highest** number of visitors?

(1)

- A** November – January
- B** February – April
- C** May – July
- D** August – October

(ii) Suggest **one** possible reason for the changing visitor numbers during 2011.

(2)

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(b) (i) A **bar chart** is one way of displaying the data shown in Figure 2.

Give **two** reasons why this might be a suitable presentation method.

(2)

1

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2

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(ii) Which of the following is the **best** alternative way of presenting the data in Figure 2?

(1)

- A pie chart
- B line graph
- C flow diagram
- D choropleth map

(Total for Question 2 = 6 marks)



SECTION B – CHALLENGES FOR THE PLANET

Answer ALL questions in this section.

Spelling, punctuation and grammar will be assessed in 5*(b).

4 (a) Study Figure 4 in the Resource Booklet.

(i) Sea level is estimated to rise by 90 cm by the year 2100.

How many of the named atolls (islands) will be covered by the sea in 2100?

(1)

A 2

B 4

C 5

D 6

(ii) State **two** problems for people living on islands at risk from sea level rise.

(2)

1

2

(iii) Complete the paragraph by filling in the gaps using some of the words in the box.

(4)

uneven	temperature	climate	human	ice-caps
ozone	rainfall	global	greenhouse	corals

Sea levels are rising because of warming.

The Earth is becoming warmer due to the

effect which traps gases in the atmosphere.

This is causing to melt.

The increase in also leads to the

thermal expansion of oceans.



(b) (i) Explain **one** negative effect of climate change on crop yields.

(2)

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(ii) There are different attitudes to climate change.

Why do some people **disagree** with the idea of climate change?

(2)

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(iii) Describe why some people do not think **humans** are causing climate change.

(3)

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(Total for Question 4 = 14 marks)



5 (a) Study Figure 5 below.



Figure 5 – A sign in a hotel bathroom

(i) Using Figure 5 and your own knowledge, describe how some large organisations have policies to make them **more sustainable**.

(3)

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(ii) Sustainable development is a contested term.

Which **two** of the following are the best definitions of sustainable development?

(2)

Sustainable development is:

- A** development which meets the needs of the present without affecting future generations
- B** using resources to meet the needs of today's population
- C** balancing the present needs of economic development and conservation
- D** the funding, management and government support for the environment
- E** using environmentally friendly methods of farming
- F** balancing development and the use of the environment now and in the future



S 4 5 0 1 2 A 0 1 1 1 2

5GA1F Mark Scheme

Question Number	Acceptable Answer	Reject	Mark
1(a)(i)	A Landbeach		1

Question Number	Acceptable Answer	Reject	Mark
1(a)(ii)	B linear		1

Question Number	Acceptable Answer	Reject	Mark
1(a)(iii)	C station		1

Question Number	Acceptable Answer	Reject	Mark
1(b)	1100 (1) flat (1) steep (1) different (1) east (1)		5

Question Number	Acceptable Answer	Reject	Mark
1(c)	Flat land (1) near river (1) fertile soils (1) low-lying (1) bridging point / near river (1) centre / central location / hub idea (1) little woodland (1) Supporting evidence from map (1)	Comments related to situation	2

Question Number	Answer	Reject	Mark
1(d)	<p>GIS can assist with a number of different aspects of physical and human geography:</p> <ol style="list-style-type: none"> 1. Use of old maps illustrating growth 2. Soil maps overlay 3. Street patterns / GOAD maps 4. Geology maps overlay 5. Use of Google earth / satellite imagery etc 6. Flood maps 7. Traffic flows / densities 8. Land use 9. Crime distributions <p>One mark for each idea Note - accept any reasonable idea related to GIS / visualisation and collecting more information about Cambridge.</p>		3

Question Number	Acceptable Answer	Reject	Mark
2(a)(i)	D August - October		1

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Question Number	Acceptable Answer	Reject	Mark
2(a) (ii)	Better weather in summer (1) compared to other times of the year (1), related to opening hours (1) related to general visitor patterns for the city / UK (1) school holidays (1) Note – single idea must be developed to get (2)	Weather (on its own)	2

Question Number	Answer	Reject	Mark
2(b) (i)	Relatively quick (1), best visual results / easy to make sense of data (1) technically correct using data that changes over time / best method (1) discrete data (1)	easiest best (with no development)	2

2(b) (ii)	B Line graph		1
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Question Number	Answer	Reject	Mark
3(a) (i)	Credit any reasonable hypothesis, question or statement linked to the resource (Cambridge).	Any hypothesis / question which shows no linkage to resource	1

Question Number	Answer	Reject	Mark
3(a) (ii)	Data could include: <ul style="list-style-type: none"> questionnaire / sphere of influence survey (“why visiting”, “duration”, “which attractions”) etc. footfall surveys outside different attractions interviews with visitors, or town centre managers maps / surveys of visitor attractions Information could include: <ul style="list-style-type: none"> use GIS / Google Earth to explore the visitor attractions tourist website for Cambridge will reveal why people come to city blogs and forums may also be relevant Credit other sensible suggestions, including idea of sampling / data collection methods if		5

	<p>given. Reward development of points.</p> <p>Note - can get maximum for either data or information as the specification is not explicit in this context.</p>		
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Question Number	Acceptable Answer	Reject	Mark
4(a)(i)	D six		1

Question Number	Acceptable Answer	Reject	Mark
4(a)(ii)	Damage / inundation of property / houses (1) damage to fields / agriculture / soils / crops (1) damage to other infrastructure (roads, schools, public buildings etc) (1), contamination of aquifers / groundwater / freshwater supplies (1)	Just "flooding" without any context.	2

Question Number	Acceptable Answer	Reject	Mark
4(a)(iii)	global greenhouse ice-caps temperature		4

Question Number	Acceptable Answer	Reject	Mark
4(b)(i)	Unpredictable rainfall (1), shifting patterns of rainfall (1) more droughts (1) sea level rise may lead to inundation of salt water (1) damages soils / roots etc. Only credit one effect		2

Question Number	Acceptable Answer	Reject	Mark
4(b)(ii)	Debate about the validity of the science (1), use of proxy data (1) complicated (1) and not many people fully understand it (1) disagreement by scientific community (1) happens over a relatively long period of time (1)		2

Question Number	Acceptable Answer	Reject	Mark
4(b)(iii)	Some disagreement by scientific community (1) links is very difficult to demonstrate (1) complex models / forecasts needed (1) difficult to separate human forgings from natural (1) e.g. Milankovitch / sun-post cycles etc.(1)		3

Question Number	Acceptable Answer	Reject	Mark
5(a)(i)	The image shows one such example, i.e. policy of informing guests about the need to reuse (1) A range of other policies can be described, e.g. Cycle to Work scheme (1), lift share (1), company energy policies (1), home working (1)etc. Could be environmental, social or economic. Relating to processes, products and activities. Note – there is a very wide range of possible ideas here, so accept any reasonable ideas and credit those which are developed in a meaningful way.		3

Question Number	Acceptable Answer		Mark
5(a)(ii)	A F		2

Question Number	Indicative content	
5(b) QWC i-ii-iii	<p>Range of ideas come under the sustainable transport theme. Expect a number of different schemes to be discussed, e.g.:</p> <ul style="list-style-type: none"> • Park and ride • Congestion charging and cost of city parking • Low emission zones • Bike hire (“Boris Bikes”) • Improvements in bus services and infrastructure • Cycle lanes • Priority lanes for cars with passengers • CO2 and taxation / subsidies for electric vehicles (but tend to be national policies) <p>Comparison may come in the form of scale, success, or simply the way in which the scheme operates. Credit other sensible ideas, include relevant case studies / locations which are not mentioned within the specification or approved texts.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	A list of ideas which is basic or unclear. Weakly located (if at all). Tends to be basic use of geographical terminology. If just one scheme then restrict to this band.

Level 2	3-4	Two schemes are described in giving some details. Partial depth, possibly locational details through case studie(s). Likely unbalanced. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Two approaches to managing sustainable transport are effectively compared. Data and or location details are used to support each example; mostly balanced. Well communicated with good use of geographical terminology.
	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	<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.
SPaG Level 2	2 - 3	<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.
SPaG Level 3	4	<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.

Write your name here

Surname

Other names

Pearson
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Centre Number

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Candidate Number

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Geography A

Unit 1: Geographical Skills and Challenges

Higher Tier

Sample Assessment Material

Time: 1 hour

Paper Reference

5GA1H/01

You must have:

- Resource Booklet (enclosed)
- Ordnance Survey Map Extract (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
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- Answer the questions in the spaces provided
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- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section.

1 (a) Study the Ordnance Survey (OS) map extract and Figure 1 in the Resource Booklet.

(i) Give the **name** of the settlement outlined on Figure 1.

(1)

(ii) What is the **distance** along the railway line from the station at Waterbeach (500650) to where it passes under the A14 in grid square 4861?

(1)

..... km

(iii) What is the main land use in grid square 4665?

(1)

(b) Compare the **shape** of the settlement outlined on Figure 1 with Bottisham in grid square 5460.

(2)

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(c) Outline **one** advantage and **one** disadvantage of the **site** of Cambridge.

Use map evidence in your answer.

(4)

Advantage

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Disadvantage

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(d) Describe how you could use GIS (Geographical Information Systems) to get a better understanding of the geography of the Cambridge area.

(4)

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(Total for Question 1 = 13 marks)



2 Study Figure 2 below.

Month	Number of visitors 000s
January	40
February	60
March	100
April	250
May	150
June	125
July	350
August	400
September	200
October	250
November	40
December	100

Figure 2 – Visitors to King’s College, Cambridge in 2011 - a major tourist attraction.

(a) Describe the **pattern** of visitors to King’s College during 2011.

(3)

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(b) (i) State **one** type of appropriate graphical technique to display this data.

(1)

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(b) (ii) Justify your choice in 2(b)(i).

(2)

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(Total for Question 2 = 6 marks)



SECTION B – CHALLENGES FOR THE PLANET

Answer ALL questions in this section.

Spelling, punctuation and grammar will be assessed in 5*(b).

4 (a) Study Figure 4 in the Resource Booklet.

(i) The sea level is estimated to rise by 90 cm by the year 2100.

State how many atolls will be **above** sea level in 2100?

(1)

.....

(ii) Explain **one** negative effect of climate change on crop yields.

(3)

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(b) Explain **one** cause of sea level rise.

(2)

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(c) Explain why some people have challenged the idea that **humans** have caused climate change.

(5)

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(Total for Question 4 = 11 marks)



5 (a) Study Figure 5 below.



Figure 5 – A sign in a hotel bathroom

(i) Explain why reusing your towels (Figure 5) may help some large organisations to improve their sustainability.

(2)

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(ii) Explain why sustainable development is a contested term?

(3)

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5GA1H Mark Scheme

Question Number	Acceptable Answers	Reject	Mark
1(a)(i)	Landbeach		1

Question Number	Acceptable Answers	Reject	Mark
1(a)(ii)	~ 4.0 km Accept 3.8 – 4.2	3.7 or less 4.3 or more	1

Question Number	Acceptable Answers	Reject	Mark
1(a)(iii)	Agriculture / farming / farmland	Crops	1

Question Number	Acceptable Answers	Reject	Mark
1(b)	Settlement A is a linear settlement. (1) The houses are in a line along the main street. (1) Bottisham is a nucleated settlement. (1) The houses are built around a crossroads. (1) There is some linear development along the roads that lead into the village. (1) Note - comparative statement is not required.		2

Question Number	Acceptable Answers	Reject	Mark
1(c)	There are number of possible ideas that can be used to form an answer. Site = is the actual location of a settlement on the earth and is composed of the physical characteristics of the landscape specific to the area. (Situation = Situation is defined as the location of a place relative to its surroundings and other places). Advantages: Low lying (1), close to river Cam / flows through city (1), flat (1), highly urbanised / lots of houses close to river (1) accessibility to other areas Disadvantages: Idea of flood risk / low lying (1) wet ground / boggy areas (difficult for farming). Relatively rural location Note – for max candidate must use at least one piece of explicit map evidence, e.g. place name / GR / name of river etc.	Comments about situation	4

Question Number	Acceptable Answers	Reject	Mark
1 (d)	GIS allows a range of 'layers' to be used (1). These could include soils maps (1), geology (1), topography / relief (1) etc. Also credit reference to historical maps (1) or maps showing growth / change in pattern of housing etc (1), land use (1). Flood maps (1) may also be relevant.		4

Question Number	Acceptable Answers	Reject	Mark
2 (a)	Patterns – expect comments relating to the whole of the year, i.e. overview. Starts off with low numbers at the beginning of the year numbers increase considerably in March. (1) Large increases in July and August.(1) Decrease through autumn. (1) Increases again in December (1) to 100,000 (1) Note - must include at least one item of data quoted for max (3).		3

Question Number	Acceptable Answers	Reject	Mark
2 (b) (i)	Bar graph / histogram (1), line graph (1)	Pie chart Scatter graph	1

Question Number	Acceptable Answers	Reject	Mark
2 (b) (ii)	Best method for displaying data because: Relatively quick (1), best visual results / easy to make sense of data (1) technically correct using data that changes over time / best method (1)	Easiest	2

Question Number	Answer	Reject	Mark
3 (a) (i)	Credit any reasonable hypothesis, question or statement linked to the resource (Cambridge).	Any hypothesis / question which shows no linkage to resource	1

Question Number	Answer	Reject	Mark
3(a) (ii)	<p>Data could include:</p> <ul style="list-style-type: none"> • questionnaire / sphere of influence survey (“why visiting”, “duration”, “which attractions”) etc. • footfall surveys outside different attractions • interviews with visitors, or town centre managers • maps / surveys of visitor attractions <p>Information could include:</p> <ul style="list-style-type: none"> • use GIS / Google Earth to explore the visitor attractions • tourist website for Cambridge will reveal why people come to city • blogs and forums may also be relevant <p>Credit other sensible suggestions, including idea of sampling / data collection methods if given. Reward development of points.</p> <p>Note - can get maximum for either data or information as the specification is not explicit in this context.</p>		5

Question Number	Acceptable Answers	Reject	Mark
4(a)(i)	10		1

Question Number	Acceptable Answers	Reject	Mark
4(a)(ii)	<p>Unpredictable rainfall (1), shifting patterns of rainfall (1) more droughts (1) sea level rise may lead to inundation of salt water (1) damages soils / roots etc.</p> <p>Only credit one effect. Must be explanation for max.</p>		3

Question Number	Acceptable Answers	Reject	Mark
4(b)	<p>Sea levels are rising because of global warming. (1), due to the greenhouse effect which traps gases in the atmosphere the earth is becoming warmer. (2)</p> <p>This is causing ice caps to melt and more water to be stored in the sea causing sea levels to rise. (2)</p> <p>There has been an increase in temperature (1) this has caused thermal expansion of the sea which because of the greater volume has also caused sea levels to rise. (2)</p>		2

Question Number	Acceptable Answers	Reject	Mark
4(c)	<p>Key here is the link to which people are responsible for enhanced climate change (1) and the link to carbon dioxide (1).</p> <p>Complexities arise from the fact that natural climate change varies (1) and is caused by events such as volcanoes (1), sun spot cycles (1) and orbits of the earth round the sun (1).</p> <p>General complexities in the science (1) conflicting views and vested interests (1)</p>		5

Question Number	Acceptable Answers	Reject	Mark
5(a)(i)	A number of related ideas can be suggested: Reduce their need to wash towels (1) use less energy (1) use less water (1) produce less waste (1) need less staff = lowered eco-footprint (1) less transport costs of dirty linen. Accept other reasonable ideas.	Saves money	2

Question Number	Acceptable Answers	Reject	Mark
5(a)(ii)	Development is a contested term in its own right / means different things (1) may be positive or negative process (1). Tries to be a 'fix' for all groups (1) There are contrasting definitions / agreements (1) and interpretations that depend on the values and attitudes of individuals (1), governments and organisations / other stakeholders (1)	Definition of sustainable development	3

Question Number	Indicative content	
5 (b) QWC i-ii-iii	<p>Range of ideas come under the sustainable transport theme. Expect a number of different schemes to be discussed, e.g.:</p> <ul style="list-style-type: none"> • Park and ride • Congestion charging and cost of city parking • Low emission zones • Bike hire (“Boris Bikes”) • Improvements in bus services and infrastructure • Cycle lanes • Priority lanes for cars with passengers • CO2 and taxation / subsidies for electric vehicles (but tend to be national policies) <p>Comparison may come in the form of scale, success, or simply the way in which the scheme operates.</p> <p>Credit other sensible ideas, include relevant case studies / locations which are not mentioned within the specification or approved texts.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	A list of ideas which is basic or unclear. Weakly located (if at all). Tends to be basic use of geographical terminology. If just one scheme then restrict to this band.
Level 2	4-6	Two schemes are described in giving details. Expect some depth, and locational details through case studie(s). Partial balance. Generally clearly communicated, but with limited use of geographical terminology.
Level 3	7-9	Two approaches to managing sustainable transport are effectively compared. Explicit data and location details are used to support each example showing balance. Well communicated with good use of geographical terminology.
	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	<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.
SPaG Level 2	2 - 3	<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.
SPaG Level 3	4	<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.

Pearson Edexcel GCSE

Geography A

Unit 1: Geographical Skills and Challenges

Paper 1F and 1H

Sample Assessment Material
Resource Booklet

Paper Reference
5GA1F/01
5GA1H/01

Do not return the Resource Booklet with the question paper.

Information

This Resource Booklet contains photographs, images and diagrams needed for use with the Unit 1 Geographical Skills and Challenges examination. This Resource Booklet is for use with both Foundation and Higher tiers.

Turn over ►

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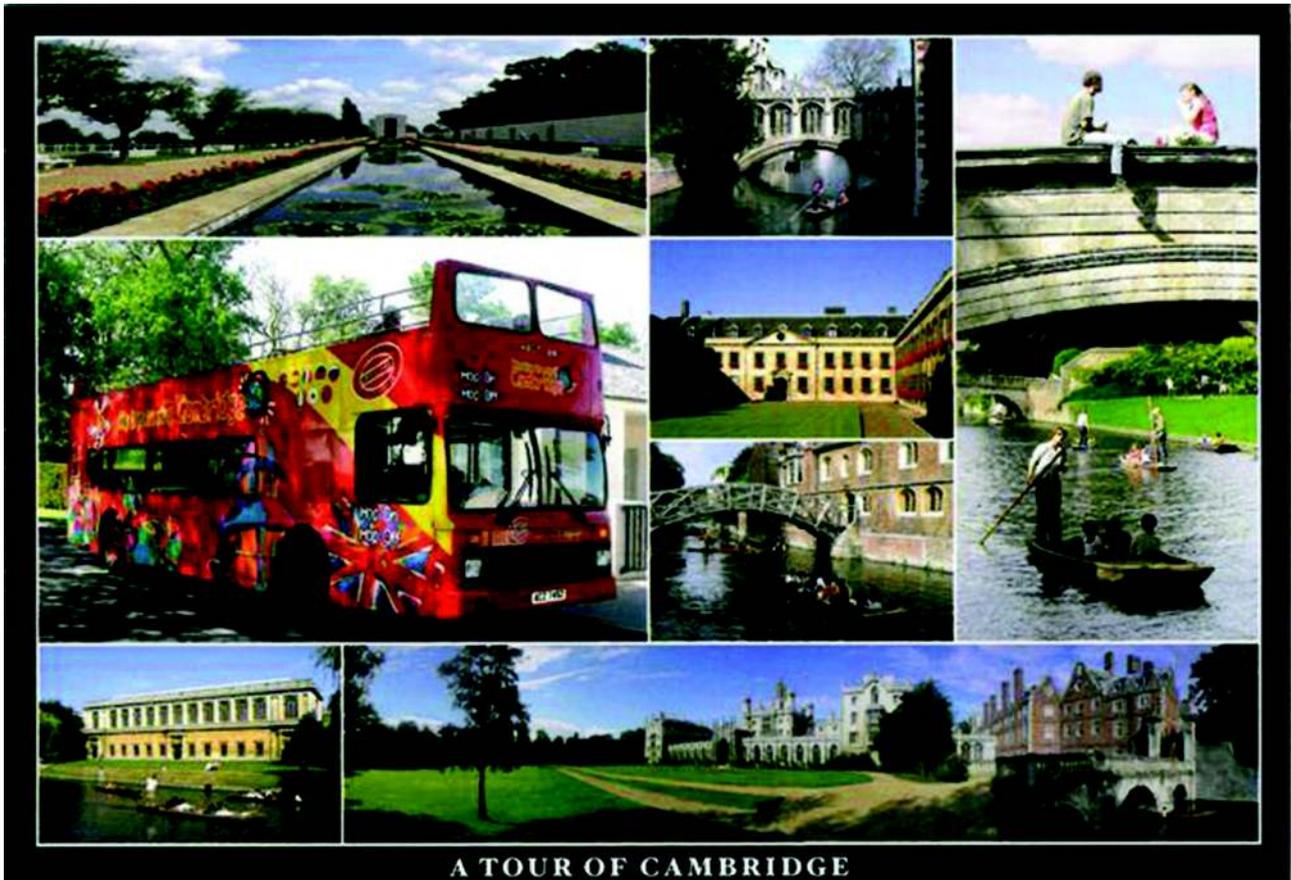
PEARSON

SECTION A – GEOGRAPHICAL SKILLS

The Ordnance Survey map is available as a separate A3 insert to this Resource Booklet.



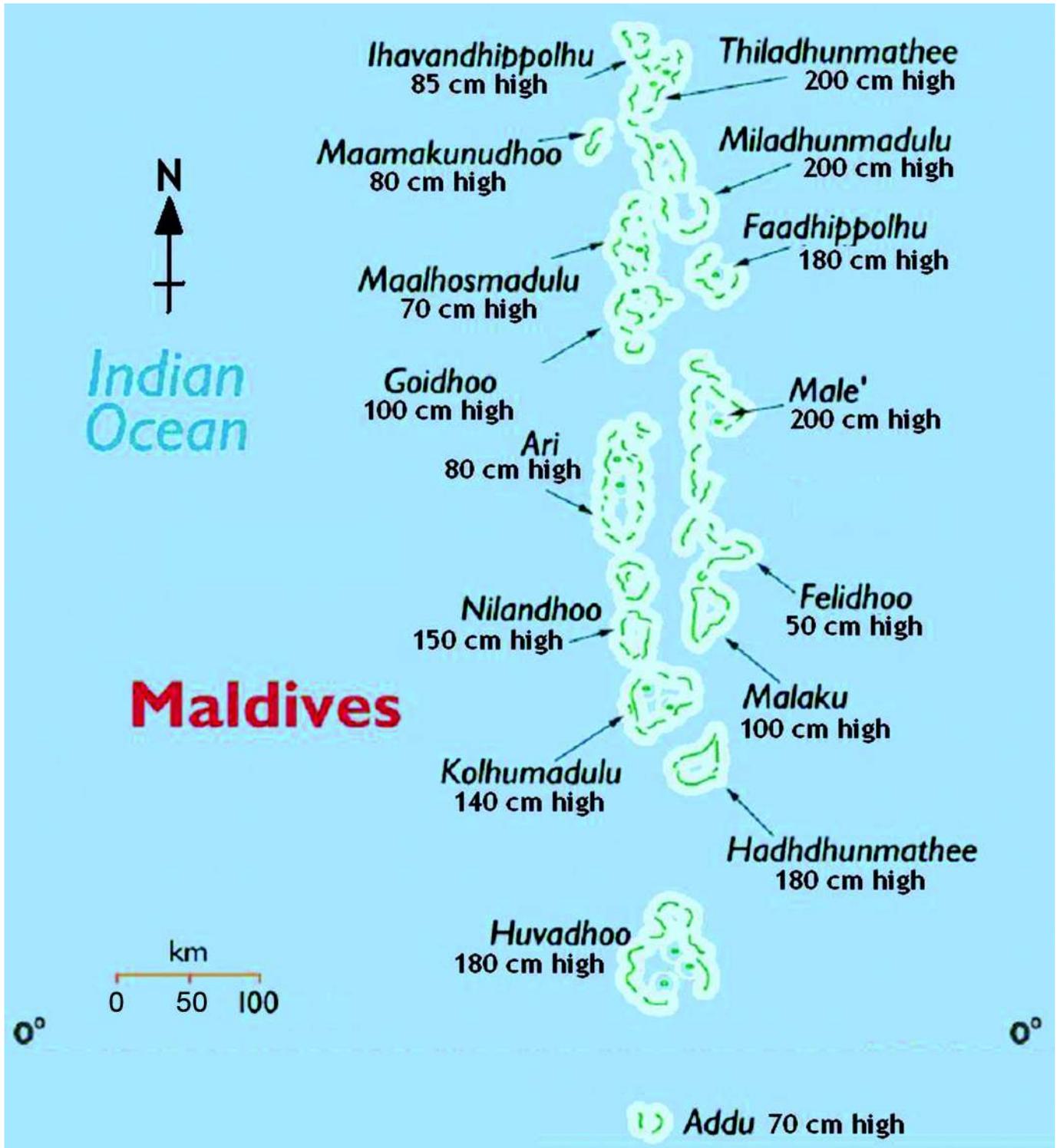
Figure 1 – A satellite image of the area north of Cambridge.



(Source: http://www.cambridge-panoramix.co.uk/index.php?main_page=product_info&cPath=1&products_id=47)

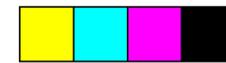
Figure 3 – A postcard advertising some of the attractions in Cambridge.

SECTION B – CHALLENGES FOR THE PLANET



Key	
Male'	= named atoll
200 cm high	height above sea level

Figure 4 – The height above sea level of atolls (islands) in the Maldives in 2000.



Four colours should appear above; if not then please return to the invigilator.
Four colours should appear above; if not then please return to the invigilator.

ROADS AND PATHS Not necessarily rights of way

Service area Junction number Elevated

M1

Unfenced Footbridge

A 470 Dual carriageway

A 493

B 4518

A 855 Bridge B 885

Path / Other road, drive or track

Gates / Road Tunnel

Ferry P Ferry V

Motorway (dual carriageway)

Motorway under construction

Primary Route

Main road

Primary Route / Main road under construction

Secondary road

Narrow road with passing places

Road generally more than 4m wide

Road generally less than 4m wide

Gradient: 20% (1 in 5) and steeper, 14% (1 in 7) to 20% (1 in 5)

Ferry (passenger) / Ferry (vehicle)

RAILWAYS

Track multiple or single

Track under construction

Siding

Tunnel

Light rapid transit system, narrow gauge or tramway

Bridges / Footbridge

Level crossing

Viaduct

Station, (a) principal

Light rapid transit system station

WATER FEATURES

Marsh or salting

Towpath

Lock

Ford

Beacon

Canal

Flat rock

Lighthouse (in use)

Lighthouse (disused)

Shingle

Cliff

Slopes

Dunes

Mud

High water mark

Low water mark

Canal (dry)

HEIGHTS 1 metre = 3.2808 feet

Contours are at 10 metres vertical interval

Heights are to the nearest metre above mean sea level

Heights shown close to a triangulation pillar refer to the ground at the base of the pillar and not necessarily to the summit.

ROCK FEATURES

Outcrop

Cliff

Scree

PUBLIC RIGHTS OF WAY

Not shown on maps of Scotland

Footpath

Road used as a public path

Bridleway

Byway open to all traffic

The symbols show the defined route so far as the scale of mapping will allow.

The representation on this map of any other road, track or path is no evidence of the existence of a right of way

Danger Area

Firing and Test Ranges in the area. Danger! Observe warning notices.

BOUNDARIES

National

District

County, Unitary Authority, Metropolitan District or London Borough

National Park

OTHER PUBLIC ACCESS

Other route with public access (not normally shown in urban areas). Alignments are based on the best information available. These routes are not shown on maps of Scotland.

National/Regional Cycle Network

Surfaced cycle route

National Cycle Network number

Regional Cycle Network number

National Trail, European Long Distance Route, Long Distance Route, selected Recreational Routes

ANTIQUITIES

Site of monument

Stone monument

Battlefield (with date)

Visible earthwork

Roman

Non-Roman

LAND FEATURES

Electricity transmission line (pylons shown at standard spacing)

Pipe line (arrow indicates direction of flow)

Buildings

Public building (selected)

Bus or coach station

Place of worship

Chimney or tower

Glass structure

Helicopter

Triangulation pillar

Mast

Wind pump / wind generator

Windmill with or without sails

Graticule intersection at 5' intervals

Cutting / embankment

Quarry

Spoil heap, refuse tip or dump

Coniferous wood

Non-coniferous wood

Mixed wood

Orchard

Park or ornamental ground

Forestry Commission access land

National Trust-always open

National Trust-limited access, observe local signs

National Trust for Scotland

TOURIST INFORMATION

Camp site

Caravan site

Garden

Golf course or links

Information centre, all year / seasonal

Nature reserve

Parking, Park and ride, all year / seasonal

Picnic site

Selected places of tourist interest

Telephone, public / motoring organisation

Viewpoint

Visitor centre

Walks / Trails

Youth hostel

ABBREVIATIONS

CG Coastguard

CH Clubhouse

MP Milepost

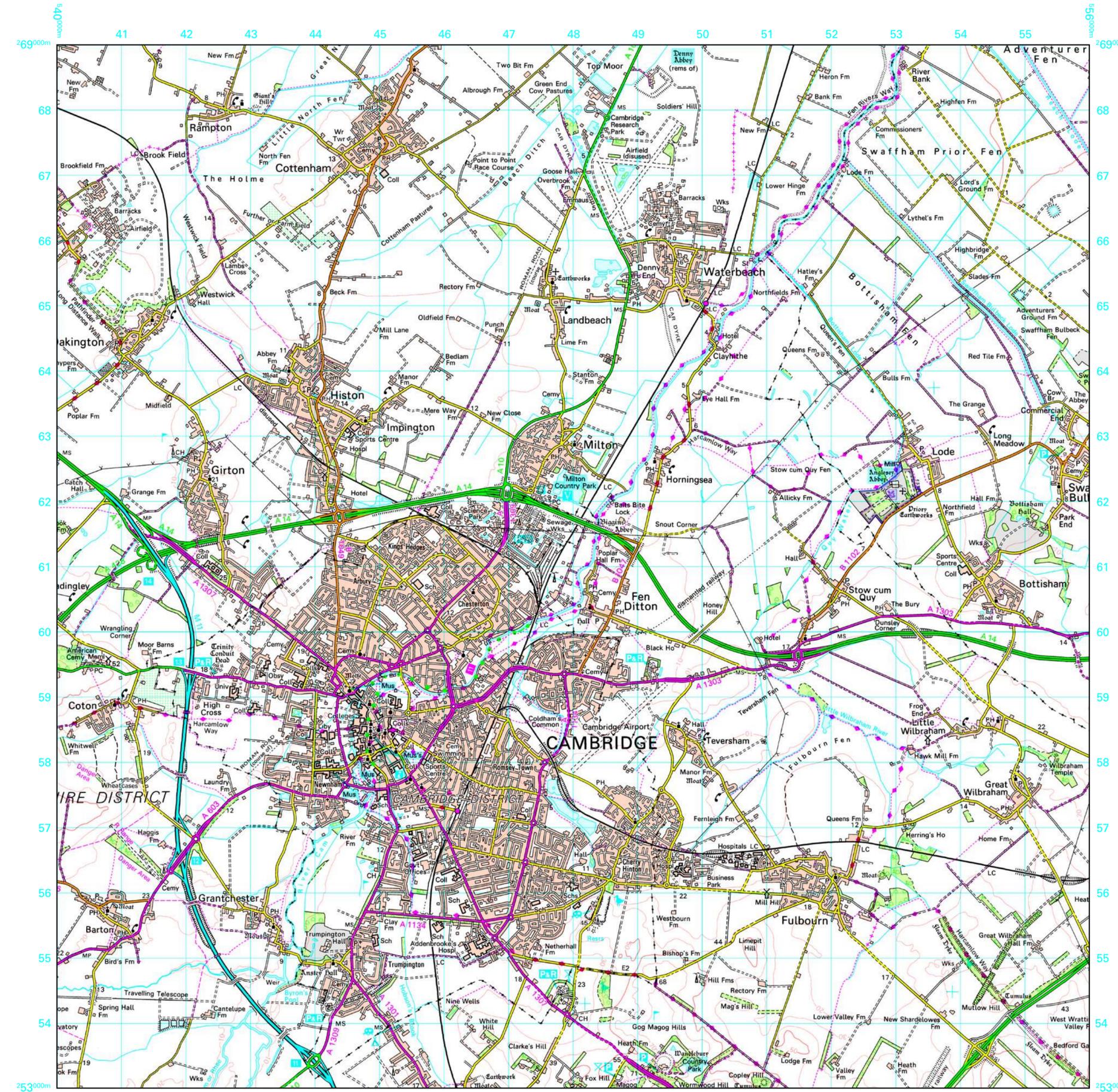
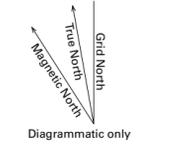
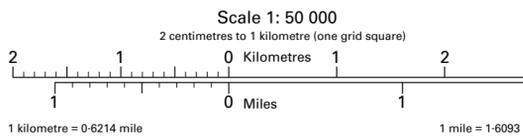
MS Milestone

P Post office

PC Public convenience (in rural areas)

PH Public house

TH Town Hall, Guildhall or equivalent



Write your name here

Surname	Other names
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Pearson Centre Number Candidate Number

Edexcel GCSE

Geography A
Unit 2: The Natural Environment

Foundation Tier

Sample Assessment Material Time: 1 hour 15 minutes	Paper Reference 5GA2F/01
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You must have: Resource Booklet (enclosed)	Total Marks
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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A, answer **all** questions.
- In Section B, answer **either** question 4 or 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.
- The following abbreviations are used: LIC – low-income country, HIC – high-income country.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

S45130A

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5/5/3



PEARSON

SECTION A – THE PHYSICAL WORLD

Answer ALL questions in this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Topic 1: Coastal Landscapes

1 (a) Study Figure 1a below.

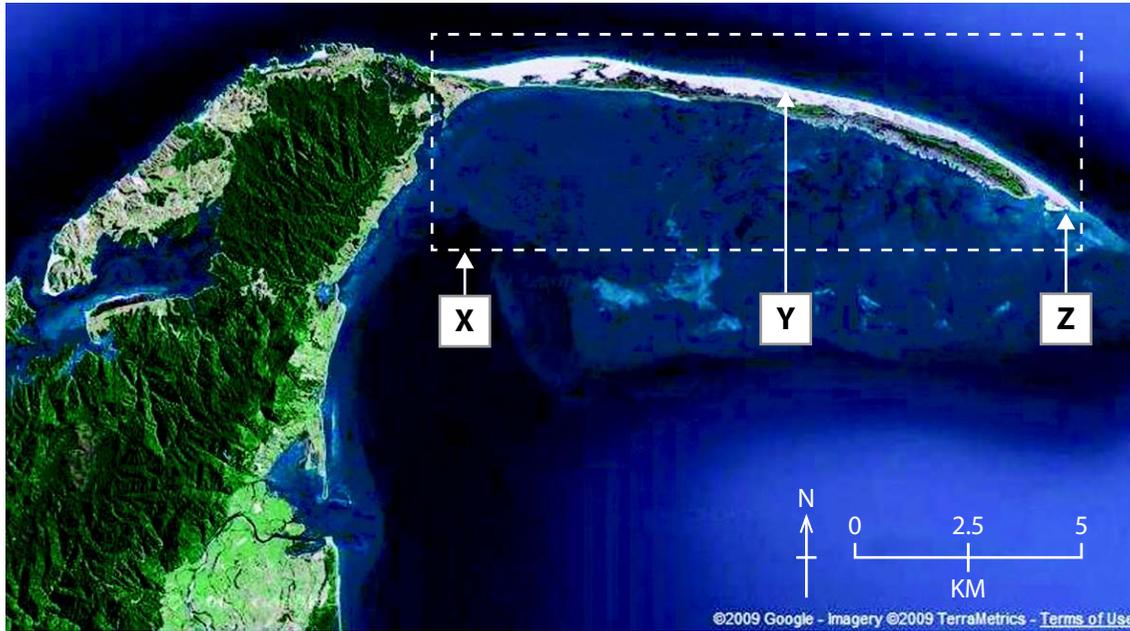


Figure 1a – A satellite image of a coastal landscape in New Zealand

(i) Name the landform within box X.

(1)

- A** a cliff
- B** a bar
- C** a wave cut platform
- D** a spit

(ii) Which of the following is the most likely to be taking place at Y?

(1)

- A** mass movement causing landslides
- B** wave erosion creating a platform
- C** arches being formed
- D** longshore drift moving material along the shore



(iii) Which of the following is the most likely description of what is happening at Z? (1)

- A the feature is slowly growing towards the east
- B the feature is slowly growing towards the west
- C deposition in an estuary
- D an area of marshland is developing

(b) Complete the following sentences that describe and explain different types of wave.

Use some of the words in the box below.

(4)

eroded	abrasion	deposited
destructive	steeply	swash
constructive	angle	longshore drift
		wavelength

Waves that remove material from a beach are known

as waves.

They tend to have a short

They plunge steeply, so the is less powerful

than the backwash therefore beach material is

(c) Study Figure 1b (photograph) in the Resource Booklet.

(i) Identify the **two** methods of coastal defence shown in Figure 1b.

(2)

- 1
- 2

(ii) What is meant by the term **soft engineering**?

(2)

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(d) Study Figure 1c (photograph) in the Resource Booklet.

Describe the processes that lead to cliff recession (retreat).

(4)

You may use a diagram to help with your answer.

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(Total for Question 1 = 15 marks)



Topic 2: River Landscapes

2 (a) Study Figure 2a below.

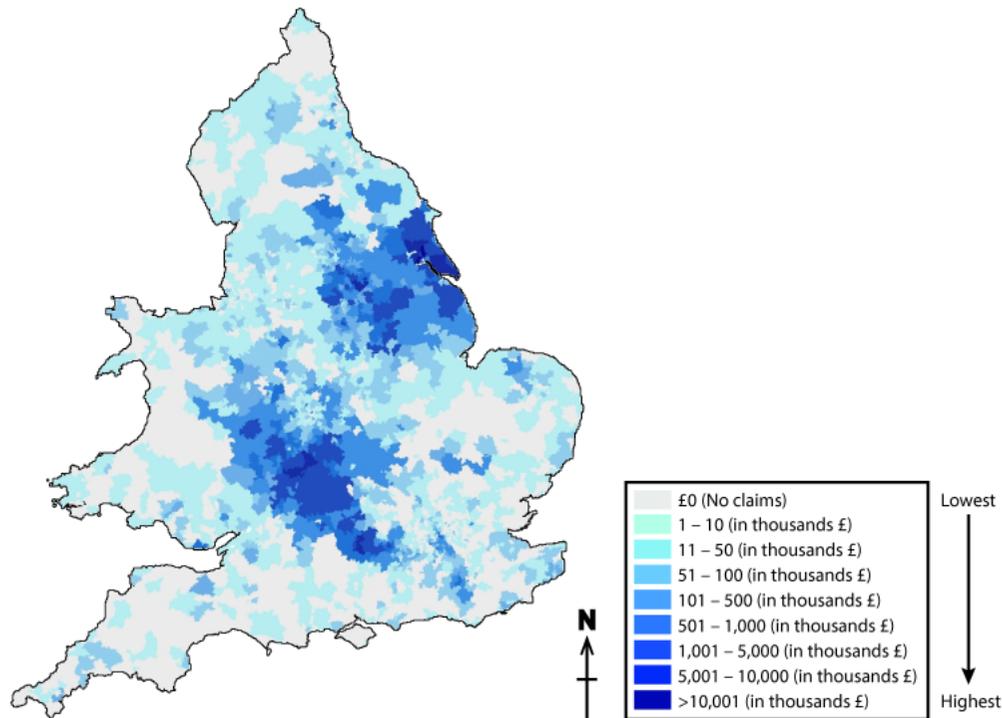


Figure 2a – Flood damage costs based on household insurance claims in June and July 2007 (by district).

(Source: DEFRA <http://nationalfloodforum.org.uk/wp-content/uploads/EA-Costs-of-loading.pdf>)

(i) Which of the following is the best description of the pattern shown?

(1)

- A the south-east of England was the worst affected area
- B there were two main areas of flood damage
- C flood damage was evenly spread across England and Wales
- D flood damage was greatest on the coast

(ii) Which of the following is the most likely **cause** of this flood damage?

(1)

- A very heavy snowfall
- B planting trees
- C very heavy rainfall
- D sea level rise



S 4 5 1 3 0 A 0 5 2 0

(iii) Which of the following is likely to **increase** the costs of damage from river flooding?

(1)

- A** improving the methods of predicting floods
- B** designing buildings to withstand floods
- C** building more houses on flood plains
- D** improving flood defences

(b) Complete the following sentences that describe and explain a number of river processes and landforms.

Use some of the words in the box.

(4)

weathering	wide	interlocking spurs	
higher	waterfalls	meandering	
narrow	flood plains	shallower	slower

In the lower stages, river valleys tend to be

This is a result of river channels

creating

The river channel tends to be wider and deeper than in the middle or upper stages and the velocity is usually

(c) Study Figure 2b in the Resource Booklet.

(i) Describe **one** process of erosion that might take place in the plunge pool.

(2)

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(ii) Outline **one** reason why waterfalls start to develop.

(2)

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(d) Study Figure 2c (photograph) in the Resource Booklet.

Choose **either** landform X **or** Y.

Explain the formation of this landform.

(4)

You may use a diagram to help with your answer.

Chosen landform

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(Total for Question 2 = 15 marks)



Topic 3: Tectonic Landscapes

3 Study Figure 3a (photograph) below.



Figure 3a – Damage after the Loma Prieta earthquake in 1989

- (i) Which of the following is the most likely cause of the fire? (1)
- A lava flows
 - B broken water pipes
 - C broken gas pipes
 - D hotspots
- (ii) What was the most likely level of this earthquake according to the Mercalli Scale? (1)
- A Mercalli Scale I
 - B Mercalli Scale II
 - C Mercalli Scale IV
 - D Mercalli Scale VIII
- (iii) Which of the following best describes the problems of preventing the effects of earthquakes? (1)
- A they usually take place in mountainous areas
 - B it is not possible to predict when they will happen
 - C they usually happen at night
 - D it is impossible to make buildings earthquake resistant



(b) The paragraph below explains some of the processes that take place on a divergent margin.

Complete the paragraph by using some of the words in the box.

(4)

apart **steep** **gentle**
together **crust** **wide** **fluid**
surface **sticky** **cold**

Divergent plate boundaries are found where plates are moving

This is because of rising magma which cools and spreads as it reaches the

It creates volcanoes that are large but with slopes because they are composed of very lava.

(c) Study Figure 3b (photograph) in the Resource Booklet.

(i) Mount Unzen is described as an active volcano.

Outline **one** characteristic feature of Mount Unzen.

(2)

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(ii) Suggest **one** way of reducing the impact of volcanic eruptions on people in the city of Shimabara.

(2)

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(d) Study Figures 3a (photograph) and 3b (photograph) in the Resource Booklet.

Explain why people continue to live in areas at risk from earthquakes **or** volcanoes.

(4)

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(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 45 MARKS



SECTION B – ENVIRONMENTAL ISSUES

Answer EITHER Question 4 or Question 5.

Topic 4: A Wasteful World

If you answer Question 4 put a cross in this box .

Spelling, punctuation and grammar will be assessed in 4*(d).

4 (a) (i) Which of the following is a renewable energy source? (1)

- A** oil
- B** wind
- C** gas
- D** coal

(ii) Which of the following is a greenhouse gas? (1)

- A** Oxygen
- B** Nitrogen
- C** Methane
- D** Hydrogen

(iii) Which of the following is the best definition of landfill? (1)

- A** dumping waste in the sea
- B** burning waste
- C** recycling waste
- D** burying waste in the ground

(iv) Which of the following would **reduce** the carbon footprint of a country? (1)

- A** recycling more waste and incinerating less
- B** incinerating more waste and sending more to landfill
- C** switching to more non-renewable energy sources
- D** persuading people to buy more cars



(b) Study Figure 4a in the Resource Booklet.

(i) Describe **two** features of the pattern of the landfill sites.

(2)

1

2

(ii) Suggest **two** possible reasons for the choice of locations such as these.

(2)

1

2

(c) Study Figure 4b below.

Country	Global rank of carbon footprint 1992	Global rank of carbon footprint 2000	Change in carbon footprint 1992–2000	Carbon footprint per person (tonnes)
USA	1	2	+10%	18.1
China	2	1	+240%	6.4
UK	7	10	–8%	8.5
Bangladesh	80	57	+244%	0.4
Cameroon	116	108	+115%	0.4

Figure 4b – Carbon footprint data for selected countries

(i) Compare the carbon footprint data of the UK and Bangladesh.

(4)

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Topic 5: A Watery World

If you answer Question 5 put a cross in the box .

Spelling, punctuation and grammar will be assessed in 5*(d).

- 5 (a) (i) Which of the following is a major use of water in LICs? (1)
- A irrigating agricultural crops
 - B watering golf courses
 - C providing a supply for the poorest rural households
 - D use in swimming pools
- (ii) Which of the following is the best definition of a **water surplus**? (1)
- A water consumption and supply are about the same
 - B water consumption is higher than water supply
 - C water supply is higher than water consumption
 - D there are local shortages of water because of drought
- (iii) Which of the following is a water management method commonly used in LICs? (1)
- A having a water meter
 - B short-flush toilets
 - C hosepipe bans
 - D bore holes
- (iv) Which of the following is likely to have the lowest consumption of water per person? (1)
- A the USA
 - B the UK
 - C France
 - D India



(b) Study Figure 5a in the Resource Booklet.

(i) Identify **two** locations suffering from high and very high water stress.

(2)

1

2

(ii) Suggest **one** possible reason why some global regions have high and very high water stress.

(2)

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(c) Study Figure 5b below.

Country	Child health		Water	
	Death rate of children under 5 (per 1000 births)	Children under 5 who are underweight (Percentage %)	Population with access to clean water (Percentage %)	Population with access to flush toilets (Percentage %)
UK	6	0	100	100
USA	8	0	99	100
China	21	6	88	65
Bangladesh	54	37	80	36
Cameroon	131	16	70	51

Figure 5b – Child health and water data for selected countries

(i) Compare the child health and water data of the UK and Bangladesh.

(4)

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5GA2F Mark Scheme

Question Number	Answer	Mark
1(a)(i)	D = A spit	1

Question Number	Answer	Mark
1(a)(ii)	D = longshore drift is moving material along the shore	1

Question Number	Answer	Mark
1(a)(iii)	A= the feature is slowly growing towards the east	1

Question Number	Answer	Mark
1(b)	Waves that remove material from a beach are known as destructive waves. They tend to have a short wavelength . They plunge steeply, so the swash is less powerful than the backwash and beach material is eroded .	4 1+1+1+1

Question Number	Answer	Mark
1(c)(i)	Groynes (1) Coastal Replenishment (1)	2 (1+1)

Question Number	Answer	Mark
1(c)(ii)	A management method (1) that does not involve building solid structures (1) Reject replenishment as an example	2 (1+1)

Question Number	Answer	Mark
1 (d)	<p>Focus should be on processes.</p> <p>Answers should include – (destructive) wave erosion at base (1) allow development through mention of abrasion (1) allow development through mention of hydraulic action (1) notching effect (1) cliff face affected by weathering (1) cliff face affected by mass movement (1) allow development through example of either (1)</p> <p>Limit to 3 if only wave erosion addressed.</p> <p>Students may use diagrams which should be credited and assessed using the same points as text. Be watchful not to credit the same point(s) twice.</p>	<p>4</p> <p>(1+1) + (1+1) or (1+1) + 1+1</p>

Question Number	Answer	Mark
2 (a) (i)	B = there were two main areas of flood damage	1

Question Number	Answer	Mark
2 (a) (ii)	C= very heavy rainfall	1

Question Number	Answer	Mark
2 (a) (iii)	C= building more houses on flood plains	1

Question Number	Answer	Mark
2 (b)	<p>In the lower stages, river valleys tend to be wide. This is a result of river channels meandering creating flood plains. The river channel tends to be wider and deeper than in the middle or upper stages and the velocity is usually higher.</p>	<p>4</p> <p>1+1+1+1</p>

Question Number	Answer	Mark
2(c)(i)	<p>Choices are limited to any one of abrasion (1) hydraulic action (1) attrition (1) cavitation (1)</p> <p>Any one named process can be extended;</p> <p>Abrasion (1) is wearing away through bed load moving over bank/bed material (1)</p> <p>Hydraulic action (1) is impact of moving water and/or water compression (1)</p> <p>Attrition (1) is wearing away of load through contact with other parts of load or bed/banks (1)</p> <p>Cavitation (1) is shock waves from implosion of air bubbles as they decelerate (1)</p>	2 (1+1)

Question Number	Answer	Mark
2(c)(ii)	<p>Differences in rock 'hardness' (1) exploited by river erosion (1)</p> <p>Changes in sea-level (1) leading to 'knick-points' or same idea (1)</p> <p>Exploitation of a fault line (1) where rock is easier to erode (1)</p>	2 (1+1)

Question Number	Indicative content:	Mark
2(d) QWC	<p>X Levee:</p> <p>Allow a mark for correct identification (1) rivers flood (1) load deposited (1) heavier/coarser deposited closest to river (1) so banks of deposits building up (1)</p> <p>Y Floodplain:</p> <p>Allow a mark for correct identification (1) meandering channels (1) spread deposits and (1) widen flood plain by eroding river cliffs (1) rivers add deposits by carrying sediment over these flood plains when in flood (1)</p> <p>Students may use diagrams which should be credited and assessed using the same points as text. Be watchful not to credit the same point(s) twice.</p>	4 (1+1) + (1+1) or (1+1) + 1+1

Question Number	Answer	Mark
3 (a)(i)	C = broken gas pipes	1

Question Number	Answer	Mark
3 (a)(ii)	D = Mercalli scale VIII	1

Question Number	Answer	Mark
3 (a)(iii)	B = It is not possible to predict when they will happen	1

Question Number	Answer	Mark
3 (b)	Divergent margins are found where plates are moving apart . This is because of rising magma which cools and spreads as it reaches the surface . It creates volcanoes that are large but with gentle slopes because they are composed of very fluid lava.	4 1 + 1 + 1 + 1

Question Number	Answer	Mark
3 (c)(i)	A cone shaped mountain and or steep sided(1) as a result of its lava type (1) Erupts frequently (1) because still located over/close to an active plate boundary (1)	2 (1 + 1)

Question Number	Answer	Mark
3 (c)(ii)	Improving building design (1) example of same (1) Frequent training for events (1) so people aware (1) Monitoring the volcano carefully (1) so warnings can be issued e.g allowing evacuation (1)	2 (1 + 1)

Question Number	Indicative content	Mark
3 (d)	Suitable responses include: Because they offer other advantages (1) example of same e.g. harbours, resources (1) allow appropriate example (1) Because settlements have developed there (1) unaware of the risk (1) allow appropriate example (1) Because they cannot afford to move away (1) because their jobs/fairly are there (1) allow appropriate example (1)	4 (1 + 1) + (1 + 1) or (1 + 1) + 1 + 1

Question Number	Answer	Mark
4 (a)(i)	B = wind	1

Question Number	Answer	Mark
4 (a)(ii)	C = methane	1

Question Number	Answer	Mark
4 (a)(iii)	D = burying waste in the ground	1

Question Number	Answer	Mark
4 (a)(iv)	A = recycling more and incinerating less	1

Question Number	Answer	Mark
4 (b) (i)	Cluster to the west of London (1) cluster to the east of London (1) allow appropriate named location if clearly linked to an area rather than one location as in 'in and around Dagenham (1)	2 1+1

Question Number	Answer	Mark
4 (b) (ii)	Because they are cheaper land (1) Because no-one lives there (1) Because they are by rivers (1) Because they are away from the city (1) Because land is available (1) Any other reasonable answer	2 1+1

Question Number	Answer	Mark
4 (c)(i)	UK is much higher (1) Notable difference in ranking position (1) UK is getting higher and Bangladesh is getting lower (1) Manipulation data as in UK 's footprint is x20 Bangladesh (1) Data to support any point (1)	4 1+1+1+1

Question Number	Answer	Mark
4 (c)(ii)	More wealth (1) so they consume more which impacts on environment (1)	2 (1+1)

Question Number	Indicative content		Mark
4 (d) QWC	<p>Material might include;</p> <p>Because of population variations – larger countries consume more energy Because of variations in wealth – wealthier countries consume more energy Because of differences in government policies – for example tax policy on pricing of energy Because of climatic differences – illustrated through examples</p> <p>Allow:</p> <p>Variations in supply – as in if you have it in abundance you might consume more</p>		6
Level	Mark	Descriptor	
Level 0	0	No acceptable response.	
Level 1	1-2	A simple descriptive point about energy consumption. Names countries but minimal development. Basic use of geographical terminology, spelling, punctuation and grammar.	
Level 2	3-4	Some descriptive points about variations in energy consumption. At least one explanation explaining variation but asserted rather than argued. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.	
Level 3	5-6	Good descriptive points about energy consumption variations. Thorough explanation of at least one point with examples to support. Some locational/data support. Has data and detail to support argument with evidence. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.	
SPaG Level 1	1	Threshold performance 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.	
SPaG Level 2	2 - 3	Intermediate performance 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.	
SPaG Level 3	4	High performance 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.	

Question Number	Answer	Mark
5(a)(i)	A= irrigating agricultural crops	1

Question Number	Answer	Mark
5(a)(ii)	C= water supply is higher than water consumption	1

Question Number	Answer	Mark
5(a)(iii)	D = bore holes	1

Question Number	Answer	Mark
5(a)(iv)	D = India	1

Question Number	Answer	Mark
5(b)(i)	<p>From the map:</p> <p>(Southern) Spain (1) (South-west) USA (1) Maghreb countries – any one named from Morocco through to Egypt (1) Saudi Arabia (1) and adjacent states (1) South Africa (1) (parts of) Australia (1)</p> <p>And any other appropriate regions/countries</p> <p>Allow Australia, Spain etc without more detail of where precisely</p>	2 1+ 1

Question Number	Answer	Mark
5(b)(ii)	Lack of rainfall (1) detail of same (1) High demand (1) detail of same (1)	2 (1+ 1)

Question Number	Answer	Mark
5(c)(i)	UK much lower under-5 death rate (1) much lower children underweight (1) access to clean water better in UK (1) access to sanitation much better in UK (1) Data to support any one point (1)	4 1+ 1+ 1+ 1

Question Number	Answer	Mark
5(c) (ii)	Because of better health care (1) reducing infant diseases (1) Because of better sanitation (1) preventing water-borne disease (1) Better water quality (1) preventing water-borne disease (1)	2 (1 + 1)

Question Number	Indicative content	Mark
5* (d)	Material might include; <ul style="list-style-type: none"> • Description – it grows although by the time post industrial phase reached it may level off • Because of population growth – larger populations consume more water • Because of growth in wealth – wealthier countries consume more water – showers/golf courses • Because of differences in government actions and policies – for example tax policy on pricing of water and development of infrastructure • Because of growth in environmental consciousness domestic usage may level off in HICs <p>Evidence should be domestic water supply.</p>	6

Level	Marks	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	At least one simple descriptive point about variations in usage. Limited grasp of reasons for variation. Little or no data offered. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some descriptive points about variations in usage. Grasp of variations but limited explanation linking variations to demand and supply. Some locational/data support. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good descriptive points about variations in usage. Makes significant explanatory points linking with usage variations. Uses data to support the argument. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance 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.
SPaG Level 2	2 - 3	Intermediate performance 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.

SPaG Level 3	4	<p>High performance</p> <p>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.</p>
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Write your name here

Surname	Other names
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Pearson Centre Number Candidate Number

Edexcel GCSE

Geography A
Unit 2: The Natural Environment

Higher Tier

Sample Assessment Material Time: 1 hour 15 mins	Paper Reference 5GA2H/01
---	------------------------------------

You must have: Resource Booklet (enclosed)	Total Marks
--	-------------

Instructions

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Advice

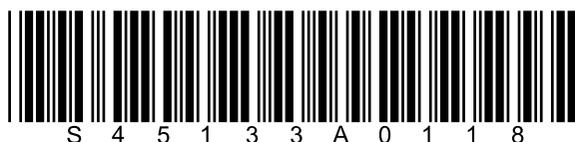
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- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A – THE PHYSICAL WORLD

Answer ALL questions in this section.

Topic 1: Coastal Landscapes

1 (a) Study Figure 1a below.

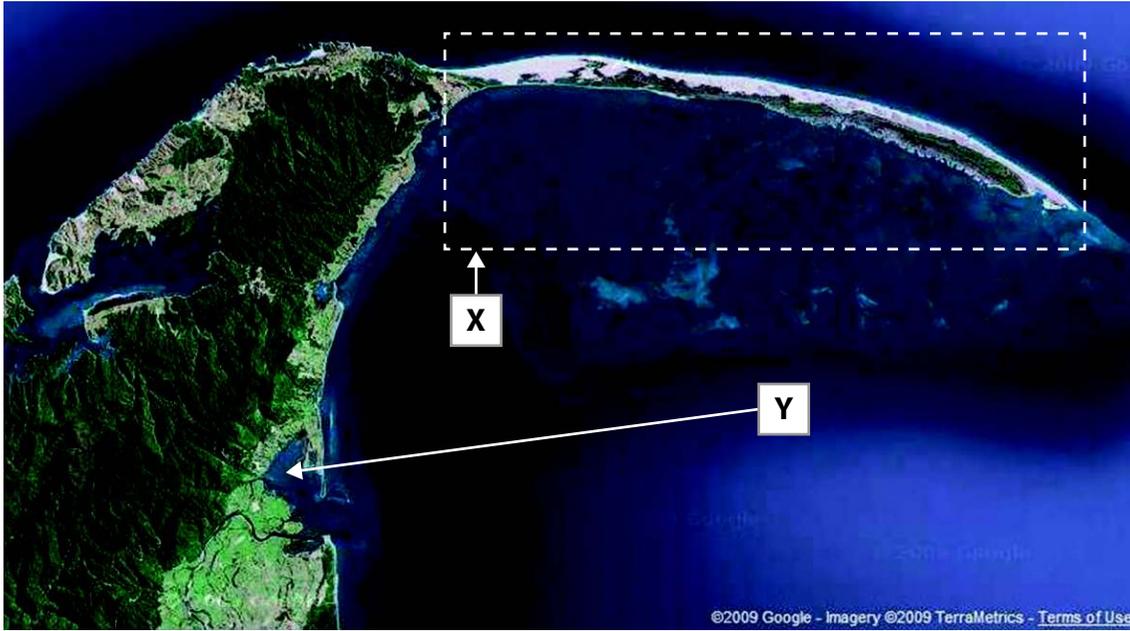


Figure 1a – A satellite image of a coastal landscape in New Zealand

(i) Identify landforms X and Y.

(2)

X

Y



(ii) Outline how landform X is formed by the process of longshore drift.

(3)

You may use a diagram to help your answer.

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(b) Study Figure 1b (photograph) in the Resource Booklet which shows different methods of coastal defence.

Describe how soft engineering methods can be used to manage a coastline.

(4)

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Topic 2: River Landscapes

2 (a) Study Figure 2a below.

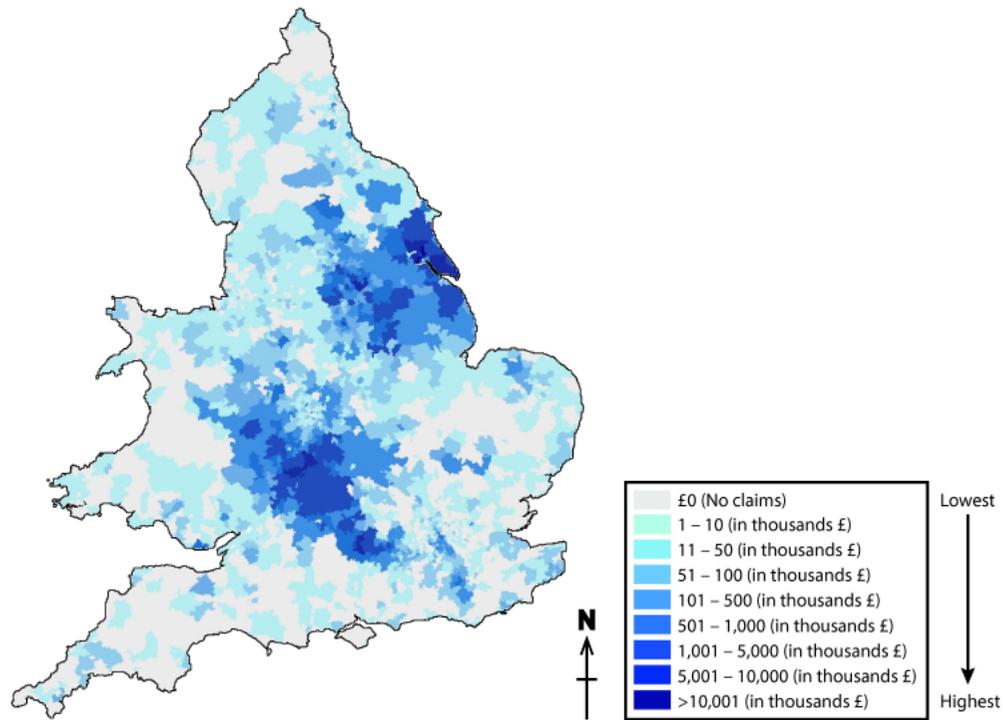


Figure 2a – Flood damage costs based on household insurance claims in June and July 2007 (by district).

(Source: DEFRA <http://nationalfloodforum.org.uk/wp-content/uploads/EA-Costs-of-loading.pdf>)

(i) Describe the pattern of flood damage costs.

(3)

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(ii) Suggest **one** possible reason for this pattern.

(2)

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(b) Study Figure 2b in the Resource Booklet.

Explain the **processes** that lead to waterfalls retreating upstream.

(4)

You may use a diagram to help your answer.

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Topic 3: Tectonic Landscapes

3 (a) Study Figure 3a (photograph) below.



Figure 3a – Damage after the Loma Prieta earthquake in 1989

(i) State **two** impacts of this earthquake.

(2)

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(ii) Outline how earthquakes may result in property damage.

(3)

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(b) Study Figure 3b (photograph) in the Resource Booklet.

Mount Unzen is an active volcano.

Explain how the people and government of Shimabara can prepare for an eruption.

(4)

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SECTION B – ENVIRONMENTAL ISSUES

Answer EITHER Question 4 OR Question 5.

Topic 4: A Wasteful World

Spelling, punctuation and grammar will be assessed in 4*(d).

If you answer Question 4 put a cross in the box .

4 Study Figure 4a in the Resource Booklet.

(a) (i) Describe the pattern of landfill sites.

(3)

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(ii) Suggest possible reasons for this pattern.

(3)

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(b) Study Figure 4b below.

Country	Global rank of carbon footprint 1992	Global rank of carbon footprint 2000	Change in carbon footprint 1992–2000	Carbon footprint per person (tonnes)
USA	1	2	+10%	18.1
China	2	1	+240%	6.4
UK	7	10	-8%	8.5
Bangladesh	80	57	+244%	0.4
Cameroon	116	108	+115%	0.4

Figure 4b – Carbon footprint data for selected countries

Using Figure 4b, explain the variations in the carbon footprint for countries at different levels of development.

(4)

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(c) For a non-renewable energy source that you have studied, explain how its development has affected the environment.

(4)

Chosen non-renewable resource

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*(d) Study Figure 4c in the Resource Booklet.

Examine how variations in income and wealth help to explain changes in global energy consumption.

(6)

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(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 4 = 24 marks)



Topic 5: A Watery World

Spelling, punctuation and grammar will be assessed in 5*(d).

If you answer Question 5 put a cross in the box .

5 (a) Study Figure 5a in the Resource Booklet.

(i) Describe the pattern of global water stress.

(3)

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(ii) Suggest possible reasons for this pattern.

(3)

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(b) Study Figure 5b below.

Country	Child health		Water	
	Death rate of children under 5 (per 1000 births)	Children under 5 who are underweight (Percentage %)	Population with access to clean water (Percentage %)	Population with access to flush toilets (Percentage %)
UK	6	0	100	100
USA	8	0	99	100
China	21	6	88	65
Bangladesh	54	37	80	36
Cameroon	131	16	70	51

Figure 5b – Child health and water data for selected countries

Using Figure 5b, explain the impact of variations in access to water for countries at different levels of development.

(4)

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(c) Using an example, explain how water transfers can lead to disputes (conflicts).

(4)

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5GA2H Mark Scheme

Question Number	Answer	Mark
1(a) (i)	X = Spit(1) Y = Bay – cove or any synonym (lagoon)(1)	2 1+1

Question Number	Answer	Mark
1(a) (ii)	Waves approach at an angle (1) material washed up a beach at that angle (1) gravity returns backwash and sediment perpendicular to beach – or equivalent basic idea (1) so material moved along the beach (1) Idea of extension into ‘open water’ or equivalent idea (1) If correctly annotated diagram is provided, allow up to (3)	3 1+1+1

Question Number	Answer	Mark
1(b)	Chosen methods might include: Beach replenishment (Figure 1b), managed retreat, cliff regarding. Adequate description of technique e.g. sand is added to beach (1) development of that e.g. by pumping it from off-shore (1) Description of the impact on coastal erosion e.g, slowing it down because sand absorbs wave energy (1) Allow to 3 if just a list with no one point extended Expect at least 2 management methods for 4 marks	4 (1+1) + (1+1) or (1+1)+1+1

Question Number	Indicative content	Mark
1(c)	Several variables: <ul style="list-style-type: none"> • Rock type • Geological structure and dip etc. • Relative position – headland/bay etc. • Wave strength • Wave angle • Sub-aerial conditions Students may use examples to illustrate their answers Credit material on diagrams when adding explanation or description to text.	6

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Statement of one or two factors. No extension into explanation of the impact of these factors. Basic use of geographical terminology, spelling, punctuation and

		grammar.
Level 2	3-4	Good description of factors – at least two with explanation of one factor. Application of at least one of these to cliff erosion. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	There is a good explanation of the chosen factors. Answer may offer detail through examples and/or use data of rates. Good focus on why rates vary. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a)(i)	Uneven (1) Concentration of claims from Welsh borders south-eastwards to M4 or any adequate description of this area (1) second concentration in north east (1) notes relative absence in one other located region (1) manipulates data e.g. uses scale to describe size of area(s)	3 1+1+1

Question Number	Answer	Mark
2(a)(ii)	Heavier rain (1) therefore more flooding (1) Lower lying (1) therefore more flooding (1) Poor flood defences therefore more flooding (1) Higher rate of insurance (1) therefore more flooding (1) Higher population (1) therefore more flooding (1)	2 (1+1)

Question Number	Answer	Mark
2(b)	Erosion in plunge pool (1) through abrasion and/or hydraulic action (1) development of process e.g. abrasion wears away rocks in by moving other rocks over them (1) undercutting of waterfall (1) sub-aerial processes operating on that face (1) extension of that point through explanation of process e.g. frost weathering (1) gravity and mass movement leads to face retreating (1) hence upstream retreat (1) No marks for causes Students may use diagrams which should be credited and assessed using the same points as text. Be watchful not to credit the same point(s) twice.	4 (1+1) + (1+1) or 1+1+1+1 Or 1+1+1+1

Question Number	Indicative content:	Mark
2(c)	Levee: rivers flood (load deposited), heavier/coarser deposited closest to river so banks of deposits building up	6

	<p>Floodplain:</p> <p>Meandering channels spread (point bar) deposits and widen flood plain by eroding river cliffs. Rivers add deposits to by carrying sediment over these flood plains when in flood.</p> <p>Students may use diagrams which should be credited and assessed using the same points as text. Be watchful not to credit the same point(s) twice.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Identifies at least one of the features. Perhaps states relationship with 'flooding' but no processes explained . Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Identifies both features. Some explanation of one (probably levees) but other either incorrectly explained or omitted. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Both identified with some further descriptive detail. Processes explained accurately and perhaps linked. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
3 (a) (i)	Building damage visible (1) Fire (1)	2 1 + 1

Question Number	Answer	Mark
3 (a)(ii)	<p>Earthquakes shake the ground (1) therefore damaging buildings (1) also cause pipe fractures and fires (1)</p> <p>Earthquakes that shake the ground (1) causing liquefaction (1) which leads to building subsidence (1)</p> <p>Earthquakes cause tsunamis (1) that flood buildings and or cause structural damage (1) with weight of water or similar idea (1)</p> <p>Allow any one but also allow two different types of property damage from one initial cause.</p>	3 (1 + 1 + 1)

Question Number	Answer	Mark
3 (b)	<p>Prediction (1) any appropriate method – gas emissions, seismometers etc. (1) which allows people to evacuate and/or avoid dangerous areas (1)</p> <p>Contingency plans (1) any appropriate method – emergency packs (1) which mitigate loss of life after the</p>	4 (1 + 1) + (1 + 1) or

	event (1)	(1 + 1) + 1 + 1
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Question Number	Indicative content	Mark
3 (c)	<p>Explanations will vary according to chosen examples but likely to include:</p> <p>..because they offer other advantages e.g. harbours, resources, fertile land which brings economic benefits</p> <p>..because settlements have developed there unaware of the risk and moving is inconceivable given high cost</p> <p>..because they cannot afford to move away because their jobs/family are there and benefits outweigh costs in 'long term.</p> <p>May use resource(s) to point out that level of risk varies from place to place and, perhaps, from time to time</p>	6
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	One reason stated e.g fertile soils. No development of that providing motivation for settlement. No specific location. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	At least one reason given. Asserts explanation of why it is compelling. Location identified but without detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	At least two reasons given. Well developed explanations perhaps extending to cost/benefit idea or scale of risk. Location specific with some detail(s). Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4 (a)(i)	<p>Uneven (1)</p> <p>Cluster to west of London (1)</p> <p>Cluster to east of London (1)</p> <p>Along rivers (1)</p> <p>Not many in city itself (1)</p> <p>Along transport routes (1)</p> <p>Identifies by name one area of concentration as in e.g. around Dagenham (1)</p> <p>Allow other points on merit</p>	3 1 + 1 + 1

Question Number	Answer	Mark
4(a)(ii)	<p>Variation in price of land (1)</p> <p>Nuisance factor – noise smell etc. (1)</p> <p>Ease of access as in close to London but not too close (1)</p>	3 1 + 1 + 1

	Ease of access as in close to routeways (1) Allow other points on merit	
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Question Number	Answer	Mark
4 (b)	Two variations here – spatial and temporal Size of population will be significant – more people more emissions (1) example and/or data to support idea (1) Growth of population will be significant – more people more emissions (1) example and/or data to support idea (1) Wealth is major factor – more consumption = more emissions (1) example and/or data to support idea (1) Growth of wealth is major factor – more consumption = more emissions (1) China or Cameroon 1992-2000 comparison (1) data to support idea (1) Government attitudes to renewables (1) UK example and/or data to support idea (1) Deindustrialisation or shift from manufacturing idea (1) UK example and/or data to support idea (1)	4 (1+1) + (1+1) or (1+1)+1+1 Or (1+1+1) + 1

Question Number	Answer	Mark
4 (c)	Depends on chosen resource but expect coal, oil or gas – allow uranium. Description of process of extraction (1) and explanation of impact on environment (1) data or detail to support as in Deepwater Horizon accident (1) Description of process of usage (1) and explanation of impact on environment (1) data or detail to support as in impact on air quality of Chinese cities because of coal usage(1) Description of process of disposal of waste (1) and impact on environment (1) data or detail to support as in coal 'slag' heaps(1)	4 (1+1) + (1+1) or (1+1)+1+1

Question Number	Indicative content	Mark
4 * (d) QWC	Material might include; <ul style="list-style-type: none"> • Availability of renewables because of physical geography • Absence of alternatives – as in lack of fossil fuels • Level of development because renewable energy may have high capital costs • Availability of technology 	6

	<ul style="list-style-type: none"> Government attitudes to the environment which may vary over time Attitudes of people to renewables – strength of environmental movements 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	At least one renewable correctly identified. No explanation to help understand variation. Names countries but minimal development. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Good descriptive points about variation with named countries. Makes assertions linking levels of usage with one explanatory factor. Some locational/data support. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Excellent descriptive points about variations. Good explanation linking these variations with at least two factors. Has data and detail to support argument with evidence. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance 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.
SPaG Level 2	2 - 3	Intermediate performance 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.
SPaG Level 3	4	High performance 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.

Question Number	Answer	Mark
5 (a) (i)	Very uneven (1) Largely sub-tropical (1) Continental interiors (1) No deficit at all in some areas (1) Identifies one specific high deficit region (1) Allow other points on merit	3 1 + 1 + 1

Question Number	Answer	Mark
5 (a) (ii)	Variation in rainfall as in arid region because of climate processes (1) Variation in rainfall as in continental interior so less rain	3 1 + 1 + 1

	(1) Variations in demand because of population (density) (1) Variations in demand because of wealth/consumption (1) Allow other points on merit	
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Question Number	Answer	Mark
5 (b)	Stage of development will determine water access (1) data to support that idea (1) variations noted from table (1) That in turn will have impact on child health (1) detail of same e.g. explanatory reason (1) variations noted from table (1) Cameroon and Bangladesh do badly (1) compared to others (1)	4 (1 + 1) + (1 + 1) or (1 + 1) + 1 + 1 or (1 + 1 + 1) + 1

Question Number	Answer	Mark
5 (c)	Depends on chosen conflict but expect: Competition idea established – e.g many countries use the Mekong River (1) with named countries e.g China and Cambodia (1) Detail of how conflict develops – e.g. China is building dams (1) and result of that action – which reduces water levels in Cambodia (1) detail of impact of change in water quality and or quality e.g. so reduces fish stocks in Cambodia (1) which damages economy/livelihoods (1)	4 (1 + 1) + (1 + 1) or (1 + 1) + 1 + 1 or (1 + 1 + 1) + 1

Question Number	Indicative content	Mark
5 (d) QCW i, ii, iii	May use case studies but more likely to be generic HICs and LICs answer; <ul style="list-style-type: none"> • HICs have much higher domestic usage – showering societies, washing machines etc. • Some HICs have extravagantly high domestic usage driven combination of hot arid climates and expensive life-styles – south west USA • Agricultural usage variable according to climate but sprinkler irrigation leads to high usage in HICs as opposed to low-tech LICs • HICs tend to have more heavy industry which implies 	6

	<p>high usage</p> <ul style="list-style-type: none"> • However many examples of high industrial usage in LICs with mining and capitally intensive industries having high water demand 	
Level	Marks	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Some descriptive points about variations. No explanation linking variations to income. Little or no data offered. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Good descriptive points about variations in at least two of the categories. Makes assertions linking variations to income but with limited explanatory development.. Some locational/data support. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Excellent descriptive points about variations in all three categories. Good explanation linking variations with income. Uses data to support the argument. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance 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.
SPaG Level 2	2 - 3	Intermediate performance 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.
SPaG Level 3	4	High performance 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.

Pearson Edexcel GCSE

Geography A

Unit 2: The Natural Environment

Sample Assessment Material

Paper Reference

5GA2F/01
5GA2H/01

Resource Booklet

Information

This resource booklet contains diagrams, photographs and images needed for use with the Unit 2: The Natural Environment examination. This Resource Booklet is for use with both Foundation and Higher tiers.

Turn over ►

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PEARSON

Section A – The Physical World

Topic 1: Coastal Landscapes



Figure 1b – A photograph showing methods of coastal defence



Figure 1c – A photograph of a cliff in Dorset

Topic 2: River Landscapes

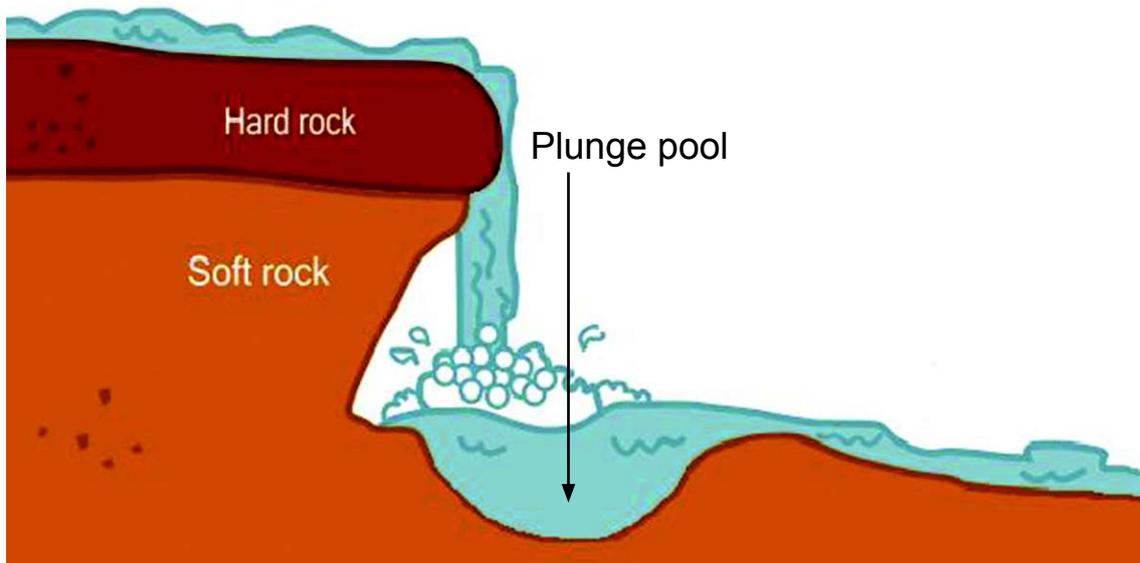
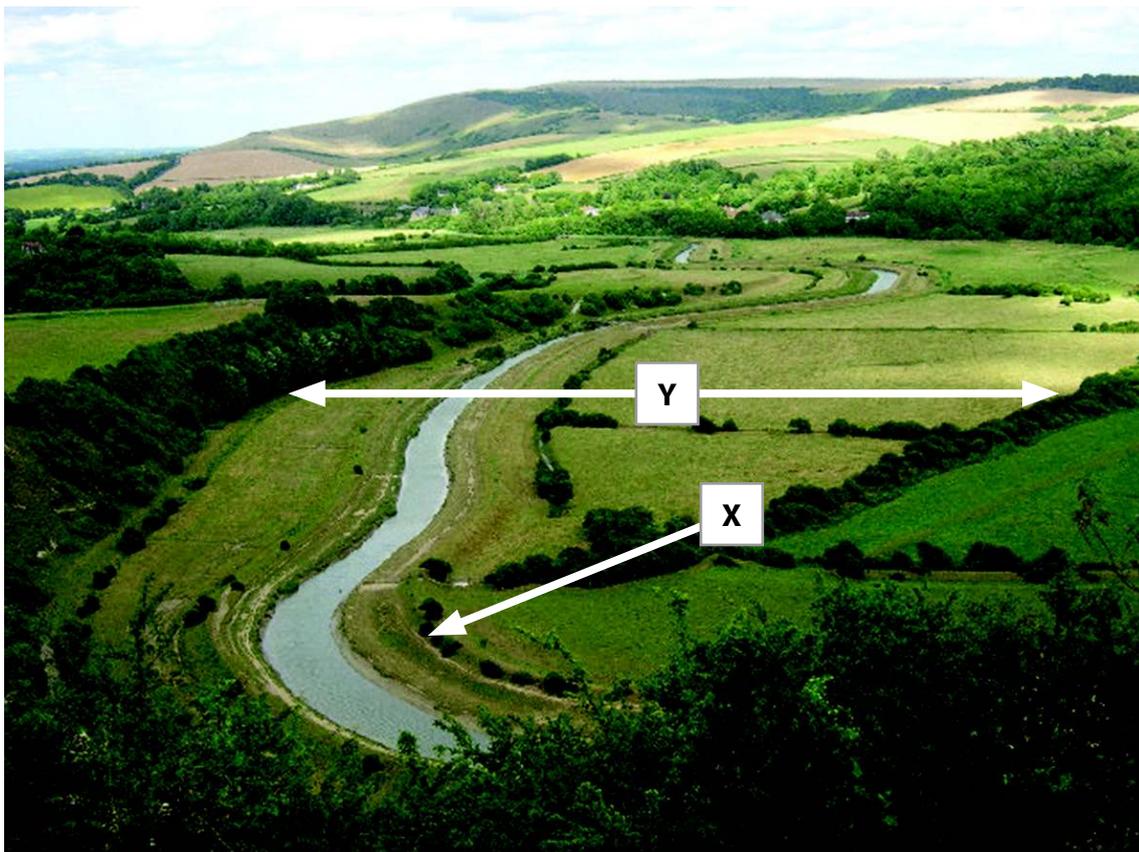


Figure 2b – A diagram of a waterfall



(Source: <http://www.yourlocalweb.co.uk/images/pictures/03/08/river-cuckmere-south-of-litlington-30027.jpg>)

Figure 2c – A river valley in Sussex

Topic 3: Tectonic Landscapes

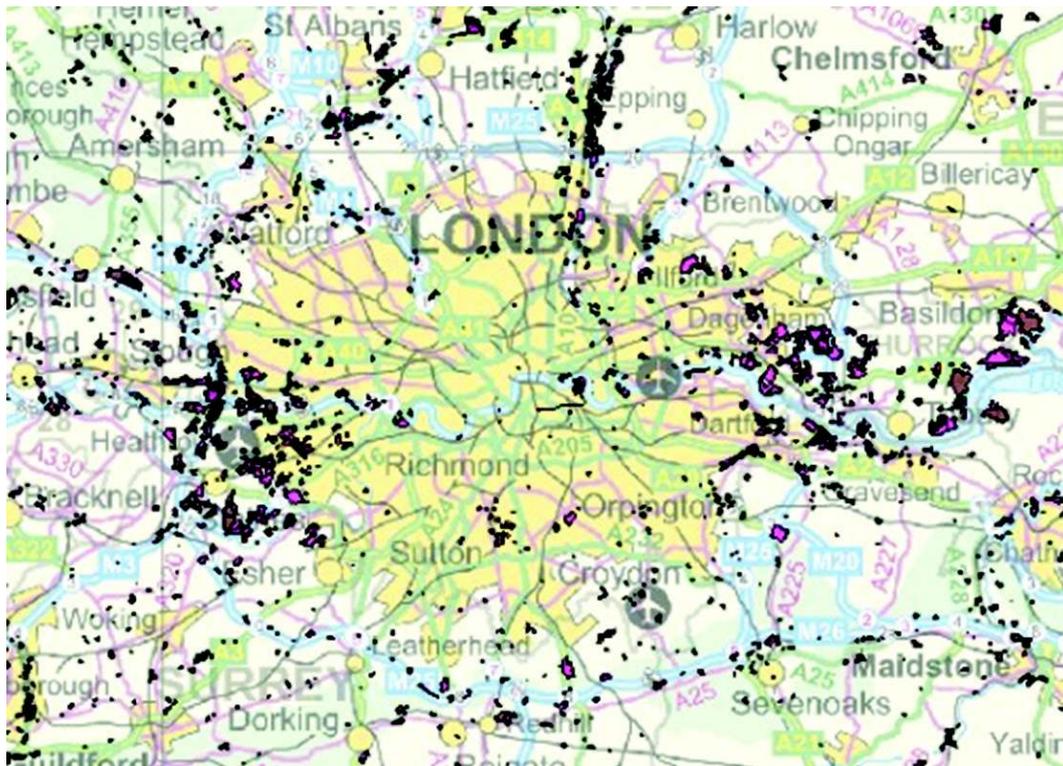


(Source: <http://www.volcano.si.edu>)

Figure 3b – Photograph of the city of Shimabara in Japan overshadowed by the active volcano Mount Unzen

Section B – Environmental Issues

Topic 4: A Wasteful World



Key

- = Small landfill sites
- 🔴 = Large landfill sites

Figure 4a – London's landfill sites

Consumption by region
Million tonnes oil equivalent

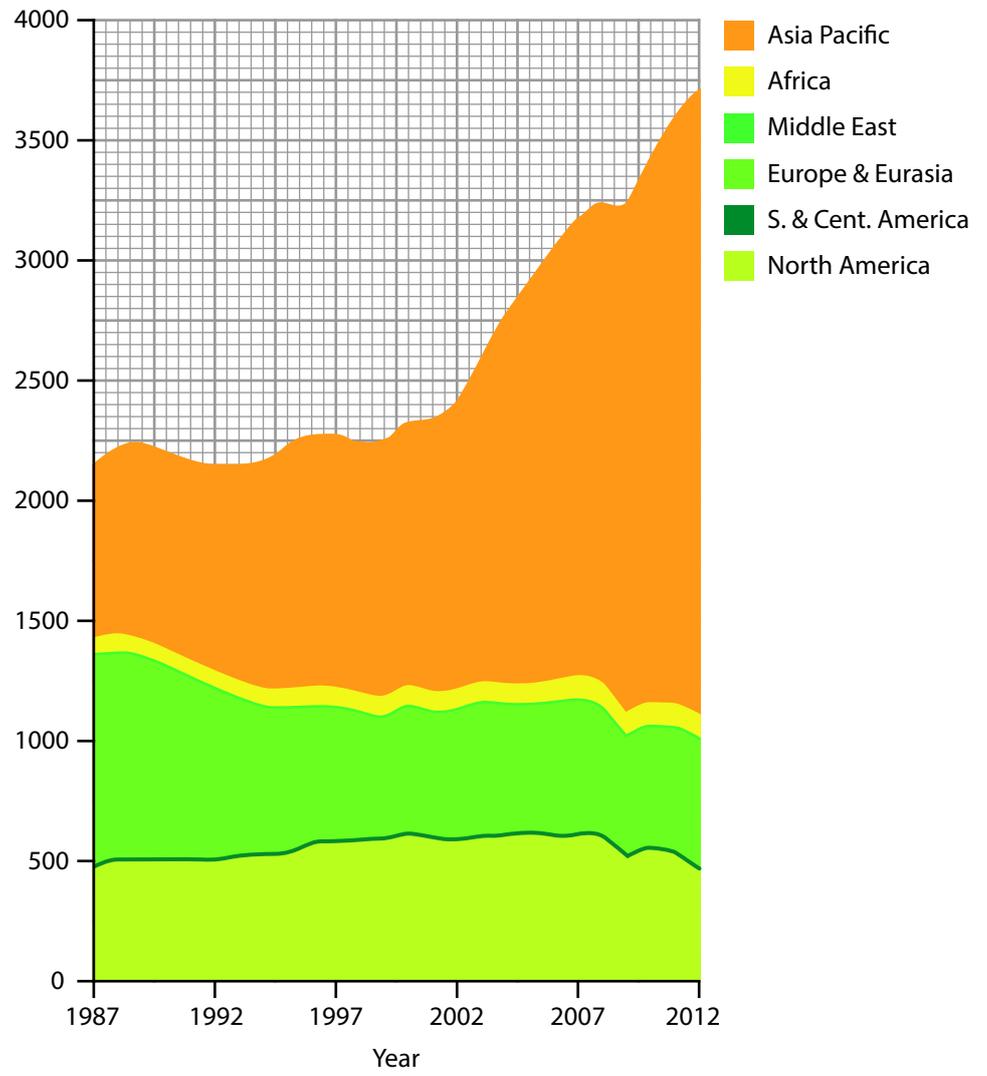


Figure 4 c – Global energy consumption

Topic 5: A Watery World

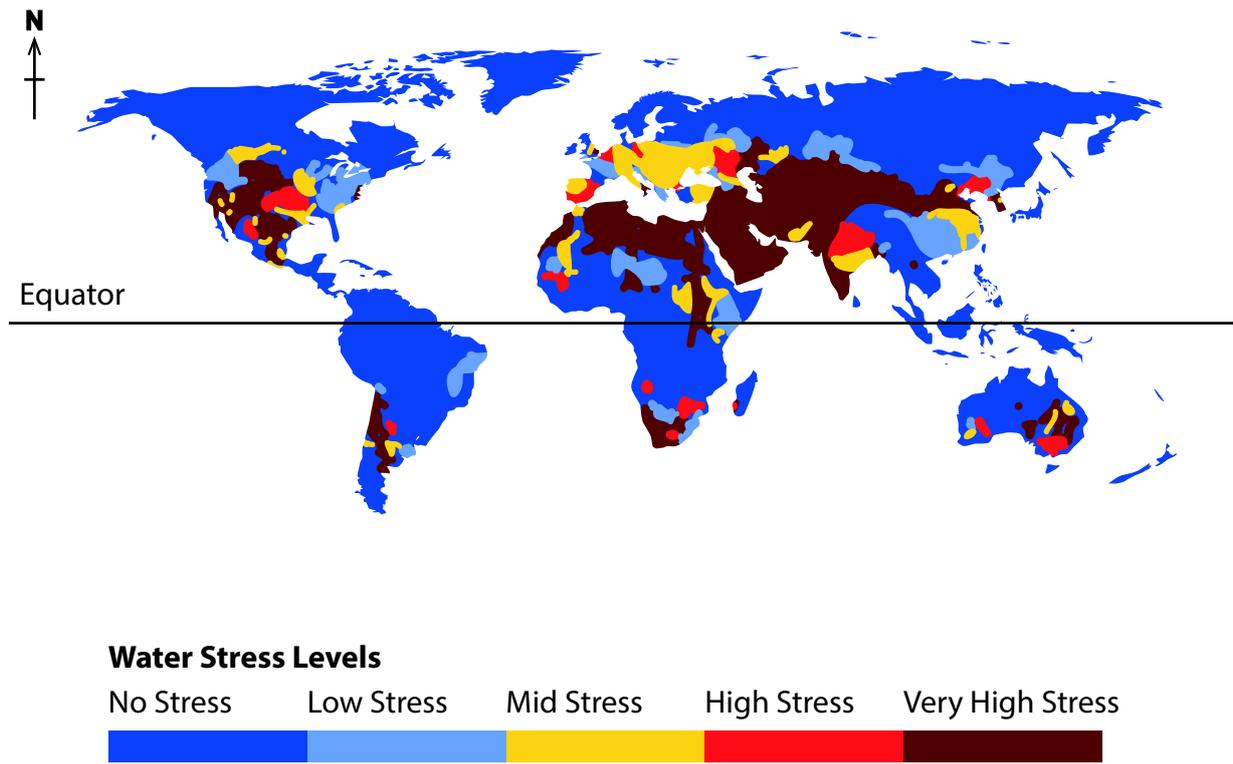


Figure 5a – Global variations in water availability shown by levels of water stress

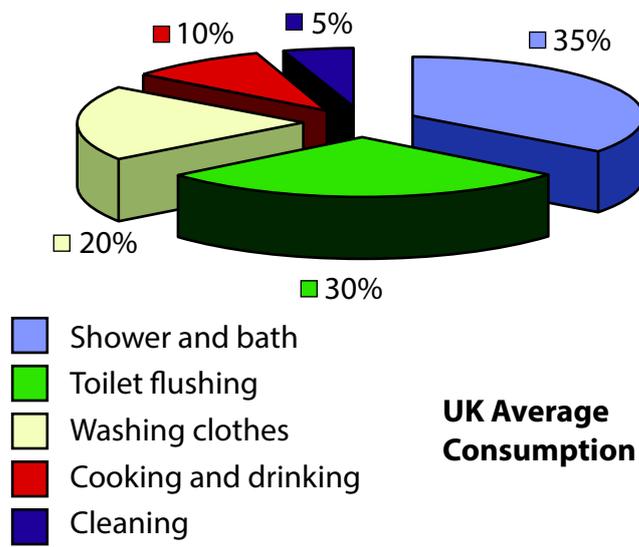


Figure 5c – Average household water consumption for a HIC

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Write your name here

Surname

Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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Geography A

Unit 3: The Human Environment

Foundation Tier

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5GA3F/01

You must have:

Resource Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **all** questions.
- In Section B answer **either** question 4 **or** 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A – THE HUMAN WORLD

Answer ALL questions from Section A.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Topic 1: Economic Change

- 1 (a) (i) Complete the following sentences that describe and explain the location of economic activities.

Use some of the words in the box below.

(4)

secondary	hospitals
tertiary	markets
services	retail industry
	mining
	research and development
	tourist

Many primary industries, such as , are located where the resources are found.

Some industries are located close to ports where raw materials are imported whilst others may be near the where their customers are.

Tertiary industries are very widely distributed. For example, the is located in every town and city where there are many shops.



(ii) Which of the following is an example of a **well-paid** tertiary worker?

(1)

- A factory worker
- B banker
- C fast-food worker
- D farmer

(iii) Which of the following is the most likely **cause** of a rise in the demand for services in HICs?

(1)

- A decreasing employment in primary employment
- B production becoming more mechanised
- C cheap imports of manufactured goods
- D rising disposable incomes

(iv) Which of the following is the best definition of globalisation?

(1)

- A manufacturing goods overseas
- B a world with more countries
- C a more interconnected world
- D the decline of primary industries



S 4 5 1 3 1 A 0 3 1 7

(b) Study Figure 1a in the Resource Booklet.

(i) Describe the changes in the cost of air travel.

(2)

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(ii) Suggest **one** impact of the changes in the cost of air travel on the location of industry.

(2)

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(c) Study Figure 1b in the Resource Booklet.

For a named middle-income country (MIC) **or** a named low-income country (LIC), explain the growth of its **secondary sector**.

(4)

Named country

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(Total for Question 1 = 15 marks)



Topic 2: Settlement Change

- 2 (a) (i) Complete the following sentences that describe and explain some recent changes in urban areas in LICs.

Use some of the words in the box below.

(4)

slowly	squatter settlements	rural
death	foreign	unemployment
	rapidly	suburbs
		birth
		mountainous

The populations of many urban areas in LICs are growing

The main reasons for this include relatively

high rates and migration

from areas.

This can have a negative impact on the environment because of the growth of and pollution.

- (ii) Which of the following is the best example of an **urban function**?

(1)

- A farming
- B mining
- C administration
- D forestry

- (iii) Which of the following is true of local government planning in the UK?

(1)

- A it has no power to control what gets built in a local area
- B it can prevent any type of development taking place
- C it can only control what type of houses are built
- D it can control many, but not all, aspects of local development



S 4 5 1 3 1 A 0 5 1 7

(iv) Which of the following is the best definition of rural depopulation?

(1)

- A** people moving to urban areas
- B** death rate rising in rural areas
- C** the falling population of rural areas
- D** people moving from one rural area to another

(b) Study Figure 2a in the Resource Booklet.

State **two** possible differences between the populations of the rural settlements.

(2)

1

2

(c) Outline **one** social reason why the demand for housing might rise in a country.

(2)

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(d) Study Figure 2b (photograph) in the Resource Booklet.

Describe the changes in land use in deindustrialising cities such as Belfast.

(4)

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(Total for Question 2 = 15 marks)



Topic 3: Population Change

- 3 (a) (i) Complete the following sentences that describe and explain some features of global population.

Use some of the words in the box below.

(4)

rapidly	births	billion	wealth
	Asia	people	million
	slowly	poverty	Europe

In 2012, world population was over 7

It grew very in the last century but its growth rate is now slowing down.

The growth rate in some areas, such as and North America, is quite slow.

In others, such as Africa, it remains fast even though there is and disease.

- (ii) Which of the following is the best definition of birth rate?

(1)

- A** number of children that a woman has in her lifetime
- B** the total number of births each year in a country
- C** the number of births per 1000 of the population in a year
- D** the difference between the number of births and the number of deaths

- (iii) Which of the following is true of the United Kingdom today?

(1)

- A** the density of population averages around 250 people per km²
- B** the density of population averages around 2500 people per km²
- C** the density of population averages around 25 people per km²
- D** the density of population averages around 2.5 people per km²



S 4 5 1 3 1 A 0 7 1 7

(iv) Which of the following is the best description of the distribution of population in China?

(1)

- A** the north is much more densely populated than the south
- B** population density increases from east to west
- C** upland areas are more densely populated than lowland areas
- D** population density is generally highest close to the coast

(b) (i) Study Figure 3a in the Resource Booklet.

Outline **one** piece of evidence which shows that the **rate** of global population increase is slowing down.

(2)

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(ii) Suggest **one** reason why global population grew so rapidly between 1900 and 2000.

(2)

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(c) Study Figure 3b in the Resource Booklet.

Suggest **two** reasons why the percentage of over 60s in the UK population is predicted to change.

(4)

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(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 45 MARKS



SECTION B – PEOPLE ISSUES

Answer EITHER Question 4 or Question 5.

Topic 4: A Moving World

Spelling, punctuation and grammar will be assessed in 4*(e).

If you choose to answer Question 4, put a cross in the box .

- 4** (a) (i) Which of the following best describes **commuters**? (1)
- A** people leaving a country in search of jobs
 - B** people leaving a country to take a holiday
 - C** people travelling to and from work
 - D** people leaving a country to seek new opportunities
- (ii) Which of the following is an example of a **forced** migration? (1)
- A** people leaving a country to seek work
 - B** people leaving a country because there is poor quality housing
 - C** people being expelled from their country because of their religious beliefs
 - D** people moving overseas because they don't like their government
- (iii) Which of the following is an example of a **positive economic** impact of migration on the host country? (1)
- A** an increase in skills in the workforce
 - B** the introduction of different values and attitudes
 - C** a decrease in job availability for the whole population
 - D** an increase in the number of elderly people
- (iv) Which of the following European countries has provided the largest number of migrants to the UK in recent years? (1)
- A** Switzerland
 - B** Norway
 - C** Germany
 - D** Poland



(b) Study Figure 4a in the Resource Booklet.

(i) Describe **one** feature of this pattern.

(2)

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(ii) Suggest **one** possible reason for this pattern.

(2)

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(c) Study Figure 4b in the Resource Booklet.

Outline **one** way in which new technology might increase the rate of migration.

(2)

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(d) Study Figure 4c below.

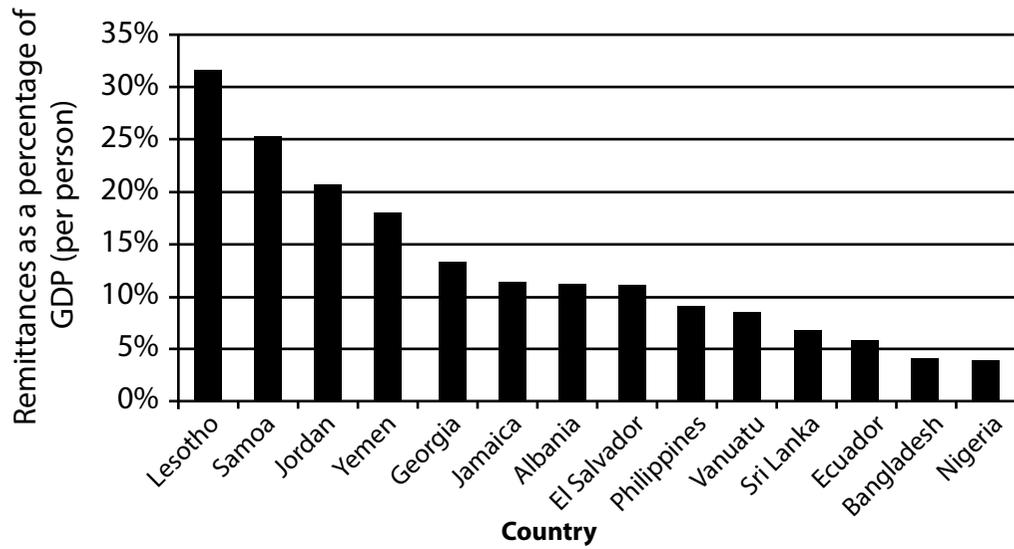


Figure 4c – Remittances as a share of GDP per person in their country of origin

Remittances are sums of money sent home to their families by migrants who are working abroad, either temporarily or permanently.

Suggest **two** reasons why remittances are important to the migrants' country of origin.

(4)

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Topic 5: A Tourist's World

Spelling, punctuation and grammar will be assessed in 5*(e).

If you choose to answer Question 5, put a cross in the box .

- 5 (a) (i) Which of the following is an example of international tourism? (1)
- A travel overseas for a business conference
 - B travel to a local city for a short break
 - C moving overseas to find work
 - D visiting friends in another part of the country
- (ii) Which of the following is likely to cause a **fall** in international tourism? (1)
- A an increase in the number of public holidays
 - B a fall in the cost of petrol
 - C a rise in the number of tourist companies
 - D a rise in unemployment
- (iii) Which of the following is the best definition of **health** tourism? (1)
- A it involves outdoor activity that improves fitness
 - B it involves travel to receive medical treatment
 - C it helps improve the state of the environment
 - D it involves sunbathing
- (iv) Which of the following is a **frequent** result of enclave tourism? (1)
- A large numbers of customers for locally owned hotels and businesses
 - B many opportunities for contact between locals and tourists
 - C most of the money made leaves the country
 - D facilities for locals will improve significantly



(b) Study Figure 5a in the Resource Booklet.

(i) Describe **one** feature of this pattern.

(2)

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(ii) Suggest **one** reason for this pattern.

(2)

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(c) Study Figure 5b in the Resource Booklet.

Suggest **one** change that might take place in this tourist destination.

(2)

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(d) Study Figure 5c below.

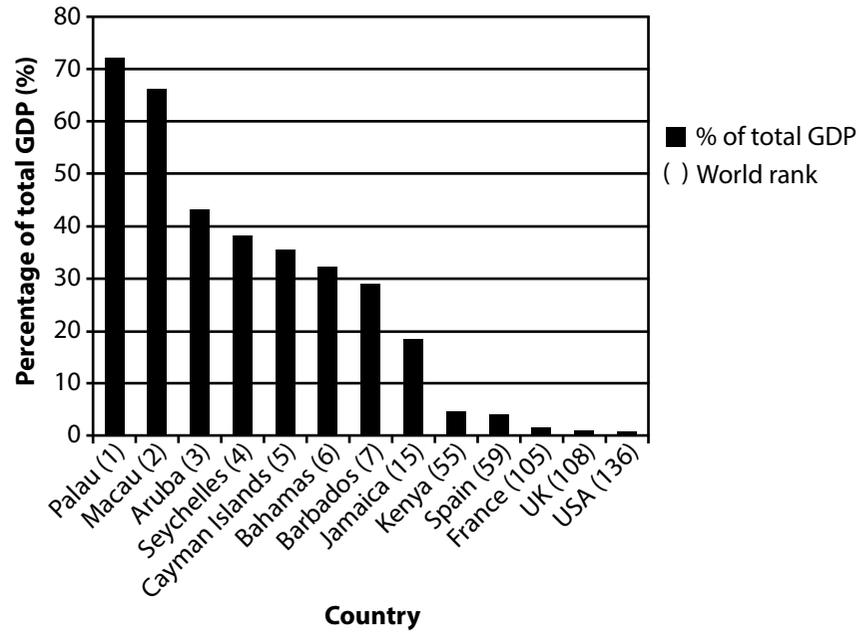


Figure 5c – Tourism income as a percentage of total Gross Domestic Product (GDP)

Suggest **two** reasons why tourism is important to the **economy** of some countries.

(4)

1

2



5GA3F Mark Scheme

Question Number	Answer	Mark
1 (a) (i)	Many primary industries, such as mining , are located where the resources are found. Some secondary industries are located close to ports where raw materials are imported whilst others may be near the markets where their customers are. Tertiary industries are very widely distributed. For example the retail industry is located in every town and city where there are many shops.	4 1 + 1 + 1 + 1

Question Number	Answer	Mark
1 (a) (ii)	B= banker	1

Question Number	Answer	Mark
1 (a) (iii)	D= rising disposable income	1

Question Number	Answer	Mark
1 (a) (iv)	C= a more interconnected world	1

Question Number	Answer	Mark
1 (b) (i)	It has fallen (1) But not consistently so (1) Not much change in last few years shown (1) Data to support any one point (1)	2 1 + 1

Question Number	Answer	Mark
1 (b) (ii)	Reduced costs so cheaper to travel and/or move freight (1) so industry can become more global (1) example of same (1)	2 1 + 1

Question Number	Indicative content	Mark
1 (c)	Likely to be China: Rapid growth of manufacturing sector (1) result of government decisions to industrialise (1) and pursue export valorisation policies (1) heavy state investment (1) but also some 'private' capital (1) and FDI in partnership with Chinese state (1) examples/data to support any point So look for basic explanatory point (1) with development through detail (1)	4 (1 + 1) + (1 + 1) or (1 + 1 + 1) + 1

Question Number	Answer	Mark
2(a)(i)	The populations of many urban areas in LICs are growing rapidly . The main reasons for this include relatively high birth rates and migration from rural areas. This can have a negative impact on the environment because of the growth of squatter settlements and pollution.	4 1 + 1 + 1 + 1

Question Number	Answer	Mark
2(a)(ii)	C= administration	1

Question Number	Answer	Mark
2(a)(iii)	D = it can control many, but not all, aspects of local development	1

Question Number	Answer	Mark
2(a)(iv)	C= the falling population of rural areas	1

Question Number	Answer	Mark
2(b)	<p>Closer to city larger the population (1)- reject comparisons to the city as not a rural settlement. Some e.g. overspill are growing whilst others e.g more remote declining (1)</p> <p>Mainly second homes village has seasonal population – others do not (1)</p> <p>Variations in age structure (1) detail of same e.g. older in more remote villages (1)</p> <p>Other points on merit</p>	2 1 + 1

Question Number	Answer	Mark
2(c)	<p>Rising levels of divorce (1) so a household breaks into two 'households'(1)</p> <p>Rising population (1) so more houses needed (1)</p> <p>Ageing population (1) more people living alone (1)</p> <p>Increasing levels of migration (1) so more houses needed (1) Later marriages (1)</p> <p>Other points on merit (allow demographic as above)</p>	2 (1 + 1)

Question Number	Indicative content	Mark
2(d)	<p>Manufacturing land is abandoned as factories close (1) allow example/detail of same – perhaps from resource (1)</p> <p>So many brownfield sites (1) developed for variety of uses (1) identifies types of development through examples e.g mixed office and residential</p>	4 (1 + 1) + (1 + 1) or

	development at Canary Wharf (1)	(1+1+1) +1
Question Number	Answer	Mark
3 (a)(i)	In 2012 world population was over 7 billion . It grew very rapidly in the last century but its growth rate is now slowing down. The growth rate in some areas, such as Europe and North America is quite slow. In others, such as Africa, it remains fast even though there is poverty ad disease.	4 1+1+1+1

Question Number	Answer	Mark
3 (a)(ii)	C = the number of births per 1000...	1

Question Number	Answer	Mark
3 (a)(iii)	A = the density of population averages around 250...	1

Question Number	Answer	Mark
3 (a)(iv)	D = population density is generally highest...	1

Question Number	Answer	Mark
3 (b)(i)	Smaller increases from the 1980s (1) data to support (1) Or Gradient of line starts to decline (1) data to support (1)	2 (1+1)

Question Number	Answer	Mark
3(b) (ii)	Allow simple/basic explanatory answer as in: Because death rates fell whilst birth rates stayed high in many countries (1) so natural increase was high (1) Or deeper causes as in: Growing wealth (1) therefore declining mortality/death rate (1) Better diet / water supply (1) therefore declining infant mortality/death rate (1) Allow others on merit	2 (1+1)

Question Number	Indicative content	Mark
3 (c)	Continued fall in fertility rate (1) which decreases numbers of young people (1) so rising % of elderly (1) data to support (1) Increasing life expectancy (1) because of medical/diet advances (1) which increases % of elderly (1) data to support (1) Allow (speculative) impact of migration (1)	4 (1+1) +(1+1) or (1+1) + 1+1 or (1+1+1) +1

Question Number	Answer	Mark
4 (a) (i)	C= people travelling to and from work	1

Question Number	Answer	Mark
4 (a) (ii)	C= people being expelled from their country...	1

Question Number	Answer	Mark
4 (a) (iii)	A= an increase in skills in the work force	1

Question Number	Answer	Mark
4 (a) (iv)	D= Poland	1

Question Number	Answer	Mark
4 (b) (i)	Very uneven (1) Mostly in London and the south-east (1) Also East Anglia (1) Very few in some other areas – example of same Wales, south –west England (1) Data to support any one point (1)	2 1+1

Question Number	Answer	Mark
4 (b) (ii)	Where the jobs are (1) example of possible employment (1) Companies may recruit (1) so more where they are located (1) Where previous family members have settled (1) as in large cities (1) International/global hub (1) as with London (1)	2 (1+1)

Question Number	Answer	Mark
4 (c)	The growth of the internet and social media (1) leads to	2

	more awareness of opportunities in city e.g. jobs, educations etc. (1) Improvements in transport (1) makes migration cheaper quicker/easier etc. (1)	(1+1)
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Question Number	Answer	Mark
4 (d)	Allow a 'mechanical' answer as in: Because they have many more migrants (1) so amounts of money are higher e.g. Samoa (1) Because they don't have much to offer people in terms of employment (1) limited range of jobs or lack of high paid jobs (1) Because they are poor (1) so have very limited opportunities e.g. jobs/money (1)	4 (1+1) + (1+1)

Question Number	Indicative content	Mark
4 * (e) QCW	Depends on case study but expect: <ul style="list-style-type: none"> • Impact on property prices • Development of expatriate community • Income opportunity for locals form building through to retail and services • Cultural impact – dilution? • Impact on resources – water usage • Increased revenue for local authorities Beware answer that lists impact on migrants or country of origin.	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	Descriptive point made but not explored. Case-study stated but unclear. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	At least one basic descriptive point with some supportive detail. Case-study explicit but not detailed. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Some good descriptive points about advantages. Very good case-study detail to support list of advantages . Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance 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.

SPaG Level 2	2 - 3	Intermediate performance 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.
SPaG Level 3	4	High performance 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.

Question Number	Answer	Mark
5 (a) (i)	A= travel overseas for a business conference	1

Question Number	Answer	Mark
5 (a) (ii)	D= a rise in unemployment	1

Question Number	Answer	Mark
5 (a) (iii)	B= it involves travel to receive medical treatment	1

Question Number	Answer	Mark
5 (a) (iv)	C= most of the money made leaves the country	1

Question Number	Answer	Mark
5 (b) (i)	Very uneven (1) Many of most important areas are coastal (1) Less important in Midlands and East Anglia (1) West London rather than East London (1) Detail/data to support any one point (1)	2 (1+1)

Question Number	Answer	Mark
5 (b) (ii)	Because they developed tourist attractions (1) e.g. Blackpool 'mile', York minster (1) example of place/detail Because they have conference facilities (1) which attracts business people (1) Because of a lack of other opportunities (1) making tourism more significant (1)	2 (1+1)

Question Number	Answer	Mark
5 (c)	Tourist facilities are likely to increase (1) example of same (1) Local incomes are likely to rise (1) as more tourists arrive (1) More tourists are likely to arrive (1) as infrastructure develops (1)	2 (1+1)

Question Number	Answer	Mark
5 (d)	<p>Allow a 'mechanical' answer as in:</p> <p>Because they have many more tourists(1) so amounts of money are higher e.g. Palau (1)</p> <p>Because they don't have much else to offer people in terms of employment (1) limited range of other jobs (1)</p> <p>Because they are attractive places with highly valued landscapes (1) example of same – beaches, warm climate etc.(1)</p>	<p>4</p> <p>(1 + 1) + (1 + 1)</p> <p>or</p> <p>(1 + 1) + 1 + 1</p>

Question Number	Indicative content	Mark
5* (e) QCW	<p>Depends on chosen case-study. Expect Butler Model to feature with appropriately named 'stages' explained.</p> <p>Broad outline(s) should include:</p> <ul style="list-style-type: none"> • Exploration (as in Fig 5b) • Involvement as locals develop an 'infrastructure' • Development as non-local businesses and capital move into the area • Consolidation as carrying capacity is reached • Stagnation as infrastructure ages and issues of resource usage and reputation start to create problems • ..and maybe decline/rejuvenation depending on chosen case-study <p>Explanation should involve reasons for increasing numbers, changing nature of infrastructure, changing environmental impact</p>	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	Description of one aspect of a resort but no notion of change. No case study named and has no additional knowledge of place to offer. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	At least two basic descriptive point about change with some explanation of the changes, largely asserted. Case-study offered with a little detail with some additional knowledge of place to offer. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Some good descriptive points about changes. At least two stages identified with good case study detail to explain these changes. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance 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.
SPaG Level 2	2 - 3	Intermediate performance 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.
SPaG Level 3	4	High performance 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.

Write your name here

Surname	Other names
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Pearson Centre Number Candidate Number

Edexcel GCSE

Geography A
Unit 3: The Human Environment
Higher Tier

Sample Assessment Material Time: 1 hour 15 minutes	Paper Reference 5GA3H/01
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You must have: Resource Booklet (enclosed)	Total Marks
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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **all** questions.
- In Section B answer **either** question 4 **or** 5.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 69.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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5/5/5



PEARSON

SECTION A – THE HUMAN WORLD

Answer ALL questions from Section A.

Topic 1: Economic Change

1 (a) Identify **one** type of primary employment. (1)

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(b) Study Figure 1a in the Resource Booklet.

Suggest **two** impacts of the reduction in transport costs, such as air travel, on UK industries.

(4)

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(c) (i) Outline **one** impact of UK government policies on the location of secondary industry. (2)

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Topic 2: Settlement Change

2 (a) Identify **one** function of an urban settlement. (1)

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(b) Study Figure 2a in the Resource Booklet.

Outline **two** impacts of large urban areas on rural communities. (4)

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(c) Explain **two** ways in which social changes lead to a rise in the demand for housing. (4)

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Topic 3: Population Change

3 (a) Define the term birth rate.

(2)

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(b) Study Figure 3a in the Resource Booklet.

Suggest why the global population is predicted to increase more slowly in the future.

(3)

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(c) Describe the influence of **physical** factors on the population distribution in China.

(4)

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SECTION B – PEOPLE ISSUES

Answer EITHER Question 4 or Question 5.

Topic 4: A Moving World

Spelling, punctuation and grammar will be assessed in 4*(e).

If you choose to answer Question 4, put a cross in the box .

4 (a) Define the term **migration.**

(2)

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(b) Study Figure 4a in the Resource Booklet.

Suggest **two possible reasons for this pattern.**

(4)

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(c) Study Figure 4b in the Resource Booklet.

Outline ways in which technology (including transport developments) can affect the rate of migration.

(4)

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(d) Study Figure 4c below.

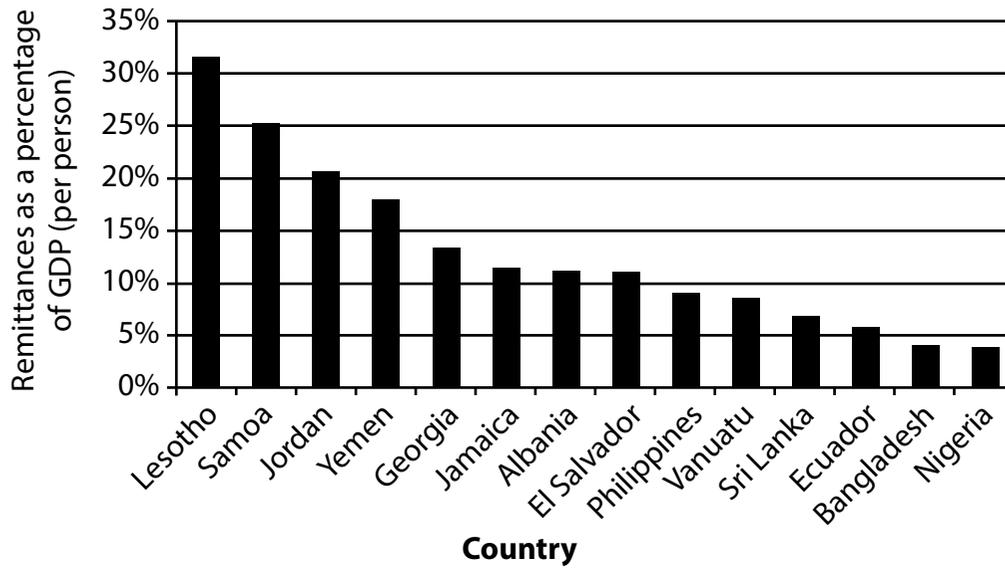


Figure 4c – Remittances as a share of GDP per person in their country of origin

Remittances are sums of money sent home by migrants who are working abroad, either temporarily or permanently.

Explain **two** ways in which economic migrants can benefit their **country of origin**.

(4)

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Topic 5: A Tourist's World

Spelling, punctuation and grammar will be assessed in 5*(e).

If you choose to answer Question 5, put a cross in the box .

5 (a) Define the term international tourism.

(2)

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(b) Study Figure 5a in the Resource Booklet.

Suggest **two** reasons for this pattern.

(4)

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(c) Study Figure 5b in the Resource Booklet.

Suggest **two** reasons why prices might have increased if these tourists return a few years after this first exploration visit.

(4)

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(d) Study Figure 5c below.

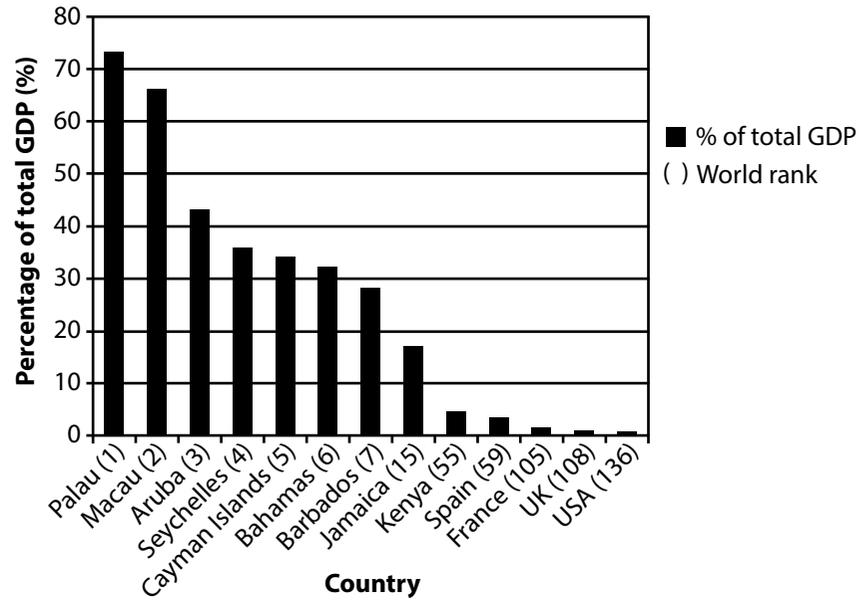


Figure 5c – Tourism income as a percentage of total Gross Domestic Product (GDP)

Explain **two** challenges for countries that have a large tourist industry.

(4)

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5GA3H Mark Scheme

Question Number	Answer	Mark
1 (a)	Very wide range of possibilities Mining, farming, fishing, forestry...	1

Question Number	Answer	Mark
1 (b)	Possibility of some industries moving overseas (1) because cheaper movement of goods (1) Cheaper imported materials (1) so reduced costs of production (1) Role of London as global city favoured - industries such as banking, insurance (1) by cheaper movement of personnel around the world (1) Basic reason (1) further development through detail/data (1)	4 (1+1) + (1+1)

Question Number	Answer	Mark
1 (c)(i)	Grants/regional funding (1) attracting new industry – example (1) Infrastructure projects e.g. Channel Tunnel (1) makes some locations more attractive (1) May be nationalised industry (1) so government makes the decision on location (1) Basic reason (1) further development through detail/data (1)	2 (1+1)

Question Number	Answer	Mark
1 (c)(ii)	Depends on chosen example of secondary industry: Appropriate example of an industry e.g textiles, vehicle manufacture (1) detail of impact through data/detail (1)	2 (1+1)

Question Number	Indicative content	Mark
1 (d)	<p>Primary employment generally declines as countries develop; as GDP per capita increases.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> • The growth of other sectors • The limited value added of primary industries makes other industries more structure to capital • Resources may run out or become cheaper to import as transport costs decline • Resources become more efficiently used • Mechanisation reduces labour demand as with agriculture • Many primary jobs are unskilled and thus low paid and unattractive 	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	At least one basic descriptive point drawn from resource about primary employment. No explanation. No locational detail. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some descriptive points adding to resource but limited to one or two stages. Explanation is largely asserted but some extension as in 'primary industry has declined as secondary sector has grown'. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good descriptive detail with range of points covering several stages. Explanations convincingly linked to specific reasons for changes. Supportive located evidence offered. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a)	Wide range of possibilities: Residence, retail, administration, industry, leisure/tourism....	1

Question Number	Answer	Mark
2(b)	Resource offers; Suburbanisation (1) development as in commuters arriving (1) Protection (theoretically) of green belt (1) but likely change in demography of villages (1) Second home growth in some more distant places (1) raising house prices or other impacts (1) But might also add; Greater demand for food (1) so increased impact for farming communities (1) Range of employment possibilities e.g. tea shops, antiques (1) for more remote 'honeypot' villages (1) Basic reason (1) further development through detail/data (1)	4 (1+1) + (1+1)

Question Number	Answer	Mark
2(c)	Rising levels of divorce (1) so a household breaks into two households(1) Rising population (1) so more houses needed (1) Ageing population (1) more people living alone (1) Increasing levels of migration (1) so more houses needed (1) Basic reason (1) further development through detail/data (1)	4 (1+1) + (1+1)

Question Number	Indicative content	Mark
2 (d)	<p>Redevelopment comes about as functions change, especially deindustrialisation. Manufacturing land is abandoned as factories close.</p> <p>So many brownfield sites developed for variety of uses identifies types of development through examples e.g. mixed office and residential development at Canary Wharf</p> <p>Reasons why land use changes is consequence of broader changes in economy with changing demand for land from some sectors e.g. retail and commerce, whilst other have declined e.g. traditional port based manufacturing.</p> <p>Some driven by social changes with in-migration by younger population into centre of cities.</p> <p>Government policies a key to driving these policies from local city councils and national policies</p>	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	At least one basic descriptive point about urban change. No proper explanation beyond 'this happened because it declined'. No location beyond named city. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some descriptive points about several types of land-use change. Explanation is mostly asserted but at least one fuller with proper link. Some location included. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good descriptive detail with range of points based on case-study detail. Explanations convincingly linked to specific reasons for land-use changes. Good locational detail. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a)	The number of births (1) per 1000 of the population per year(1)	2 (1+1)

Question Number	Answer	Mark
3(b)	Because as countries develop/become wealthier (1) birth rates/fertility rates fall (1) because of more opportunities/costs of children or any other legitimate reason (1) Improved access to birth control (1) Do not allow rising death rates	3 (1+1+1)

Question Number	Answer	Mark
3(c)	This is case-study based so expect named locations/details. Denser in east than west (1) lowland/upland (1) agriculture/industry (1) Denser in valleys (1) lines of communication (1) wet-rice agriculture supports large numbers (1) Ports particularly notable (1) because of importance of export industries to China (1) Accept other points on merit	4 (1+1) +(1+1) or (1+1+1) +1

Question Number	Indicative content	Mark
3 (d)	<p>Population is ageing with reduced numbers of young dependents:</p> <p>Possible advantages</p> <ul style="list-style-type: none"> • 'grey' pound with demand for particular goods and services • Skill level and potential work force expansion as retirement age changes • Source of cheap labour • Reduced costs of supplying education <p>Possible disadvantages</p> <ul style="list-style-type: none"> • Costs of health care for the elderly • Costs of pensions for the elderly • Long-term reduction in work force as number of young dependents declines <p>Allow other points on merit</p>	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	At least one basic descriptive point about changing population structure. Explanation asserted as in 'it is expensive'. Linked to some aspects of the resource. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some sound descriptive points based on resource. Explanation is asserted but at least one has some proper development. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Good descriptive detail with range of points based on resource and further knowledge. Explanations convincingly linked to changing age-structure. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
4 (a)	Migration is movement of people from one place to another (1) with the intention of remaining there for a given period of time (1)	2 (1+1)

Question Number	Answer	Mark
4 (b)	<p>Where the jobs are (1) example of possible employment (1)</p> <p>Companies may recruit (1) so more where they are located (1)</p> <p>Where previous family members have settled (1) as in large cities (1)</p> <p>International/global hub (1) as with London (1)</p>	4 (1+1) + (1+1)

Question Number	Answer	Mark
4 (c)	Growth of car ownership (1) reduces isolation so makes migration more acceptable (1)	4

	<p>Increases in availability of air travel (1) makes contact with family/friends easier (1)</p> <p>Growth of internet (1) increases the amount of information available and increases contact (1)</p> <p>Communication changes e.g, Skype (1) makes separation easier (1)</p> <p>Basic reason (1) further development through detail/data (1)</p>	<p>(1+1) + (1+1)</p>
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Question Number	Answer	Mark
4 (d)	<p>Sending money home (1) can be spent in local economy creating more demand or related idea (1)</p> <p>Bring skills home with them when they return (1)</p> <p>example of same (1)</p>	<p>4 (1+1) + (1+1)</p>

Question Number	Indicative content	Mark
4* (e) QWC	<p>Depends on case study but expect:</p> <p>Perceived advantages:</p> <ul style="list-style-type: none"> • Better climate than at home • Cheaper property • Cheaper living costs e.g. heating • Lower taxes than at home • More opportunities for social life/leisure etc. • Dissatisfaction with 'life' at home <p>Enabling factors:</p> <ul style="list-style-type: none"> • Cheaper air travel • Internet access (Internet calls) • Established English communities • EU allows movement without undue paperwork 	<p>6</p>

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	At least one basic point made about the advantages. Case-study stated but little more. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	At least one good explanatory point about advantages. Less clear about enabling factors. Location has some recognisable details. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Excellent explanatory points about both advantages and enabling factors. Case-study detail used to support points accurately. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
SPaG Level 1	1	Threshold performance 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.
SPaG Level 2	2 – 3	Intermediate performance 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.
SPaG Level 3	4	High performance 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.

Question Number	Answer	Mark
5 (a)	Travel across international borders (1) for leisure and/or business and/or visiting friends and relations (1)	2 (1 + 1)

Question Number	Answer	Mark
5 (b)	Because they developed tourist attractions (1) e.g. Blackpool 'mile', York minster (1) example of place/detail Because they have conference facilities (1) which attract business people (1) Because of a lack of other opportunities (1) making tourism more significant (1)	4 (1 + 1) + (1 + 1)

Question Number	Answer	Mark
5 (c)	Because demand rises as more tourists arrive (1) so prices rise (1) Because an industry develops offering more sophisticated services (1) which are more expensive (1) Because the travel industry gets involved (1) developing packages with 'middle-men' that need to be paid for (1) Other legitimate points on merit	4 (1 + 1) + (1 + 1)

Question Number	Answer	Mark
5 (d)	Tourists can impact negatively on culture of society (1) example of same (1) Tourism can have negative impact on environment (1) example of same (1) Because tourism is vulnerable to rapid (and unpredictable) falls in demand (1) example of same e.g. 9/11, Madrid bombing, global recession in 2008 (1) Because tourist resorts might be foreign owned (enclave	4 (1 + 1) + (1 + 1)

resorts (1) so population as a whole doesn't benefit – might deliver through example(1)	
Because jobs in tourism are often very poorly paid (1) so don't act as much of a stimulant to economy (1)	
Other points on merit	
Basic reason (1) further development through detail/data (1)	

Question Number	Indicative content	Mark
5 * (e) QCW	<p>Depends on chosen case-study. Expect Butler Model to feature with appropriately named 'stages'.</p> <p>Broad descriptive outline(s) should include stagnation of resort and maybe decline/rejuvenation depending on chosen case-study.</p> <p>Explanation delivered through:</p> <ul style="list-style-type: none"> • Reasons for stagnation as infrastructure becomes 'tired' as hotels age and resources become strained • Reputation of resort is possibly in decline leading to declining clientele with shifting demographic (younger) • Incomes decline in resort with less affluent tourists • So, in some cases, decisions made by several players – local authority, travel companies, local businesses to engineer change • In others no positive action taken • Direction of change will vary according to case study but expect either further decline or rejuvenation with some detail • 	6

Level	Mark	Description
Level 0	0	No acceptable response.
Level 1	1-2	Reasonable description of changes. Explanation missing. Case-study stated but unclear. Has no a knowledge of place other than a location. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Good descriptive points about changing resorts. Explanation present but with simple statements but not developed. Location is recognisable. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Excellent descriptive points about change. Explanation is good addressing motives for change. Location is strong with some detail and perhaps data. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

SPaG Level 1	1	<p>Threshold performance</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 – 3	<p>Intermediate performance</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>
SPaG Level 2	4	<p>High performance</p> <p>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.</p>

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Geography A

Unit 3: The Human Environment

Sample Assessment Material

Resource Booklet

Paper Reference

5GA3F/01

5GA3H/01

Do not return the Resource Booklet with the question paper.

Information

This Resource Booklet contains graphs, photographs, images and diagrams needed for use with the Unit 3: The Human Environment examination. This Resource Booklet is for use with both Foundation and Higher tiers.

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Section A – The Human World

Topic 1: Economic Change

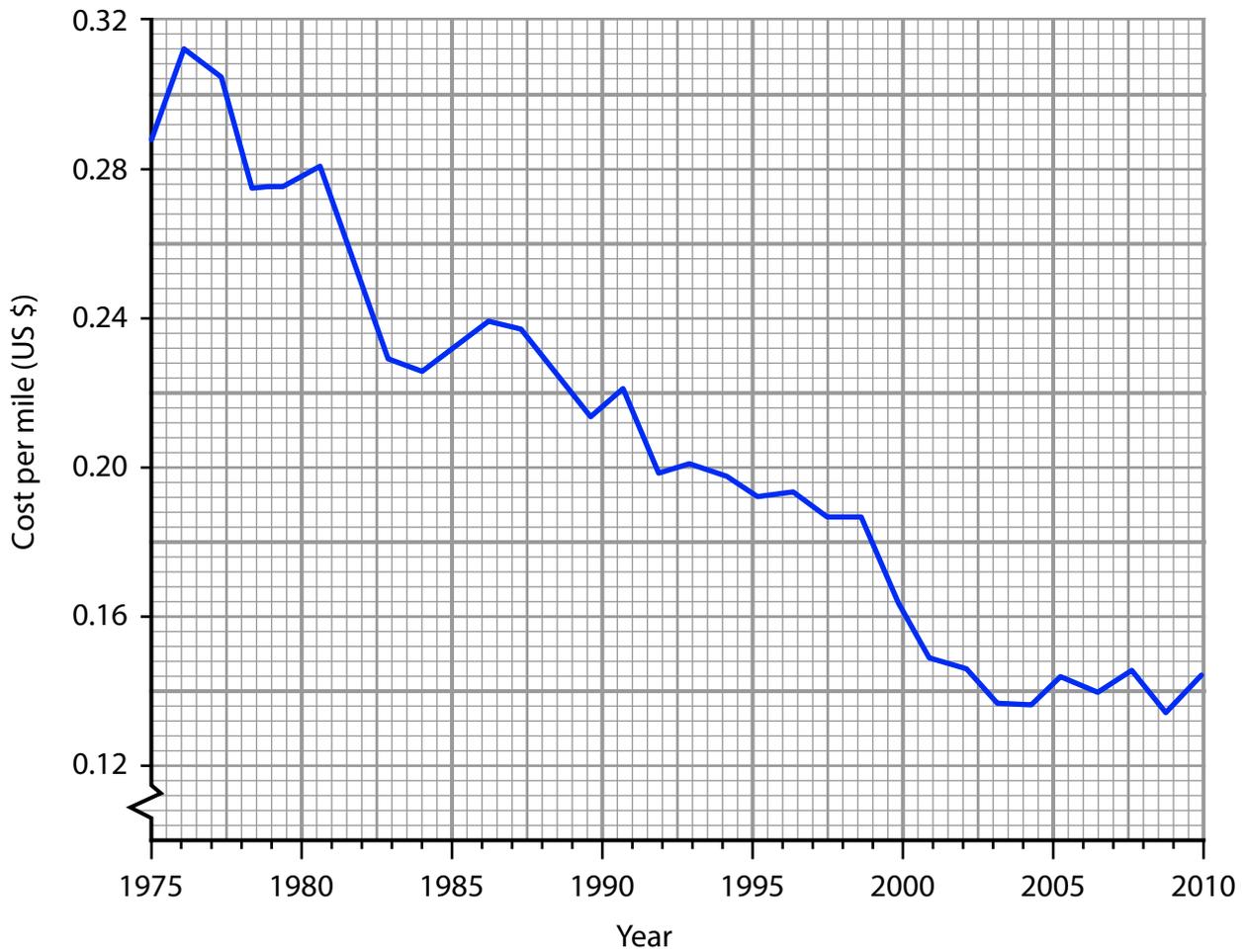


Figure 1a – The changing cost of air travel between 1979 and 2010.

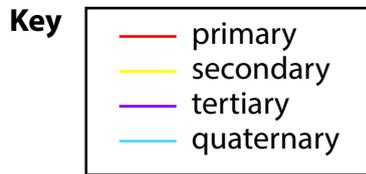
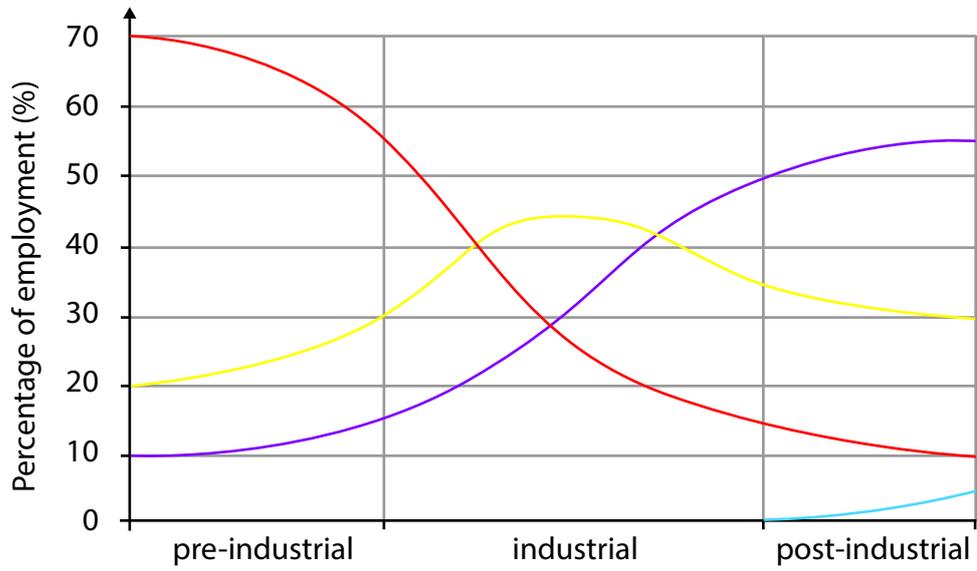


Figure 1b – The Clark-Fisher model showing changes in employment in different sectors as a country develops.

Topic 2: Settlement Change

Key

- Main road
- == Motorway
- Minor road
- Settlements
- Time taken to travel from city

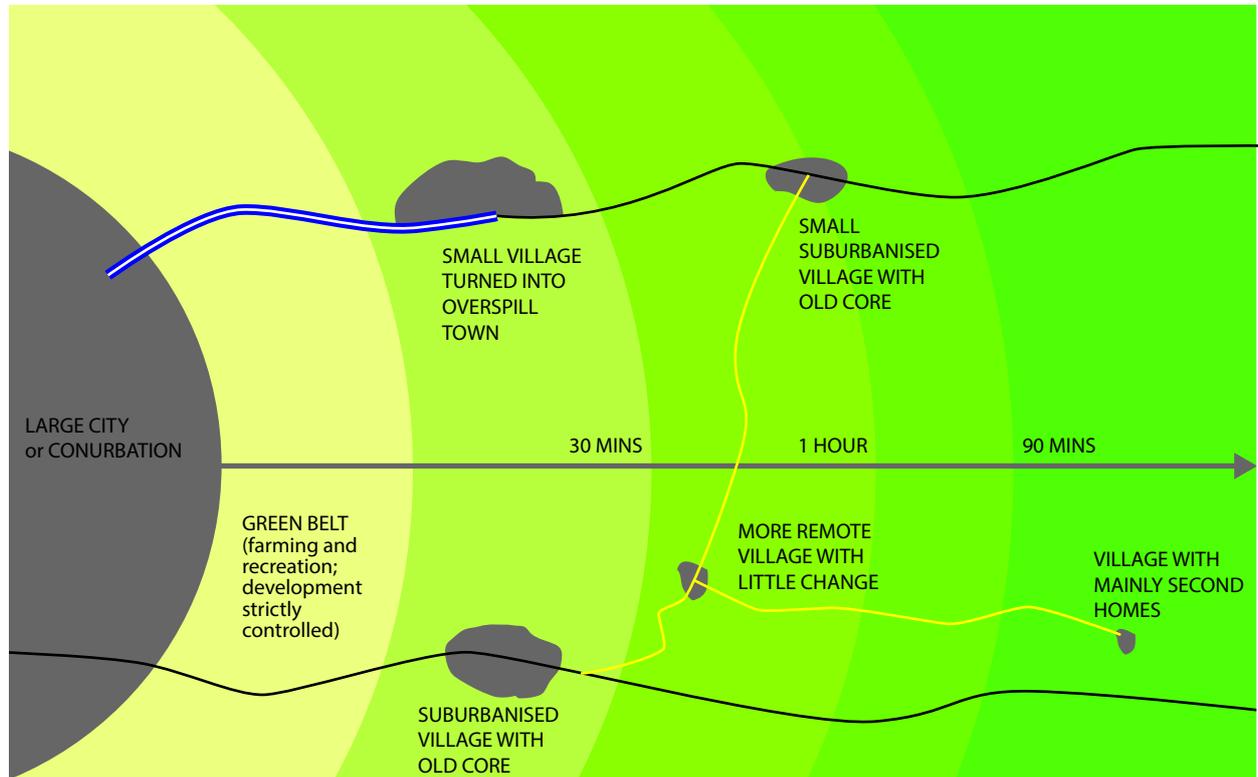


Figure 2a – Changing rural settlements in HICs



Figure 2b – A photograph showing urban redevelopment in Belfast – the 'Titanic' district

Topic 3: Population Change

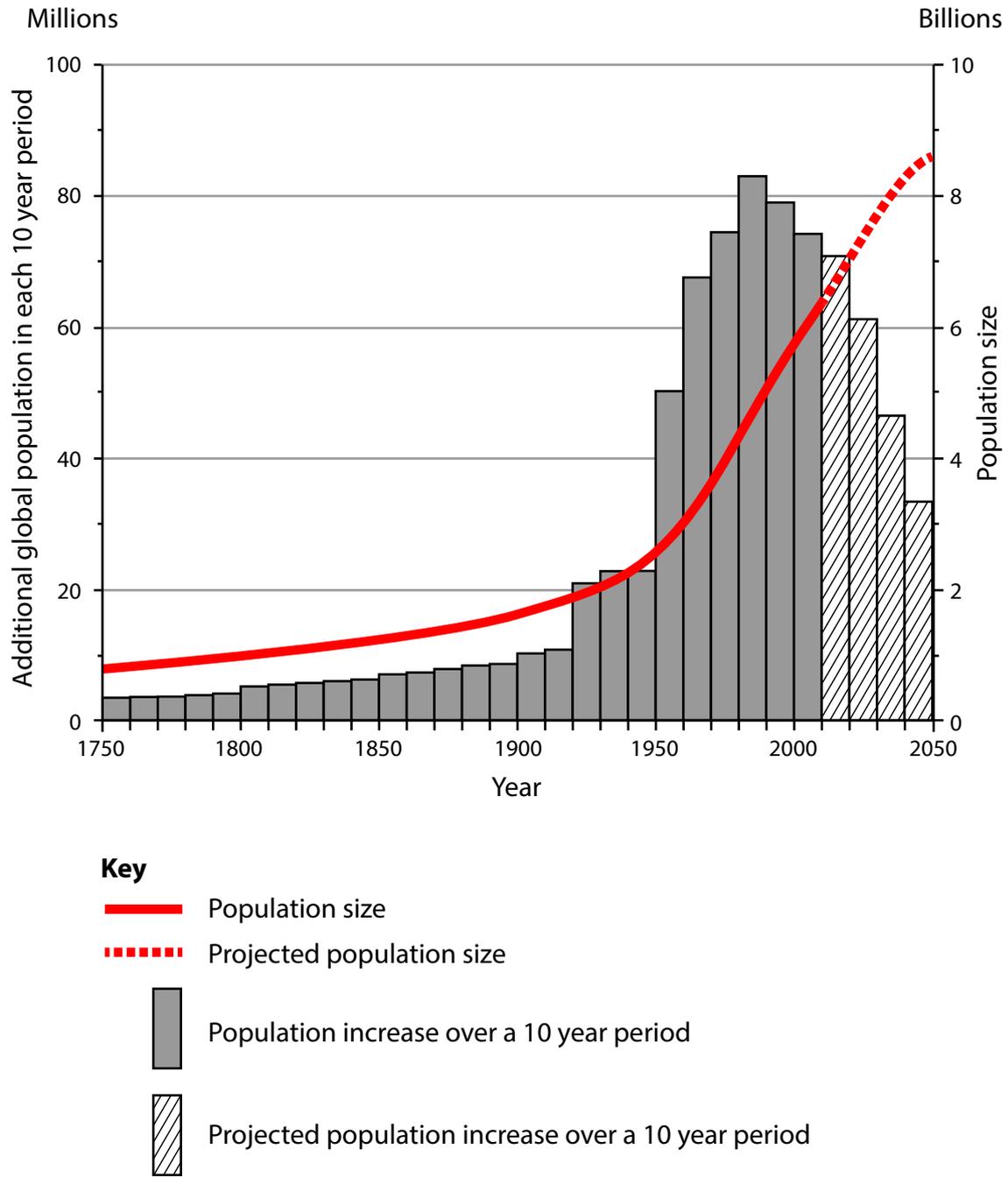


Figure 3a – Global population growth and future projections, 1750–2050

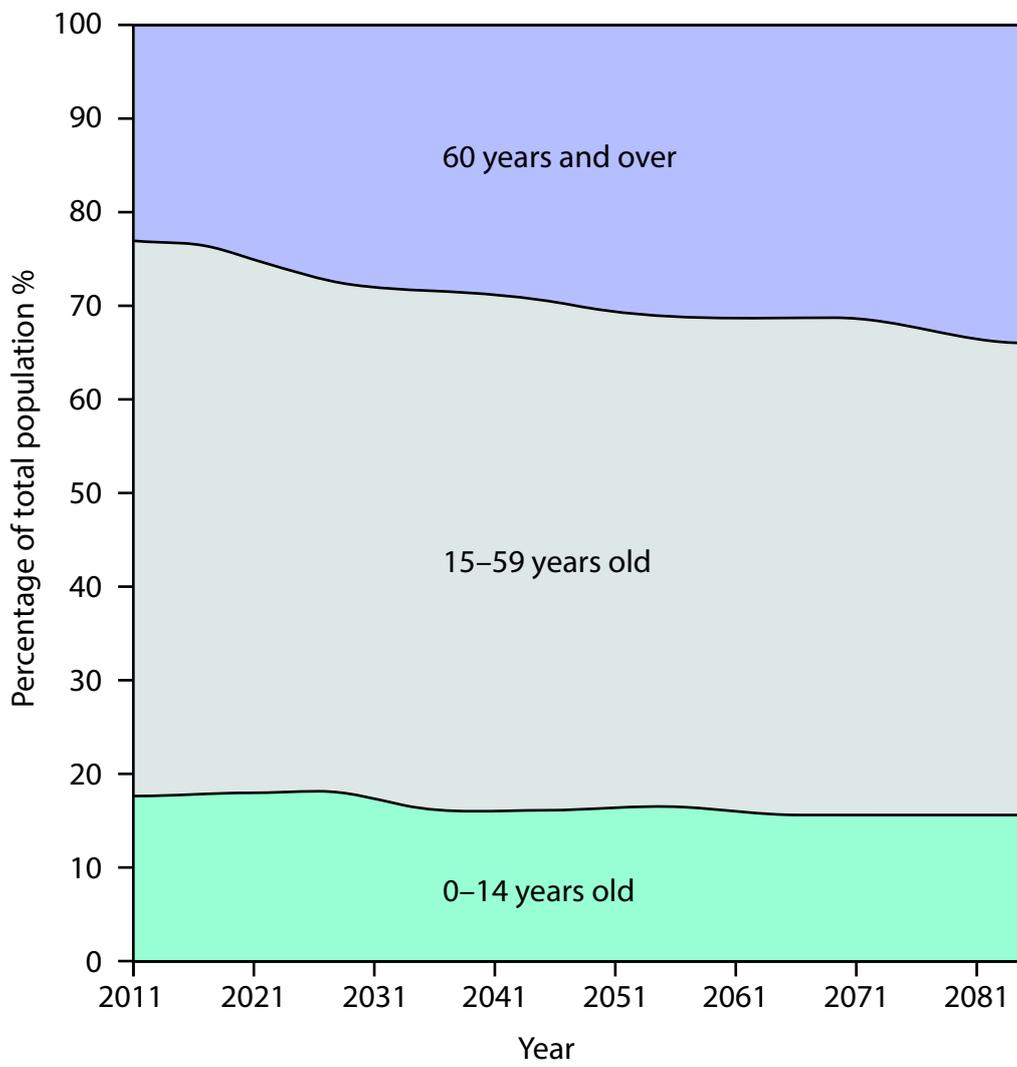


Figure 3b – Predicted changes in the age structure of the UK population

Topic 4: A Moving World

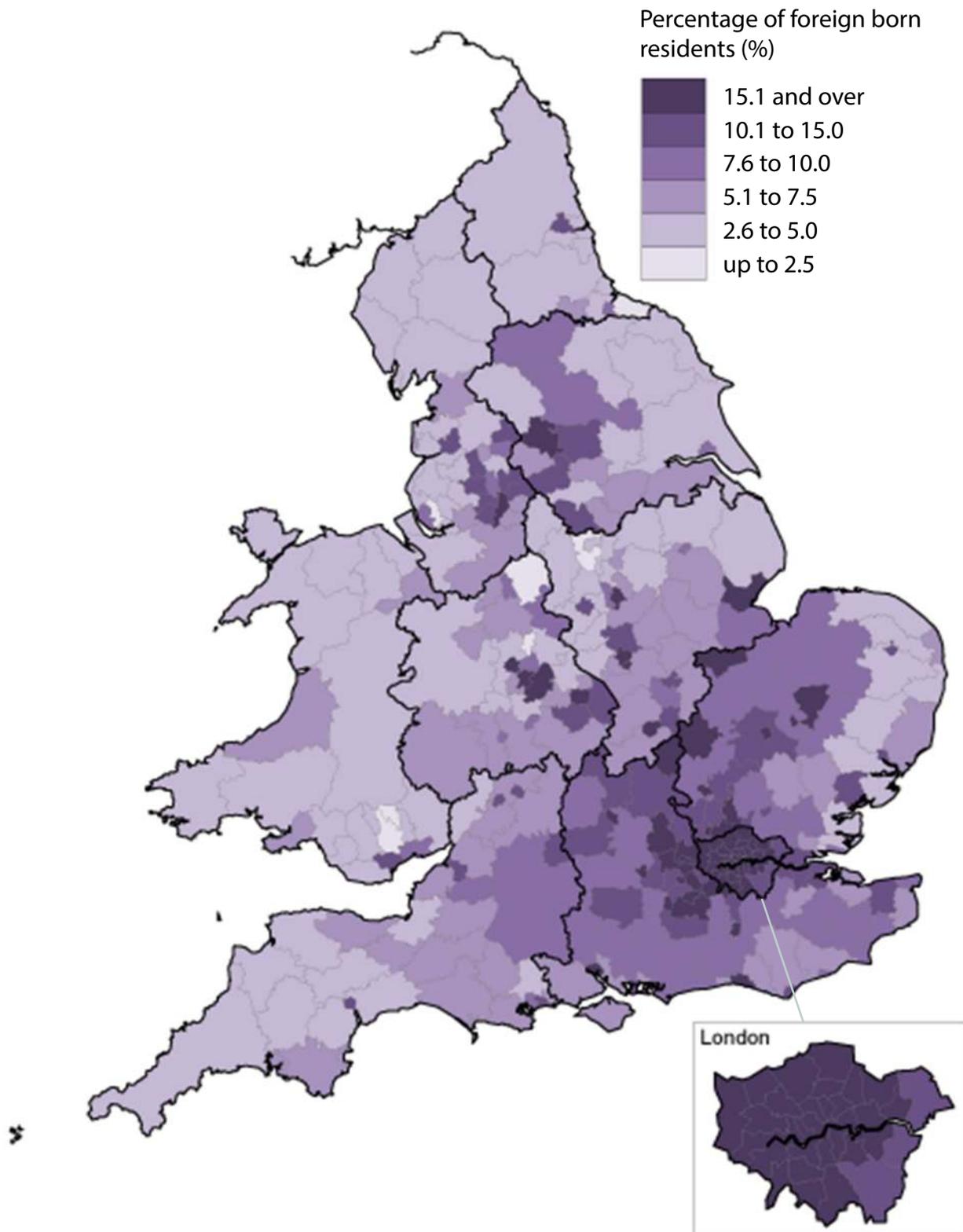


Figure 4a – Foreign born residents in England and Wales as a percentage of the total population in 2012

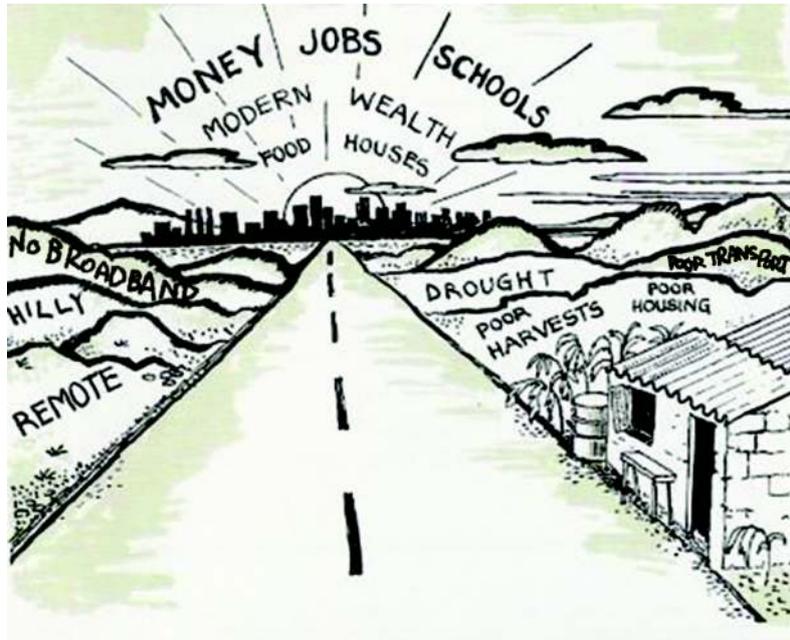


Figure 4b – Push and pull factors that affect migration decisions

Topic 5: A Tourist's World

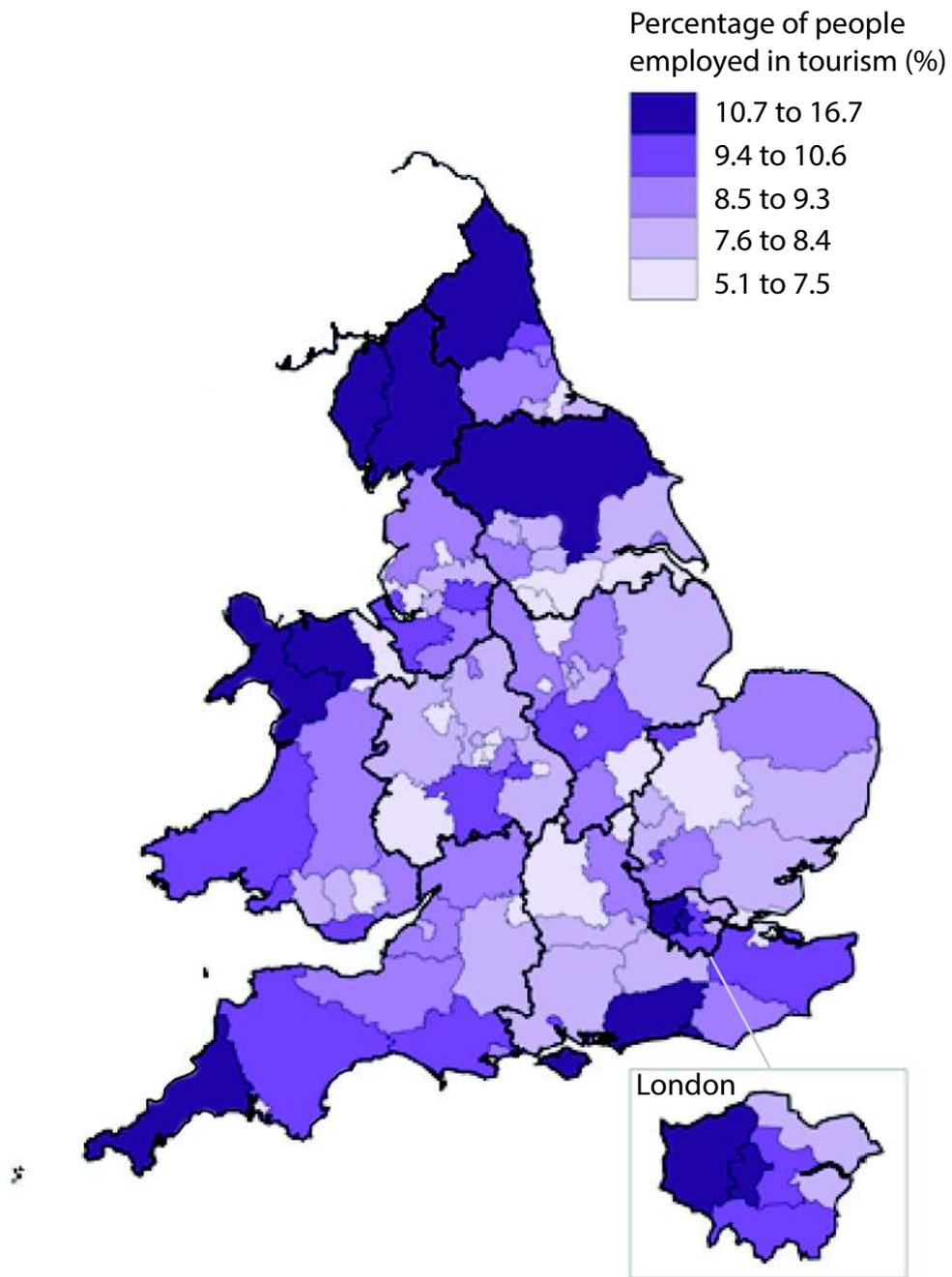


Figure 5a – Employment in tourism in England and Wales in 2012

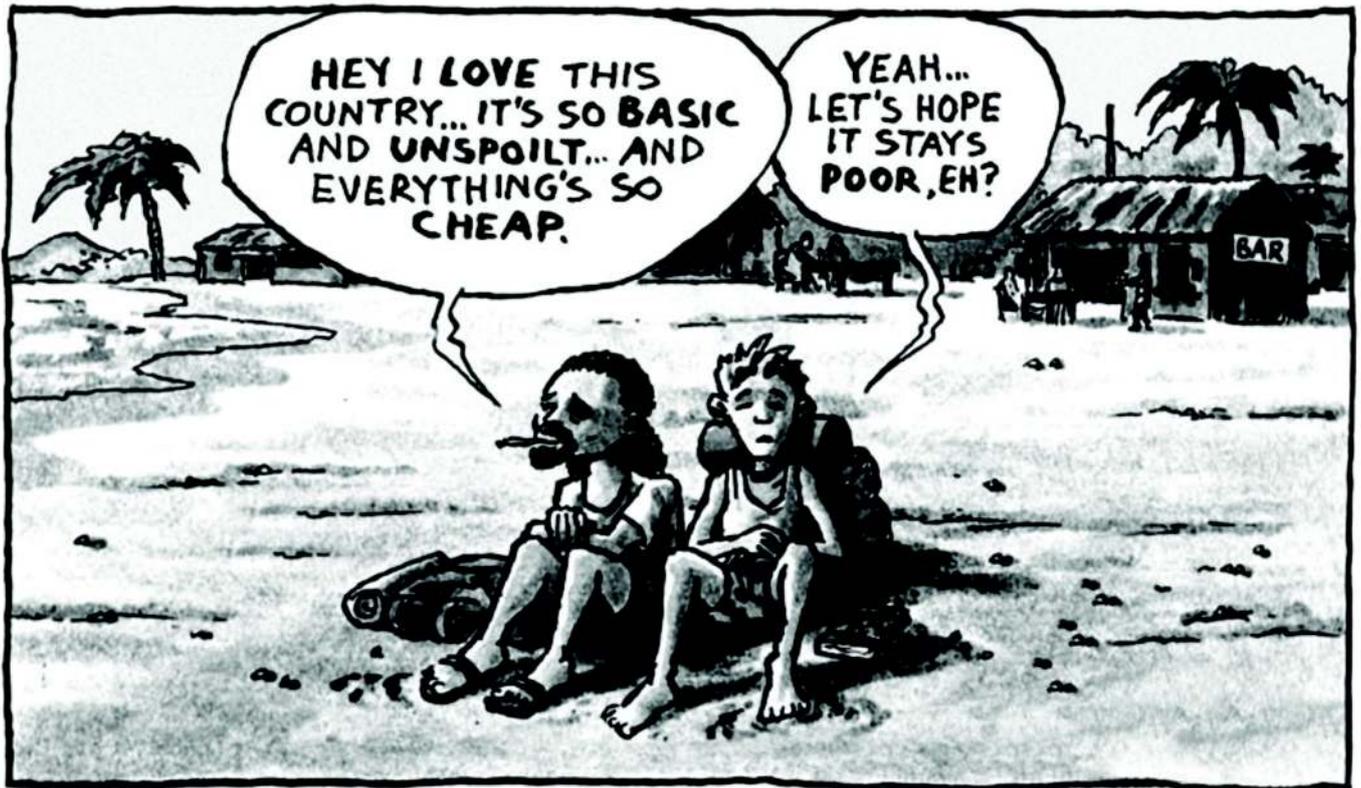


Figure 5b – A cartoon about international tourism

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