

Write your name here	
Surname	Other names
Centre Number	Candidate Number
<b>Edexcel GCSE</b>	
<h1 style="margin: 0;">Geography A</h1> <h2 style="margin: 0;">Unit 1: Geographical Skills and Challenges</h2>	
<b>Foundation Tier</b>	
Sample Assessment Material	Paper Reference
<b>Time: 1 hour</b>	<b>5GA1F/01</b>
<b>You must have:</b> Resource Booklet (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.
- 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 50.
- 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.*

### Advice

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

*Turn over* ►

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## 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) Look at the Ordnance Survey (OS) map of Cambridge and Figure 1a (photograph) in the Resource Booklet.

- (i) A settlement is marked with the letter **Z**.

What is the name of this settlement?

(1)

- ☐ **A** Landbeach
- ☐ **B** Waterbeach
- ☐ **C** Stanton Farm
- ☐ **D** Cottenham

- (ii) The shape of settlement **Z** is

(1)

- ☐ **A** linear
- ☐ **B** nucleated
- ☐ **C** dispersed
- ☐ **D** scattered

- (b) Find Bottisham in grid square 5460.

Describe the shape of this settlement.

(3)

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(c) Find Punch Farm in grid square 4664.

Complete the sentences to describe the landscape around Punch Farm.

Use some of the words and numbers below.

(5)

**different      large      flat      11      10      few      hilly**

The land around Punch Farm is .....

There are very ..... contour lines on the map.

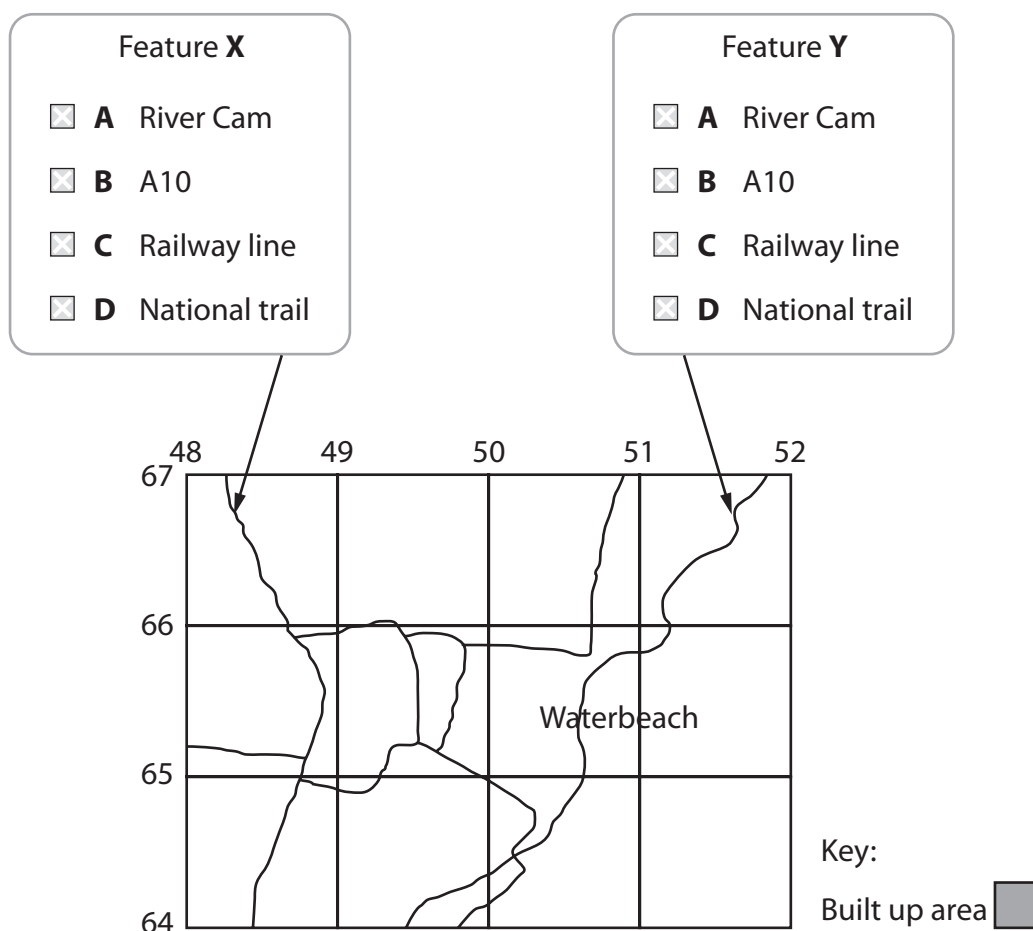
The farm is ..... metres above sea level.

Photograph A shows that the fields around Punch Farm are ..... and many ..... crops are grown in them.

(d) Look at Figure 1b and the OS map of Cambridge.

(i) Identify features **X** and **Y**. Put a cross in the **two** correct boxes on Figure 1b.

(2)



**Figure 1b**

(ii) Shade in the built up area of Waterbeach on Figure 1b.

(2)

**(Total for Question 1 = 14 marks)**

2 (a) Look at Figure 2.

It shows visitors to Kings College, Cambridge, in a recent year.

Month	Number of visitors 000's
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**

(i) Which technique would most commonly be used to display this data?

(1)

- ☐ **A** Scattergraph
- ☐ **B** Bar graph
- ☐ **C** Pie chart
- ☐ **D** Choropleth

(ii) Give **two** reasons for your choice.

(2)

1 .....

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2 .....

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(iii) Describe the changes shown in Figure 2.

Use visitor data in your answer.

(3)

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(b) GIS is used to add information to photographs.

Give **two** pieces of information which could be added to photographs, such as Figure 1a, using GIS.

(2)

1 .....

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2 .....

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(c) ICT can be used to collect data during research and fieldwork.

Suggest how.

(3)

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**(Total for Question 2 = 11 marks)**

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**TOTAL FOR SECTION A = 25 MARKS**

## SECTION B – CHALLENGES FOR THE PLANET

**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 ☒.**

- 3** (a) Look at Figure 3 in the Resource Booklet.

It shows the height above sea level of Maldivian atolls (islands) in the year 2000.

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

How many atolls will be above sea level in 2100?

(1)

- ☐ **A** 9
- ☐ **B** 10
- ☐ **C** 11
- ☐ **D** 12

- (ii) The rate of sea level rise has increased over the past 20 years because there has been

(1)

- ☐ **A** a decrease in rice production
- ☐ **B** an increase in energy production from fossil fuels
- ☐ **C** an increase in the use of electric cars
- ☐ **D** a decrease in energy production from fossil fuels

(iii) Complete the sentences to explain why sea levels are rising.

Use some of the words below.

(5)

**greenhouse**

**ice**

**global**

**temperature**

**sea**

**rainfall**

**climate**

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 ..... caps to melt.

The increase in ..... also means thermal expansion of the sea which is causing ..... levels to rise.

(b) There has been a range of responses to climate change on a local level, such as the 'live simply' campaign.

Choose **one** scheme that you have studied.

Describe the main details of the scheme.

(4)

Chosen scheme .....

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**(Total for Question 3 = 11 marks)**



**4** (a) Look at the OS map of Cambridge and Figure 4 (photograph) in the Resource Booklet.

(i) What is the four figure grid reference for the 'Park and Ride' site which is indicated on Figure 4?

(1)

☐ **A** 4259

☐ **B** 4754

☐ **C** 4959

☐ **D** 4761

(ii) Describe the pattern of Park and Ride sites around Cambridge.

Use evidence from the OS map in your answer.

(3)

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(iii) Park and Ride is a sustainable transport scheme used in many urban areas.

1. What is meant by a Park and Ride scheme?

(2)

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2. Explain how Park and Ride is a sustainable transport scheme.

(2)

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\* (b) The extraction of resources from tropical rainforests is having a major impact on the environment.

Explain **two** effects of resource extraction from tropical rainforest areas.

Use examples in your answer.

(6)

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**(Total for Question 4 = 14 marks)**

**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**

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**Edexcel GCSE**

# **Geography A**

**Unit 1: Geographical Skills and Challenges**

**Papers 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 maps, tables, photographs and images 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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7/4/4



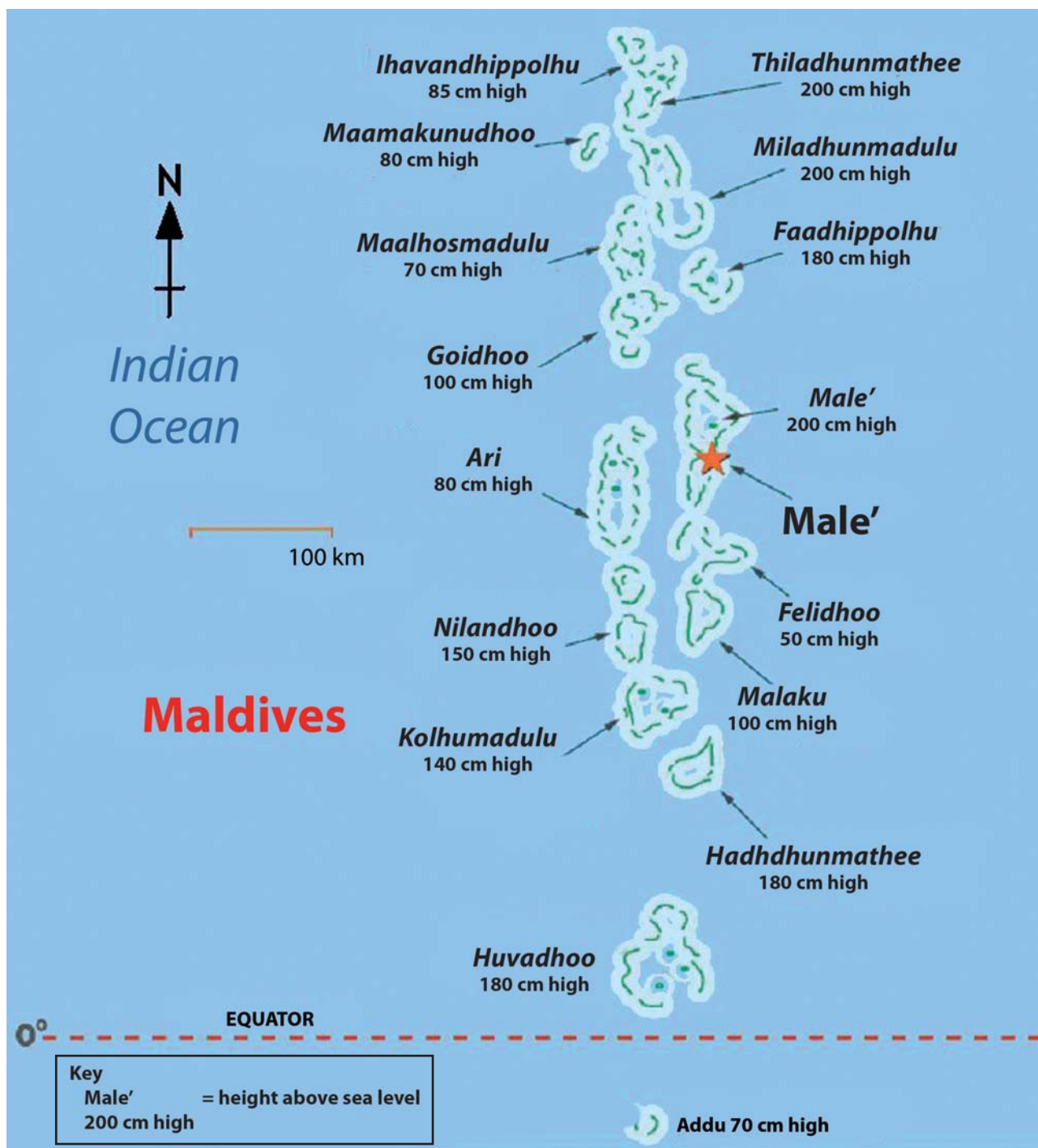
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## SECTION A – GEOGRAPHICAL SKILLS

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



**Figure 1a**



**Figure 3**



**Figure 4**

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.



# Sample Mark Scheme

## Unit 1F: Geographical Skills and Challenges

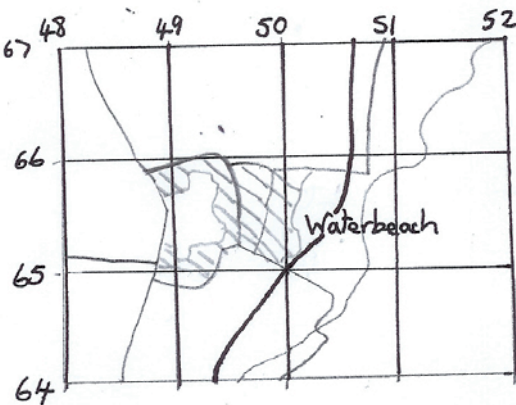
Question Number	Acceptable Answers	Reject	Mark
1 (a)(i)	Landbeach		1

Question Number	Acceptable Answers	Reject	Mark
1 (a)(ii)	Linear		1

Question Number	Acceptable Answers	Reject	Mark
1 (a)(iii)	Bottisham is a nucleated settlement. (1) This means that the houses are grouped together around a number of roads (1) or a village green. (1) The houses are built around a crossroads.(1) There is some linear development along the roads that lead into the town (1)		3

Question Number	Acceptable Answers	Reject	Mark
1 (b)	The land around Punch Farm is <b>flat</b> . There are very <b>few</b> contour lines on the map. The farm is <b>11</b> metres above sea level. Photograph A shows that the fields around Punch Farm are <b>large</b> and many <b>different</b> crops are grown in the them.		5

Question Number	Acceptable Answers	Reject	Mark
1 (c)(i)	X <b>A10</b> Y <b>River Cam</b>		2

Question Number	Acceptable Answers	Reject	Mark
1 (c)(ii)	1 for approximate shading or incomplete shading. 2 for accurate shading as below. 		1

Question Number	Acceptable Answers	Reject	Mark
2 (a)(i)	Bar graph		1

Question Number	Acceptable Answers	Reject	Mark
2 (a)(ii)	Answer can either state why the chosen one is appropriate or why the others aren't. 1 mark per point Columns will clearly show the amount which can be read off the scale at the side. Not an approximate measurement like the choropleth. Too many variables for a pie chart.		2

Question Number	Acceptable Answers	Reject	Mark
2 (a)(iii)	One mark per point. Max 2 without data 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)	No credit for explanation	3

Question Number	Acceptable Answers	Reject	Mark
2 (b)	1 mark per point Information could be contour lines, place names, pop up boxes with census information, street names.		2

Question Number	Acceptable Answers	Reject	Mark
2 (c)	1 mark per point Could be used to produce a questionnaire, (1) spreadsheet of answers. (1) Graphs can then be drawn easily from the data collected.(1) Digital recording of rivers information (1) making information recorded more accurate.(1) Digital photographs to record visual image. (1) Maps from internet to enhance location of fieldwork. (1)		3

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

Question Number	Acceptable Answers	Reject	Mark
3 (a)(ii)	There has been an increase in energy production from fossil fuels.		1

Question Number	Acceptable Answers	Reject	Mark
3 (a)(iii)	Sea levels are rising because of <b>global</b> warming. Due to the <b>greenhouse</b> effect which traps gases in the atmosphere the earth is becoming warmer. This is causing <b>ice</b> caps to melt and more water to be stored in the sea causing sea levels to rise. The increase in <b>temperature</b> has also caused thermal expansion of the sea which because of the greater volume has also caused <b>sea</b> levels to rise.		5

Question Number	Acceptable Answers	Reject	Mark
3 (b)	No mark for the name of the scheme. 1 mark per point Live Simply campaign can be their chosen study. Points such as switch off lights when leaving a room (1) Don't leave computers on stand-by (1) Walk or take the bus to school.(1)		4

Question Number	Acceptable Answers	Reject	Mark
4 (a)(i)	4761		1

Question Number	Acceptable Answers	Reject	Mark
4 (a)(ii)	Max 2 without evidence Could quote from question before. Sites on the edge of the city. (1) Sites on major routes coming into Cambridge. (1) Site on the A1309. (1) Site on road close to motorway junction 13. (1)		3

Question Number	Acceptable Answers	Reject	Mark
4 (a)(iii)1	People park their cars in a car park on the edge of the city. (1) They do not pay to park but pay for the bus journey. (1)		2

Question Number	Acceptable Answers	Reject	Mark
4 (a)(iii)2	It is sustainable because people are not driving into the city (1) which stops congestion (1) it helps to cut down use of fossil fuels (1) helps to decrease global warming. (1)		2

Question Number	Indicative content	
4b QWC	2 effects and examples requested Effects must be resource extraction from rainforest areas not examples of farming destruction such as in the Amazon. The question states areas so more than one area must be discussed.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	A basic answer. Simple descriptive statements about the effects of resource extraction from rainforest areas. Could be about anywhere. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	A clear answer. Level 2 is reached by there being an explanation of the effects of resource extraction or a specific point. The top of the level requires a range of specific points and no explanatory point or two explanations and no specifics. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	An explicit answer. Level 3 is reached by a range of specific points and one explanatory point or two explanations and one specific. For the top of the level, two explained points and a range of specifics. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here	
Surname	Other names
Centre Number	Candidate Number
<b>Edexcel GCSE</b>	
<h1 style="margin: 0;">Geography A</h1> <h2 style="margin: 0;">Unit 1: Geographical Skills and Challenges</h2>	
<b>Higher Tier</b>	
Sample Assessment Material <b>Time: 1 hour</b>	Paper Reference <b>5GA1H/01</b>
<b>You must have:</b> Resource Booklet (enclosed)	Total Marks

### Instructions

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- Answer the questions in the spaces provided  
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### Information

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– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

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- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A – GEOGRAPHICAL SKILLS

**Answer ALL questions in this section.**

- 1** (a) Study the Ordnance Survey (OS) map of Cambridge and Figure 1a (photograph) in the Resource Booklet.

- (i) A settlement is marked with the letter **Z**.

What is the name of this settlement?

(1)

- (ii) Compare the shape of settlement **Z** with that of Bottisham in grid square 5460.

(4)

- (b) Find Punch Farm on Figure 1a (photograph). It is in grid square 4664 on the OS map.

Describe the landscape around Punch Farm.

Use map and photographic evidence in your answer.

(3)

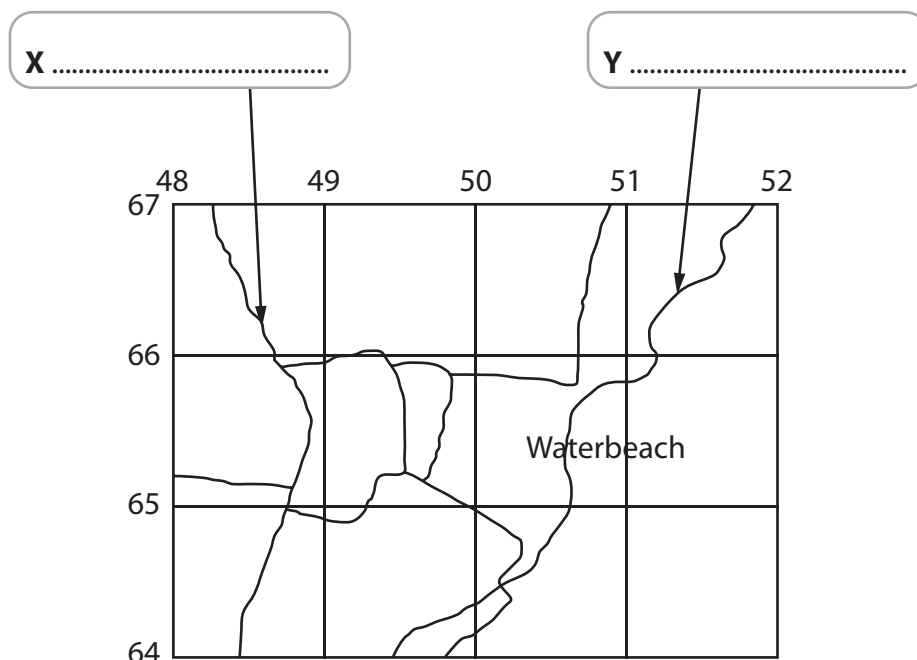
(c) Study Figure 1b and the OS map of Cambridge.

(i) Shade the built up area of Waterbeach.

(2)

(ii) Label features **X** and **Y** in the correct boxes on Figure 1b.

(2)



**Figure 1b**

(iii) Choose **either** feature **X** or **Y**.

Explain how it has affected the growth of Waterbeach.

(2)

Chosen feature .....

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**(Total for Question 1 = 14 marks)**

- 2 (a) Study Figure 2 which shows visitors to Kings College, Cambridge, in a recent year.

Month	Number of visitors 000's
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**

- (i) Suggest an appropriate graphical technique to display this data.

(1)

- (ii) Give reasons for your choice.

(2)



(iii) Describe the changes shown on Figure 2.

Use visitor data in your answer.

(3)

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(b) GIS is used to add information to photographs.

Give **two** pieces of information which could be added to photographs, such as Figure 1a, using GIS.

(2)

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(c) ICT can be used to collect data during research and fieldwork.

Suggest how.

(3)

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**(Total for Question 2 = 11 marks)**

**TOTAL FOR SECTION A = 25 MARKS**

## SECTION B – CHALLENGES FOR THE PLANET

**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 ☒.**

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

It shows the height above sea level of Maldivian atolls (islands) in the year 2000.

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

How many atolls will be above sea level in 2100?

(1)

(ii) Explain why sea levels have risen since the last ice age.

(4)

(iii) Why has the rate of sea level rise increased significantly over the past 20 years?

(2)

(b) There have been a range of responses to climate change on a local level, such as the 'live simply' campaign.

Choose **one** scheme that you have studied.

Outline the main details of the scheme.

(4)

Chosen scheme .....

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**(Total for Question 3 = 11 marks)**

**4** (a) Study the OS map of Cambridge and Figure 4 (photograph) in the Resource Booklet.

(i) What is the six figure grid reference for the 'Park and Ride' site which is indicated on Figure 4?

(1)

☐ **A** 424594

☐ **B** 477546

☐ **C** 492595

☐ **D** 472614

(ii) Describe the distribution of Park and Ride sites around Cambridge.

Use evidence from the OS map.

(3)

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(iii) Park and Ride is a sustainable transport scheme used in many urban areas.

Explain how Park and Ride is a sustainable transport scheme.

Use an example in your answer.

(4)

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\* (b) The extraction of resources from tropical rainforests is having a major impact on the environment.

Explain the effects of resource extraction from tropical rainforest areas.

Use examples in your answer.

(6)

**(Total for Question 4 = 14 marks)**

**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**

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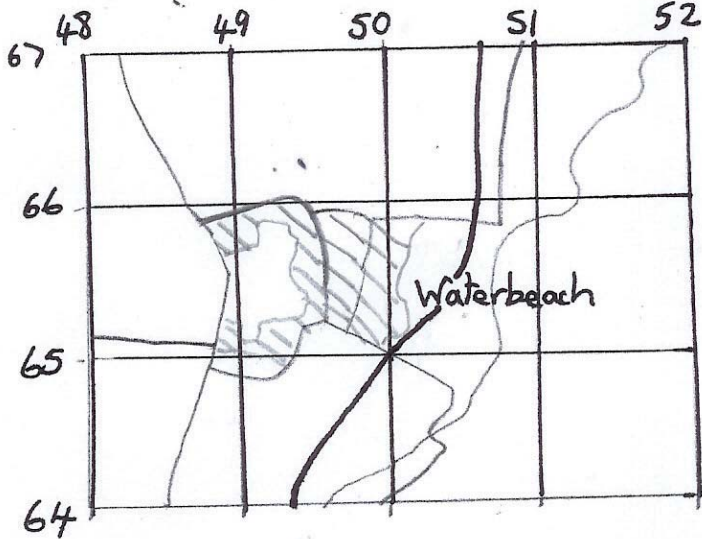
## Sample Mark Scheme

### Unit 1H: Geographical Skills and Challenges

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

Question Number	Acceptable Answers	Reject	Mark
1 (a)(ii)	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) Comparative statement is not required.		4

Question Number	Acceptable Answers	Reject	Mark
1 (b)	The land around Punch Farm is <b>flat</b> . There are very <b>few</b> contour lines on the map. The farm is <b>11</b> metres above sea level. Photograph A shows that the fields around Punch Farm are <b>large</b> and many <b>different</b> crops are grown in the them.		3

Question Number	Acceptable Answers	Reject	Mark
1 (c)(i)	1 for approximate shading or incomplete shading. 2 for accurate shading as below. 		2

Question Number	Acceptable Answers	Reject	Mark
1 (c)(ii)	X <b>A10</b> Y <b>River Cam</b>		2

Question Number	Acceptable Answers	Reject	Mark
1 (c)(iii)	Either can be selected answer about physical or human barrier. Stops growth because difficult to cross (1) restricts accessibility. (1) Flood risk of the River Cam. (1)		2

Question Number	Acceptable Answers	Reject	Mark
2 (a)(i)	Bar graph, line graph, histogram.		1

Question Number	Acceptable Answers	Reject	Mark
2 (a)(ii)	Answer can either state why the chosen one is appropriate or why the others aren't. 1 mark per point Columns will clearly show the amount which can be read off the scale at the side Not an approximate measurement like the choropleth. Too many variables for a pie chart, continuous data needed for a line graph. Expanded points can be credited.		2

Question Number	Acceptable Answers	Reject	Mark
2 (a)(iii)	1 mark per point. 1 mark for exclusive use of data. 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)		3

Question Number	Acceptable Answers	Reject	Mark
2 (b)	1 mark per point Information could be contour lines, place names, pop up boxes with census information, street names.		2

Question Number	Acceptable Answers	Reject	Mark
2 (c)	1 mark per point Could be used to produce a questionnaire, (1) spreadsheet of answers. (1) Graphs can then be drawn easily from the data collected.(1) Digital recording of rivers information (1) making information recorded more accurate.(1) Digital photographs to record visual image. (1)		3

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

Question Number	Acceptable Answers	Reject	Mark
3 (a)(ii)	<p>1 mark per point Up to 2 marks for descriptive points. Descriptive points such as: Sea levels are rising because of <b>global</b> warming. (1) Explanation such as: Due to the <b>greenhouse</b> effect which traps gases in the atmosphere the earth is becoming warmer. (2) This is causing <b>ice</b> caps to melt and more water to be stored in the sea causing sea levels to rise. (2) Description: There has been an increase in <b>temperature</b> (1) Explanation: This has caused thermal expansion of the sea which because of the greater volume has also caused <b>sea</b> levels to rise. (2)</p>		4

Question Number	Acceptable Answers	Reject	Mark
3 (a)(iii)	<p>One mark per point or expanded point can be credited. There has been an increase in energy production from fossil fuels due to more people using electrical equipment. (1) More people own cars which burn fossil fuels. (1)</p>		2

Question Number	Acceptable Answers	Reject	Mark
3 (b)	<p>One mark per descriptive point. Credit explanations if given but can still get max marks with descriptive points. No mark for the name of the scheme. 1 mark per point Live Simply campaign can be their chosen study. Points such as switch off lights when leaving a room (1) Don't leave computers on stand-by (1) Walk or take the bus to school.(1)</p>		4

Question Number	Acceptable Answers	Reject	Mark
4 (a)(i)	472614		1

Question Number	Acceptable Answers	Reject	Mark
4 (a)(ii)	Max 2 without evidence Could quote from question before. Sites on the edge of the city. (1) Sites on major routes coming into Cambridge. (1) Site on the A1309. (1) Site on road close to motorway junction 13. (1)		3

Question Number	Acceptable Answers	Reject	Mark
4 (a)(iii)	1 mark per point Unspecific points which do not relate to an actual example or descriptive points, max 2 Credit points about what is meant by Park and Ride. People park their cars in a car park on the edge of the city. (1) They do not pay to park but pay for the bus journey. (1) It is sustainable because people are not driving into the city (1) which stops congestion (1) it helps to cut down use of fossil fuels (1) helps to decrease global warming. (1)		4

Question Number	Indicative content	
4b QWC	A number of examples are expected. Effects must be resource extraction from rainforest areas not examples of farming destruction such as in the Amazon. The question states areas so more than one area must be discussed.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	A basic answer Simple descriptive statements about the effects of resource extraction from rainforest areas. Could be about anywhere. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	A clear answer Level 2 is reached by there being an explanation of the effects of resource extraction or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	An explicit answer A range of specific and explained points. The answer should deal in detail with a number of specific examples which concentrate on different types of resource extraction in different rainforest areas. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Write your name here

Surname	Other names
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Centre Number	Candidate Number
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**Edexcel GCSE**

**Geography A**  
**Unit 2: The Natural Environment**

**Foundation Tier**

Sample Assessment Material <b>Time: 1 hour</b>	Paper Reference <b>5GA2F/01</b>
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<b>You do not need any other materials.</b>	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 only **one** question from questions 1, 2, 3 or 4.
- In Section **B** answer **either** question 5 **or** 6.
- Answer the questions in the spaces provided  
*– there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- 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.*

### Advice

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

Turn over ►

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## SECTION A – THE PHYSICAL WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross ☐. If you change your mind, put a line through the box ☐ and then indicate your new question with a cross ☐.

### Topic 1: Coastal Landscapes

If you answer Question 1 put a cross ☐.

- 1 (a) Look at Figure 1a. It is a newspaper extract.

## **The Earthwatch Times**



**Don't all flood to town this weekend!**

There was an exceptionally high tide at 4 o'clock which caused flooding in the town. Warnings of coastal flooding had been given by the Environment Agency having received predictions from The Met Office.

This meant that most people had evacuated the town. Many left in their cars and stayed with family or in hotels. There was a lot of damage but fortunately most people were insured.

Figure 1a

- (i) What action did the Environment Agency take?

(1)

- ☐ A paid for people to spend the night in a hotel if their house was flooded
- ☐ B cleared up the mess after the flood
- ☐ C warned people about the risk of flooding
- ☐ D drained the lagoon

- (ii) Which **one** of the following organisations predicts that there will be coastal flooding because of severe weather?

(1)

- ☐ A the Government
- ☐ B the Met Office
- ☐ C the Home Office
- ☐ D the BBC

(iii) This flood happened in a HIC.

What evidence is there in Figure 1a to suggest that the flood took place in a HIC? (2)

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(iv) How could building design reduce the effects of this flood? (2)

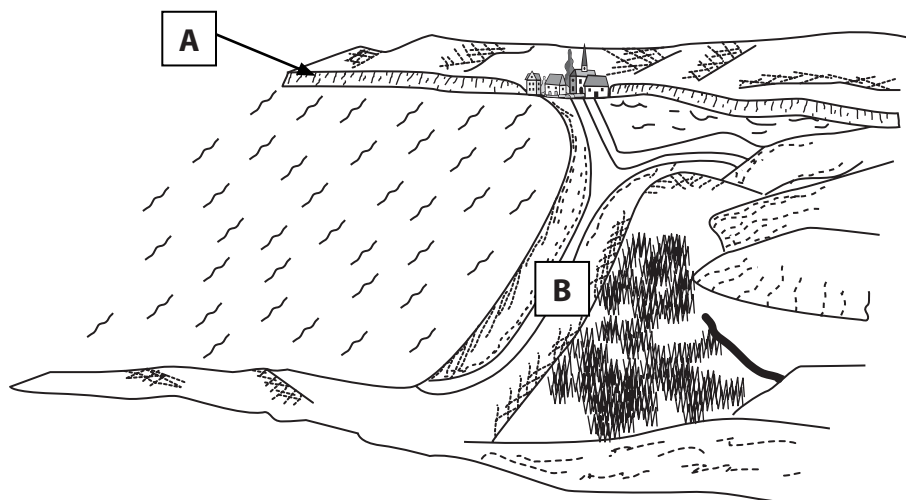
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(b) Look at Figure 1b. It is a sketch of a coastal area.



**Figure 1b**

(i) What is the landform marked **A**?

(1)

- ☐ **A** marsh
- ☐ **B** headland
- ☐ **C** cave
- ☐ **D** bar

(ii) Which **one** of the following statements describes where the village is?

(1)

- ☐ **A** it is on the top of a cliff
- ☐ **B** it is on a spit
- ☐ **C** it is on flat land at the end of a lagoon
- ☐ **D** it is on a headland

(iii) A cliff is shown on Figure 1b. What is a cliff?

(1)

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(iv) Describe the coastal area shown on Figure 1b.

(3)

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(v) Landform **B** is a bar.

Complete the sentences to explain how it is formed.

Use some of the words below.

(5)

**prevailing**                      **depositing**                      **gravity**                      **90°**  
**headlands**                      **180°**                      **transported**

The direction of the waves hitting the coastline is determined by  
the ..... wind.

The wave always returns to the sea in a straight line at .....  
to the coast because the water is being pulled by .....

Sand and pebbles are ..... along the beach by the waves  
linking the two ..... to form landform **B**.

(c) There are many factors that affect the rate of coastal erosion.

Outline how the rock type and structure can affect the rate of coastal erosion.

(4)

Rock type

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Rock structure

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(d) Describe the effect that coastal erosion has on people and the environment.

Use examples in your answer.

(4)

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**(Total for Question 1 = 25 marks)**

## Topic 2: River Landscapes

If you answer Question 2 put a cross in this box ☐.

- 2 (a) Look at Figure 2a. It is a newspaper extract.

# **The Earthwatch Times**

An aerial photograph showing a wide, muddy river that has overflowed its banks, inundating a green, tree-lined area that appears to be a town or village. The water is a brownish-yellow color, and the surrounding land is mostly green with some buildings visible.

### **River breaks the bank!**

The Met Office predicted that there would be heavy rain. At 4 o'clock the river overflowed and began to flood the town. Warnings of the river flooding had been given by the Environment Agency. This meant that most people had evacuated the town. Many left in their cars and stayed with their family or in hotels. There was a lot of damage but fortunately most people were insured.

**Figure 2a**

- (i) What action did the Environment Agency take?

(1)

- ☐ **A** paid for people to spend the night in a hotel if their house was flooded
- ☐ **B** cleared up the mess after the flood
- ☐ **C** warned people about the risk of flooding
- ☐ **D** drained the river

- (ii) Which **one** of the following organisations predicts the likelihood of a river flooding?

(1)

- ☐ **A** the Government
- ☐ **B** the Met Office
- ☐ **C** the Home Office
- ☐ **D** the BBC

(iii) This flood happened in a HIC.

What evidence is there in Figure 2a to suggest that the flood took place in a HIC? (2)

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(iv) How could building design reduce the effects of this flood? (2)

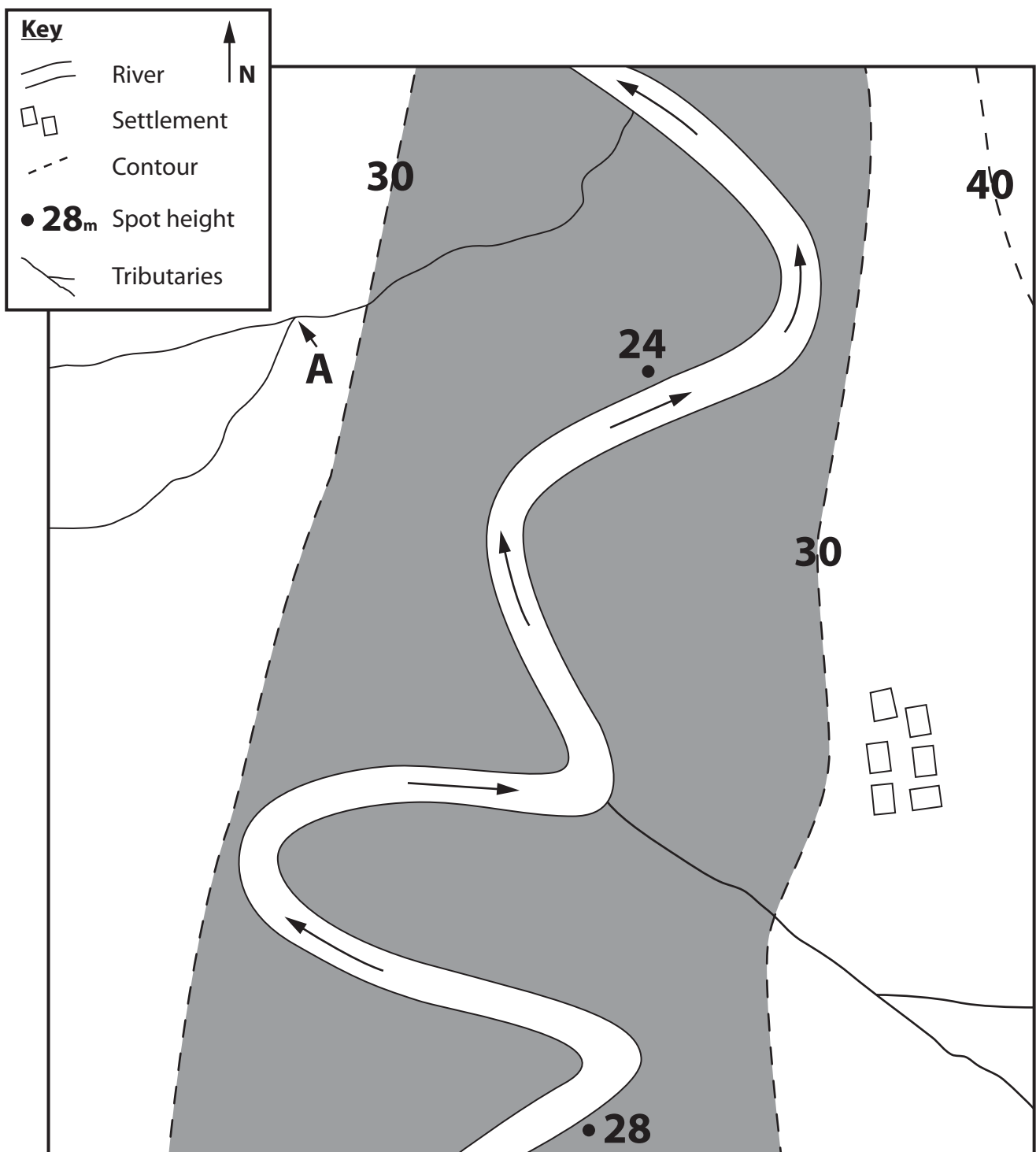
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(b) Look at Figure 2b. It shows a sketch map of part of a river basin.



**Figure 2b**

(i) What is the landform marked **A**?

(1)

- ☐ **A** source
- ☐ **B** watershed
- ☐ **C** confluence
- ☐ **D** waterfall

(ii) The settlement has been built where it is for all of the reasons **except one**.

Which one?

(1)

- ☐ **A** a good water supply
- ☐ **B** above the floodplain
- ☐ **C** well protected by levees
- ☐ **D** trade with other settlements along the river

(iii) What is a tributary?

(1)

(iv) Describe the river and its valley.

(3)

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(v) The area shaded on Figure 2b is a floodplain.

Complete the sentences to explain how a floodplain is formed.

Use some of the words below.

(5)

**corrasion**

**outside**

**attrition**

**migrate**

**inside**

**floods**

**deposited**

Hydraulic action and ..... erode the .....  
of a meander bend.

The meanders ..... downstream making the floodplain  
wider. When the river ....., silt and sand are  
..... which builds up the flood plain.

(c) Outline **one** human and **one** physical factor that cause rivers to flood.

(4)

Human factor

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Physical factor

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(d) Choose a river you have studied.

Describe the management techniques used on the river.

(4)

Chosen river .....

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**(Total for Question 2 = 25 marks)**



### Topic 3: Glaciated Landscapes

If you answer Question 3 put a cross in this box ☐.

- 3 (a) Look at Figure 3a. It is a newspaper extract.

## ***The Earthwatch Times***



### **Skiers don't have the inclination!**

The ski rangers who patrol the slopes of Mount Shasta reported that skiers started a series of avalanches over the weekend, but no one was injured. Mount Shasta has had at least 16 avalanches since Thursday. Over a metre of snow fell in the storms last week. This was followed by warm weather over the weekend. Freezing temperatures this week should prevent any further avalanches.

**Figure 3a**

- (i) What does a ski ranger do?

(1)

- ☐ **A** repair skis
- ☐ **B** patrol the ski slopes
- ☐ **C** monitor avalanches
- ☐ **D** start avalanches

- (ii) What is an avalanche?

(1)

- ☐ **A** a large fall of snow
- ☐ **B** the movement of snow downhill
- ☐ **C** a large number of skiers
- ☐ **D** fast melting snow

(iii) Give **two** reasons for the avalanches reported in The Earthwatch Times.

(2)

Reason 1

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Reason 2

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(iv) How can the effects of avalanches be prevented by building defences?

(2)

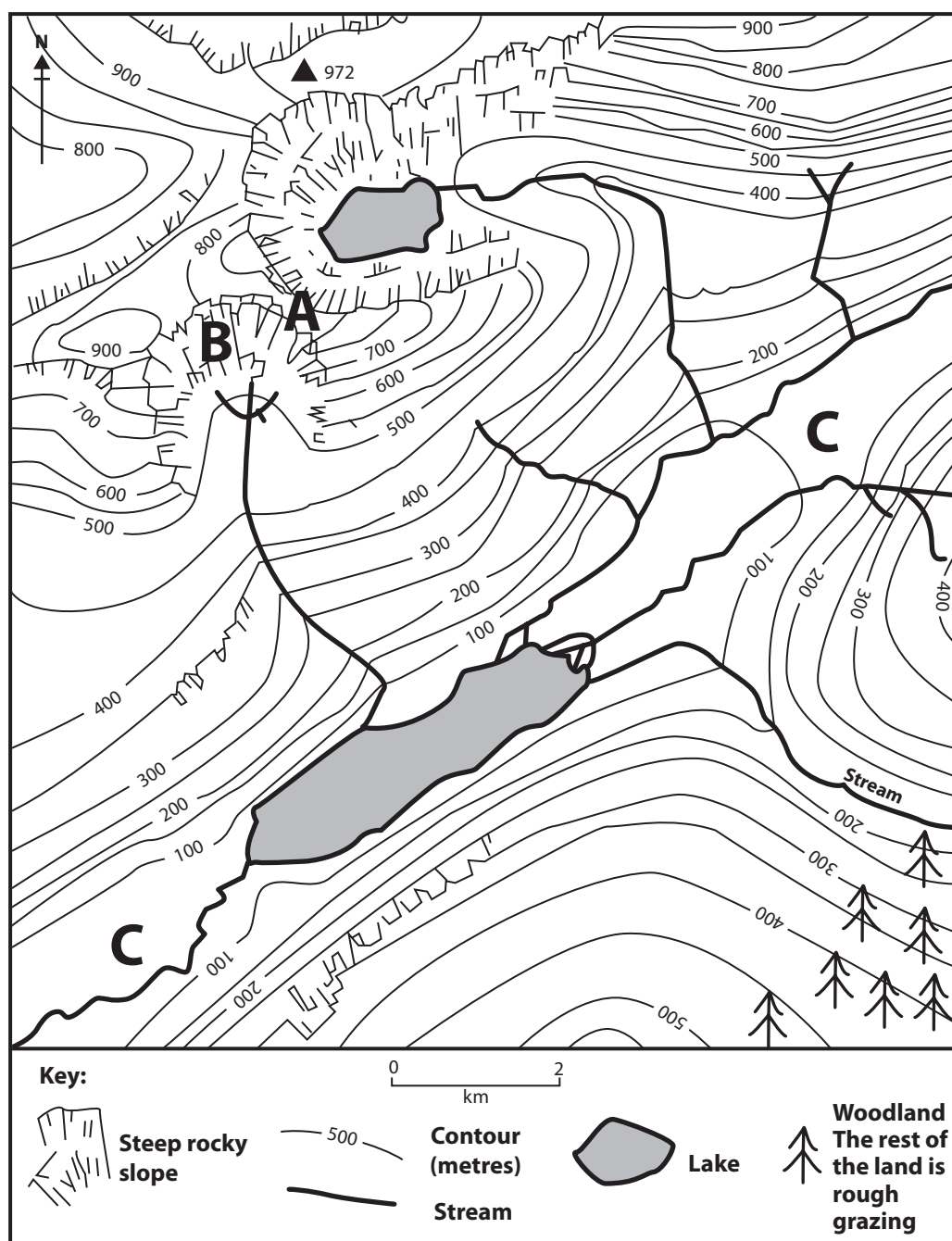
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(b) Look at Figure 3b. It is a map of a glaciated highland area in the UK.



**Figure 3b**

(i) Name landform **A**.

(1)

- ☐ **A** Hanging valley
- ☐ **B** Arête
- ☐ **C** Glacier
- ☐ **D** Truncated spur

(ii) What is a ribbon lake?

(1)

(iii) Describe valley C.

(3)

(iv) A type of weathering that helps in the formation of a corrie is

(1)

- ☐ A freeze-thaw
- ☐ B mass movement
- ☐ C rockfall
- ☐ D abrasion

- (v) Landform **B** is a corrie. Explain how a corrie is formed.

Complete the sentences below.

Use some of the words below.

(5)

**gravity**

**snow**

**plucking**

**lip**

**abrasion**

**freeze-thaw**

**friction**

Corries begin to form when the ..... that accumulates on high mountain slopes is compacted into ice.

The ice starts to move due to the pull of ..... and erodes the corrie by ..... which forms the steep back wall.

The hollow is mostly formed by .....

A ..... forms at the front of the corrie where there is less erosion.

- (c) Outline how people use glaciated landscapes for leisure and tourism.

Use examples in your answer.

(4)

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(d) Choose an avalanche you have studied.

Describe the causes of the avalanche.

(4)

Chosen study .....

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**(Total for Question 3 = 25 marks)**

## Topic 4: Tectonic Landscapes

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

- 4 (a) Look at Figure 4a. It is a newspaper extract.

# **The Earthwatch Times**



### **Eastboc's moment of Magnitude!**

The epicentre of the earthquake was at Eastboc. The magnitude of the earthquake was measured at 6.4 on the Richter Scale.

20 000 people are feared dead and most of the houses have been destroyed.

100 000 are reported homeless. Rescue services do not have the right equipment and training to cope with the size of this disaster.

**Figure 4a**

- (i) What is the epicentre of an earthquake? (1)
- ☐ **A** the place where the earthquake started
  - ☐ **B** the point directly below the focus
  - ☐ **C** the point on the surface above the focus
  - ☐ **D** the middle point of the earthquake
- (ii) What does the Richter Scale measure? (1)
- ☐ **A** the area of an earthquake
  - ☐ **B** the magnitude of an earthquake
  - ☐ **C** the number of people who die in an earthquake
  - ☐ **D** the effects of an earthquake

(iii) What is the name of the machine which measures the vibrations made by earthquakes?

(1)

- ☐ **A** Mercalli
- ☐ **B** Seismometer
- ☐ **C** Quakeometer
- ☐ **D** Richtograph

(iv) This earthquake happened in a LIC.

What evidence is there in Figure 4a to suggest that the earthquake took place in a LIC?

(2)

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(v) How could building design reduce the effects of this earthquake?

(2)

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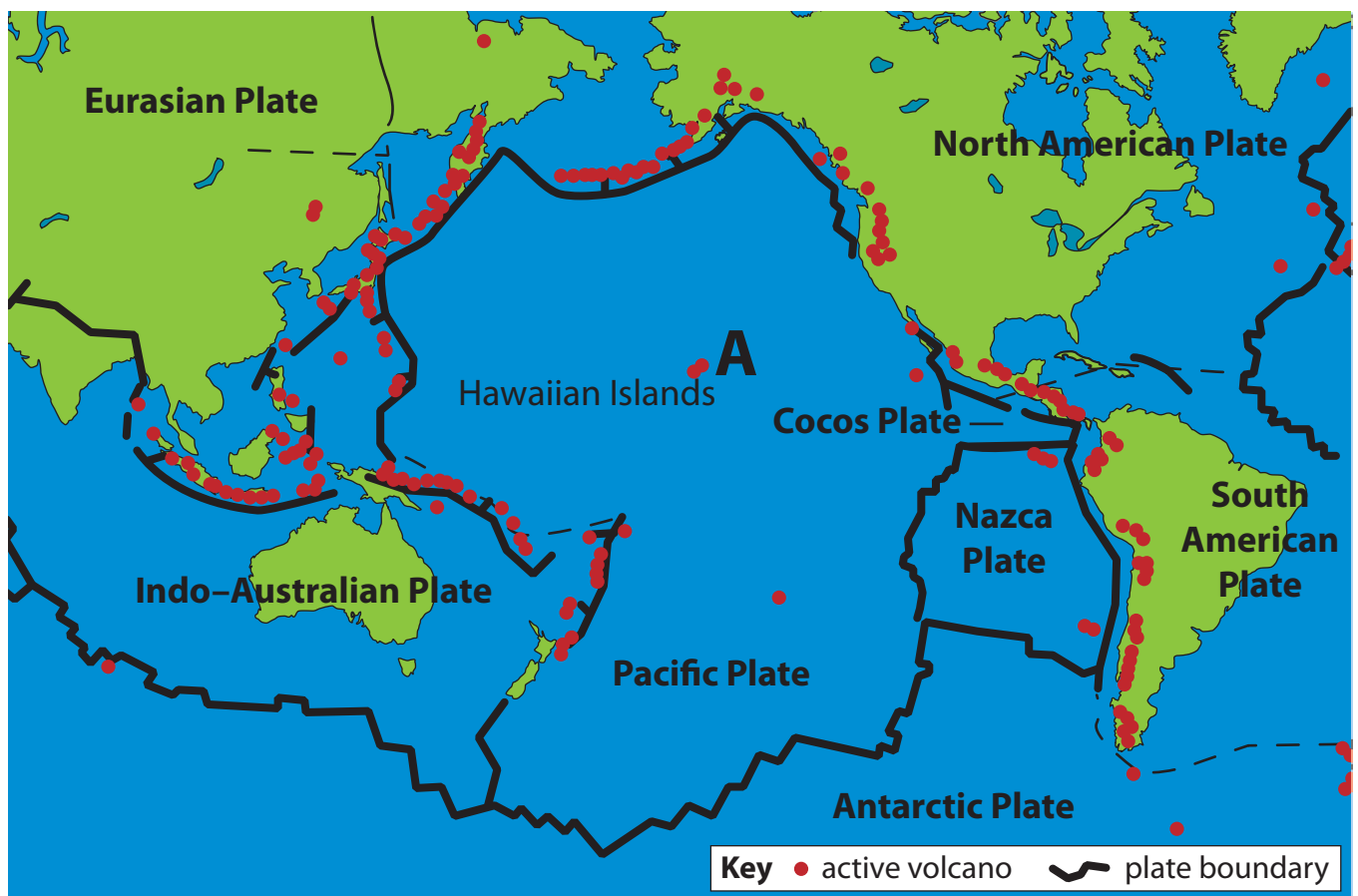
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(b) Look at Figure 4b. It shows plates and active volcanoes.



**Figure 4b**

(i) Name the tectonic plate on which Australia is located.

(1)

(ii) The smallest plate shown on Figure 4b is the

(1)

- ☐ **A** Pacific
- ☐ **B** Nazca
- ☐ **C** Antarctic
- ☐ **D** Cocos

(iii) Some plates move towards each other. This plate movement is

(1)

- ☐ **A** divergent
- ☐ **B** convergent
- ☐ **C** conservative
- ☐ **D** transform

(iv) Describe the distribution of active volcanoes on Figure 4b.

(3)

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(v) Complete the sentences to explain why volcanic activity is happening at point **A** on Figure 4b.

Use some of the words below.

(4)

**Atlantic**

**magma**

**volcanoes**

**lava**

**Pacific**

**hot spot**

Point **A** is a .....

This is where ..... from the mantle erupts through the crust. This creates ..... that often rise above the ocean surface to form islands.

The Hawaiian Islands were formed as the ..... plate moved over point **A**.

(c) Outline the reasons why many people continue to live in areas that suffer from earthquakes and volcanic activity.

Use examples in your answer.

(4)

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(d) Choose either an earthquake or a volcanic eruption that you have studied.

Describe the causes.

(4)

Chosen study .....

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**(Total for Question 4 = 25 marks)**

**TOTAL FOR SECTION A = 25 MARKS**

## SECTION B – ENVIRONMENTAL ISSUES

Answer EITHER Question 5 OR Question 6.

### Topic 5: A Wasteful World

If you answer Question 5 put a cross in this box ☐.

- 5 (a) Look at Figure 5a. It shows the amount of solid waste disposed of by France (a HIC) and Bangladesh (a LIC).

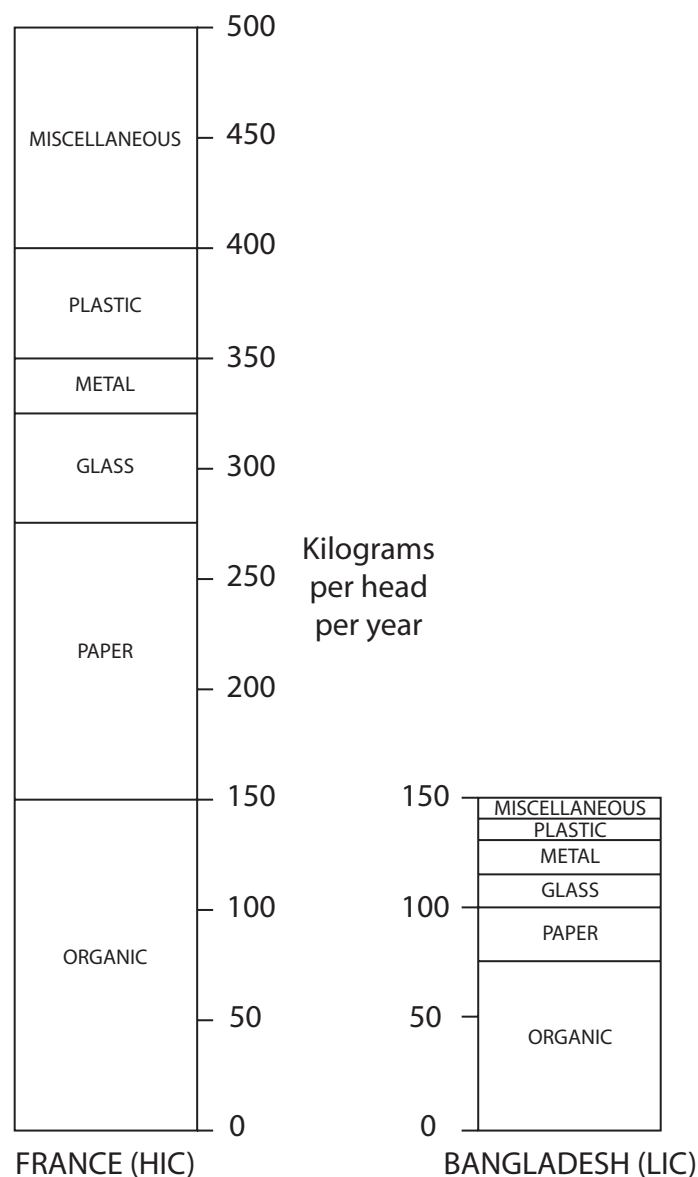


Figure 5a

- (i) Name **one** type of solid waste that could appear in the miscellaneous group.

(1)

- ☐ A car batteries
- ☐ B wine
- ☐ C glass
- ☐ D paper

- (ii) State **two** differences in the amount of solid waste disposed of by France and Bangladesh shown in Figure 5a.

(2)

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- (iii) There are differences in the amount of plastic waste disposed of in the two countries because

(1)

- ☐ **A** people in France like plastic
- ☐ **B** people in Bangladesh don't know what to do with it
- ☐ **C** France uses a lot of plastic in packaging
- ☐ **D** people in Bangladesh store the plastic

- (iv) There are differences in the amount of waste produced because people in

(1)

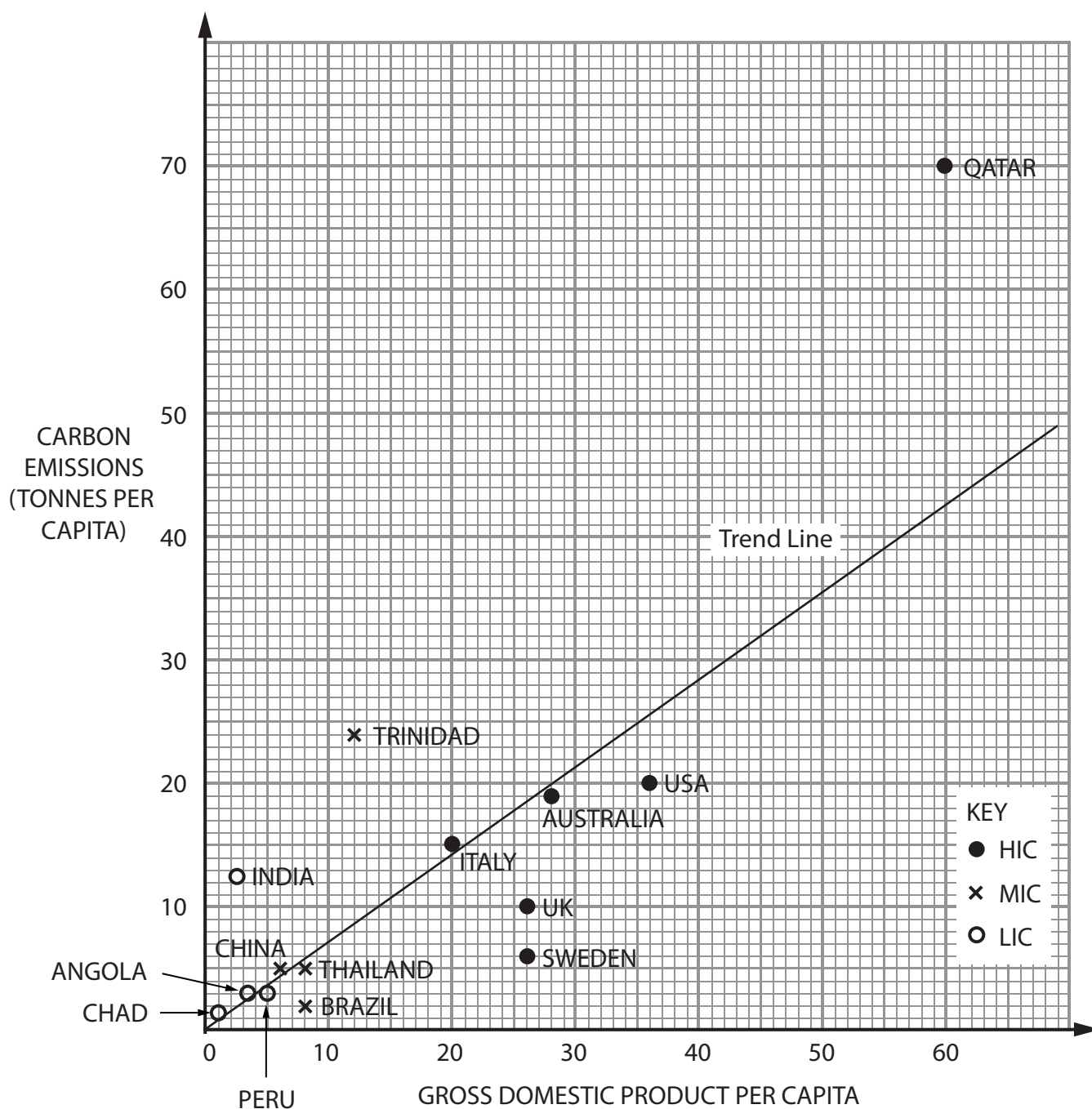
- ☐ **A** France throw away more products
- ☐ **B** Bangladesh keep everything they buy
- ☐ **C** Bangladesh are rich
- ☐ **D** France are wealthier and buy more products

- (v) HICs are disposing of too much waste therefore people are being told to

(1)

- ☐ **A** buy more pre packed food
- ☐ **B** not buy plastic bottles
- ☐ **C** throw away their rubbish
- ☐ **D** recycle

(b) Look at Figure 5b. It shows Gross Domestic Product (GDP) compared to carbon emissions.



**Figure 5b**

(i) Carbon emissions are the amount of carbon

(1)

- ☐ A released into the atmosphere
- ☐ B absorbed by trees
- ☐ C found in coalmines
- ☐ D collected by the oceans

(ii) Complete the sentences to describe the pattern shown in Figure 5b.

Use some of the words below.

(5)

<b>Sweden</b>	<b>six</b>	<b>lowest</b>	<b>twenty-six</b>
<b>LIC</b>	<b>highest</b>	<b>HIC</b>	<b>Italy</b>

The graph shows that there is a general trend where the more money earned by a country the greater the carbon emissions.

The country that has both the ..... GDP and carbon emissions is Qatar which is a .....

India has higher than average carbon emissions than would be expected from a .....

The HIC which has the lowest carbon emissions of all is ..... with ..... tonnes per capita.

(iii) Describe the ways that energy can be wasted in the home.

(4)

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- (c) Look at Figure 5c. It shows one of the disadvantages of using non-renewable energy sources.



**Figure 5c**

- (i) What disadvantage is shown in Figure 5c?

(1)

- (ii) There are also advantages of using non-renewable energy.  
Describe these advantages.

(4)



\*(d) Choose a HIC you have studied.

Outline the different ways that it disposes of its waste.

(4)

Chosen country .....

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**(Total for Question 5 = 25 marks)**

## Topic 6: A Watery World

If you answer Question 6 put a cross in this box ☐.

- 6 (a) Look at Figure 6a. It shows domestic water use in the UK (a HIC) and Bangladesh (a LIC).

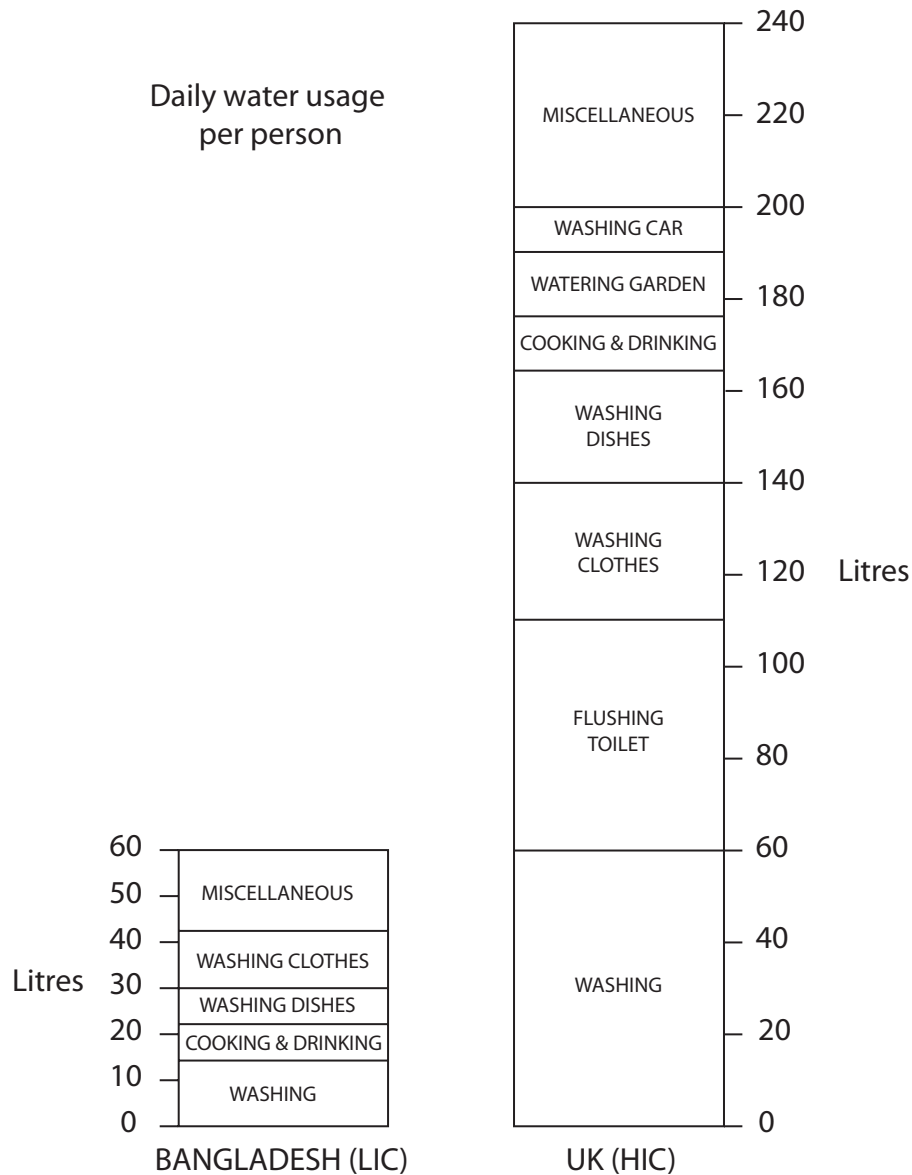


Figure 6a

- (i) Name one domestic use of water in the UK that could appear in the miscellaneous group.

(1)

- ☐ A cooking
- ☐ B brushing teeth
- ☐ C washing clothes
- ☐ D polishing

- (ii) State **two** major differences in the use of water between the UK and Bangladesh.

(2)

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- (iii) There are differences in the amount of water used in the two countries to wash clothes because

(1)

- ☐ **A** the UK has more clothes
- ☐ **B** people in Bangladesh don't wash their clothes
- ☐ **C** the UK has more washing machines
- ☐ **D** people in Bangladesh don't like washing clothes

- (iv) There are differences in the amount of water used in the two countries for personal washing because people in

(1)

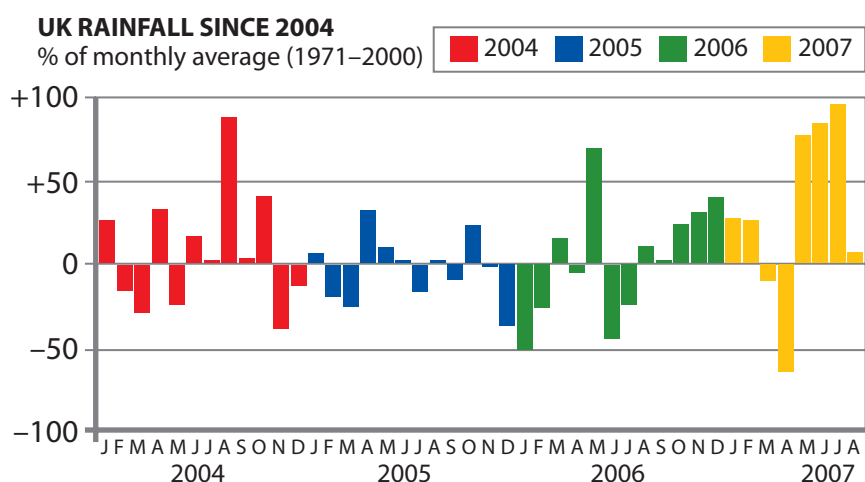
- ☐ **A** Bangladesh work hard
- ☐ **B** Bangladesh only have showers
- ☐ **C** the UK bath or shower most days
- ☐ **D** the UK always leave taps running

- (v) HICs are using too much water therefore people are being told to

(1)

- ☐ **A** use hosepipes
- ☐ **B** use short flush toilets
- ☐ **C** drink more water
- ☐ **D** wash their cars regularly

- (b) Look at Figure 6b. It shows monthly rainfall compared to the average amounts for that month.



**Figure 6b**

- (i) Complete the sentences to describe the pattern of rainfall shown on the graph.

Use some of the numbers in the box.

You can use the same number more than once.

(5)

4	7	20	26
2004	2005	2006	2007

There are ..... months above the norm and 18 months below the norm.

The month that had the most rainfall was July .....

The year with the most months below the norm is .....

The wettest spell had ..... months in a row with above normal rainfall.

The year with the least variation was .....

(ii) Some HICs have a seasonal imbalance of rainfall. This means that

(1)

- ☐ **A** they have two winters
- ☐ **B** January is always wetter than August
- ☐ **C** all four seasons have similar rainfall
- ☐ **D** one season has much more rainfall than another season

(iii) This seasonal variability of rainfall can bring problems to people who live in HICs, such as farmers.  
Describe these problems.

(4)

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(c) Look at Figure 6c. It shows one of the problems associated with water supply in LICs.



**Figure 6c**

(i) What problem is shown in Figure 6c?

(1)

(ii) There are many other problems associated with water supply in LICs. Describe the **two** problems stated below.

(4)

Resource exploitation

Water-borne diseases

\*(d) Choose a water transfer scheme you have studied.

Outline the disputes caused by the water transfer scheme.

(4)

Chosen water transfer scheme .....

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**(Total for Question 6 = 25 marks)**

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**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**

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## Sample Mark Scheme

### Unit 2F: The Natural Environment

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(i)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(ii)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(iii)</b>	One mark for lift from Figure 1a plus extra mark for explanation. Reasons will be cars, evacuation and insurance. Lots of cars (1) more common in HICs as they are richer. (1)		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(iv)</b>	One mark per point. Or one point developed. Answer will probably focus on stilts, but allow anything practical.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(i)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(ii)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(iii)</b>	A steep (vertical) slope leading to the sea.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(iv)</b>	Mark all descriptive points at one mark each. A lagoon is behind the bank. (1) A road runs along the bank. (1) There is a village beside the sea. (1) Steep cliffs drop into the sea. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
1 (b)(v)	The direction of the waves hitting the coastline is determined by the <b>prevailing</b> wind. The wave always returns to the sea in a straight line at <b>90°</b> to the coast because the water is being pulled by <b>gravity</b> . Sand and pebbles are <b>transported</b> along the beach by the waves linking two <b>headlands</b> to form landform B.		5

Question Number	Acceptable Answers	Reject	Mark
1 (c)	Credit explanations if given but can still get max marks with descriptive points. Does not have to be equal weighting. Can be 2-2 or 3-1. Rock type - hard rock (1), like granite, (1) erode more slowly than soft rock, (1) such as clay. (1) Rock structure. Rocks that are well jointed (1) or with many faults, (1) such as limestone, (1) will erode more quickly (1) as the waves exploit these lines of weakness. (1)		4

Question Number	Acceptable Answers	Reject	Mark
1 (d)	Question only asks for the effect to be described. Maximum three marks if non-specific. One mark for each descriptive point such as: <ul style="list-style-type: none"> <li>• cliffs crumble</li> <li>• farming land lost</li> <li>• environment ruined</li> <li>• animal habits destroyed</li> <li>• houses fall into sea</li> </ul> A specific point would be houses on Sunny Point at Walton may fall into the sea.		4

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(i)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(ii)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(iii)</b>	One mark for lift from Figure 1a plus extra mark for explanation. Reasons will be cars, evacuation and insurance. Lots of cars (1) more common in HICs as they are richer. (1)		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(iv)</b>	One mark per point. Or one point developed. Answer will probably focus on stilts, but allow anything practical.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(i)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(ii)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(iii)</b>	Minor river joining larger river.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(iv)</b>	Mark all descriptive points at one mark each: <ul style="list-style-type: none"> <li>• river is bendy</li> <li>• has meanders</li> <li>• wide floodplain</li> <li>• flows south to north.</li> </ul>		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
2 (b)(v)	Hydraulic action and <b>corrasion</b> erode the <b>outside</b> of a meander bend. The meanders <b>migrate</b> downstream making the floodplain wider. When the river <b>floods</b> silt and sand are <b>deposited</b> which builds up the flood plain.		5

Question Number	Acceptable Answers	Reject	Mark
2 (c)	One mark for each factor plus second mark for some extension which could be further description or explanation eg Steep valley slopes (1) make rainwater run off rapidly into the river channel. (1) Deforestation of valley sides (1) lack of interception of rainwater. (1)		4

Question Number	Acceptable Answers	Reject	Mark
2 (d)	Question only asks for management to be described. One mark for each description. Maximum three marks if non-specific. Two techniques for full marks. Gabions (1) which are rocks in a steel cage (1) line the banks of the river. (1)		4

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(i)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(ii)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(iii)</b>	Any two at one mark each. Storms deposited over a metre of snow, warm weather over the weekend, skiers, too much snow.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(iv)</b>	Statements such as divert the snow, stops snow, breaks up the snow at one mark each. Expanded points worth two marks eg snow sheds built over roads stop the snow from blocking the road.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(i)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(ii)</b>	Only one mark so focus on shape of lake eg long, thin, narrow or where it is found eg lake in U shaped/glaciated valley.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(iii)</b>	Mark all descriptive points at one mark each: <ul style="list-style-type: none"> <li>• wide valley</li> <li>• flat bottom</li> <li>• steep sides</li> <li>• U shaped valley</li> <li>• ribbon lake in valley.</li> </ul>		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(iv)</b>	A		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
3 (b)(v)	Corries begin to form when the <b>snow</b> that accumulates on high mountain slopes is compacted into ice. The ice starts to move due to the pull of <b>gravity</b> and erode the corrie by <b>plucking</b> which forms the steep back wall. The hollow is mostly formed by <b>abrasion</b> . A <b>lip</b> forms at the front of the corrie where erosion is less.		5

Question Number	Acceptable Answers	Reject	Mark
3 (c)	Credit explanations if given but can still get max marks with descriptive points. Max 3 marks for only one simple located example. Wide range of examples skiing, mountain biking, hiking. Examples: In areas where glaciers are accessible, such as in the European Alps, (1) they attract tourists. Glaciers are used by ice climbers and hikers (1) who are simply curious to get up close to one and see what a 'river of ice' looks like. (1) Fast flowing rivers, like the Isere in France (1) are used by canoeists. (1)		4

Question Number	Acceptable Answers	Reject	Mark
3 (d)	Question only asks for the cause to be described. One mark for each description. Max 3 marks if non-specific. Specific will require actual amount of snowfall or specific weather conditions. Simple descriptions <ul style="list-style-type: none"> <li>• heavy snowfall</li> <li>• non-forested slopes</li> <li>• melting lower levels</li> <li>• unstable layers</li> </ul>		4

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

Question Number	Acceptable Answers	Reject	Mark
4 (a)(ii)	B		1

Question Number	Acceptable Answers	Reject	Mark
4 (a)(iii)	B		1

Question Number	Acceptable Answers	Reject	Mark
4 (a)(iv)	Reasons will be for a large loss of life (20000) or destruction of most of the houses.		2

Question Number	Acceptable Answers	Reject	Mark
4 (a)(v)	Either two simple statements such as using iron girders, cross struts, toughened glass at one mark each. Or by one expanded statement. Eg shutters can be put across windows so the glass does not fall on to people below. 2 marks		2

Question Number	Acceptable Answers	Reject	Mark
4 (b)(i)	Indo Australian		1

Question Number	Acceptable Answers	Reject	Mark
4 (b)(ii)	D		1

Question Number	Acceptable Answers	Reject	Mark
4 (b)(iii)	B		1

Question Number	Acceptable Answers	Reject	Mark
4 (b)(iv)	Mark all descriptive points at one mark each. Any valid point acceptable. <ul style="list-style-type: none"> <li>• In a ring around the Pacific</li> <li>• On plate boundaries</li> <li>• Odd ones not on plate boundary</li> <li>• Clusters on the margins of continents</li> <li>• None in Australia</li> </ul>		3

Question Number	Acceptable Answers	Reject	Mark
4 (b)(v)	Point A on the map is a <b>hotspot</b> . This is where <b>magma</b> from the mantle erupts through the crust. This creates <b>volcanoes</b> that often rise above the ocean surface to form islands. The Hawaiian Islands were formed as the <b>Pacific</b> plate moved over the hotspot.		4

Question Number	Acceptable Answers	Reject	Mark
4 (c)	Credit explanations if given but can still get max marks with descriptive points. Volcanic soils are especially fertile. (1) The region around Naples, Italy, is a huge wine growing area. (1) Farmers make a good living from this. (1) Minerals such as tin, silver, gold, copper and diamonds can be found in volcanic rocks. (1) The money that can be made by mining these precious minerals often outweighs the risk of volcanic activity. (1) Max of 3 marks for non-specific. Such as family and friends, jobs, can't afford to go anywhere else, don't think it will happen.		4

Question Number	Acceptable Answers	Reject	Mark
4 (d)	Question only asks for the cause to be described. One mark for each description. Max 3 marks if non-specific. Plate movement, (1) plates move towards each other, (1) one subducted under the other, (1) crust melts. (1)		4



Question Number	Acceptable Answers	Reject	Mark
5 (a)(i)	A		1

Question Number	Acceptable Answers	Reject	Mark
5 (a)(ii)	Any two differences at one mark each. Eg great difference in the amount of waste between the two countries.		2

Question Number	Acceptable Answers	Reject	Mark
5 (a)(iii)	C		1

Question Number	Acceptable Answers	Reject	Mark
5 (a)(iv)	D		1

Question Number	Acceptable Answers	Reject	Mark
5 (a)(v)	D		1

Question Number	Acceptable Answers	Reject	Mark
5 (b)(i)	A		1

Question Number	Acceptable Answers	Reject	Mark
5 (b)(ii)	The graph shows that there is a general trend where the more money earned by a country the greater the carbon emissions. The country that has both the <b>highest</b> GDP and carbon emissions is Qatar which is a <b>HIC</b> . India has higher than average carbon emissions than would be expected from a <b>LIC</b> . The HIC which has the lowest carbon emission of all is <b>Sweden</b> with <b>six</b> tonnes per capita.		5

Question Number	Acceptable Answers	Reject	Mark
5 (b)(iii)	Energy wasted through not having the correct insulation (1) leaving lights on (1) in empty rooms (1) much energy is wasted almost invisibly (1) through leaving electrical appliances on standby (1) or mobile phone chargers plugged in. (1) Credit any home appliances being used to waste energy.		4

Question Number	Acceptable Answers	Reject	Mark
<b>5 (c)(i)</b>	Pollution/global warming/acid rain		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (c)(ii)</b>	Answers likely to be generic. Coal as an example. It is relatively cheap to mine. (1) It is relatively easy to convert it into energy by simply burning it. (1) Coal supplies should last for a long time (1) another 250 years. (1)		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (d)</b>	Credit explanations if given but can still get max marks with descriptive points. Unspecific points max 3. Country should be a HIC. Expect different kinds of waste disposal such as landfill, incineration, recycling.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(i)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(ii)</b>	Any two differences at one mark each. UK more in total, UK has a greater variety of uses.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(iii)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(iv)</b>	C		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(v)</b>	B		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (b)(i)</b>	There are <b>26</b> months above the norm and 18 months below the norm. The month that had the most rainfall was July <b>2007</b> . The year with the most months below the norm is <b>2005</b> . The wettest spell had <b>7</b> months in a row with above normal rainfall. The year with the least variation was <b>2005</b> .		<b>5</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (b)(ii)</b>	D		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (b)(iii)</b>	<p>Answer can be about anybody. Does not have to be about farmers.</p> <p>Places like the Costa del Sol in Spain receive most of their rainfall in the winter months and very little in the summer months. (1)</p> <p>Unfortunately it is in the summer months when they require the greatest amount of water (1) for the tourists (1) who want full swimming pools (1) and well watered golf courses. (1)</p> <p>They also need food which means crops need to be heavily irrigated. (1)</p>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (c)(i)</b>	<p>Points below are worth 1 mark each.</p> <ul style="list-style-type: none"> <li>• A long way to go for water</li> <li>• Poor accessibility</li> <li>• Not able to collect much water</li> <li>• Will need to collect water several times a day</li> </ul>		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (c)(ii)</b>	<p>Can be marked as 2-2 or 3-1.</p> <p>Descriptions only to be credited.</p> <p>Resource exploitation:</p> <p>Toxic materials enter the river, pollution, ruins water supply, destroys ecosystem, kills animals, harms people.</p> <p>Water borne disease:</p> <p>Dirty contaminated water, dysentery, infectious disease, diarrhoea, malaria.</p>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (d)</b>	<p>Credit explanations if given but can still get max marks with descriptive points.</p> <p>Unspecific points max 3.</p> <p>Can be within a country such as the Colorado in USA or between countries such as the damming of the Euphrates by Turkey.</p> <p>Wars, dams built, no water for crops or industry, one country taking another's water.</p>		<b>4</b>

Write your name here

Surname	Other names
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Centre Number	Candidate Number
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# Edexcel GCSE

# Geography A

## Unit 2: The Natural Environment

### Higher Tier

Sample Assessment Material <b>Time: 1 hour</b>	Paper Reference <b>5GA2H/01</b>
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You do not need any other materials.	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 only **one** question from questions 1, 2, 3 or 4.
- In Section **B** answer **either** question 5 **or** 6.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- 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.*

### Advice

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

Turn over ►

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## SECTION A – THE PHYSICAL WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross ☐. If you change your mind, put a line through the box ☐ and then indicate your new question with a cross ☐.

### Topic 1: Coastal Landscapes

If you answer Question 1 put a cross ☐.

- 1 (a) Study Figure 1a. It is a newspaper extract.

# **The Earthwatch Times**



**Don't all flood to town this weekend!**

There was an exceptionally high tide at 4 o'clock which caused flooding in the town. Warnings of coastal flooding had been given by the Environment Agency having received predictions from the Met Office.

This meant that most people had evacuated the town. Many left in their cars and stayed with family or in hotels. There was a lot of damage but fortunately most people were insured.

Figure 1a

- (i) Do you think this flood happened in a LIC or a HIC?

Give reasons for your answer.

(3)

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- (ii) Coastal flooding can be predicted.

Justify this statement.

(3)

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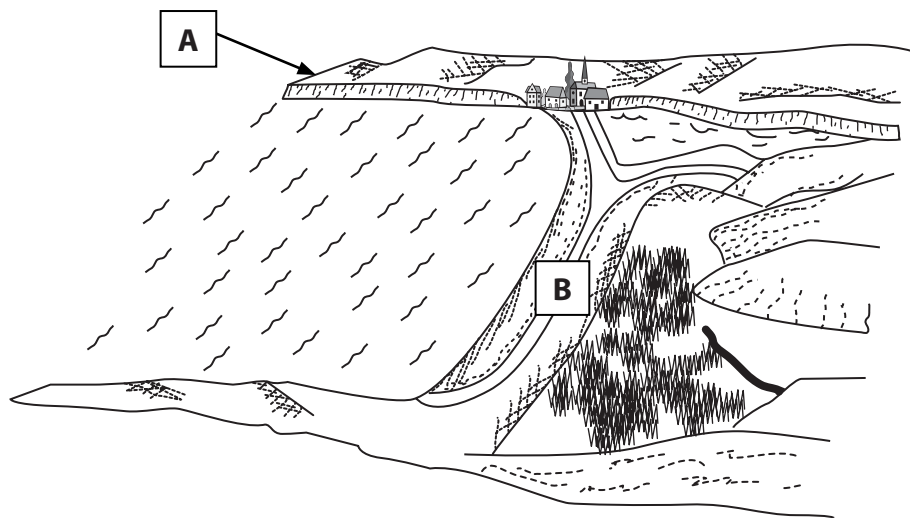
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- (b) Study Figure 1b. It is a sketch of a coastal area.



**Figure 1b**

- (i) What is landform **A** on Figure 1b?

(1)

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- (ii) A cliff is shown on Figure 1b.

What is a cliff?

(1)

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(iii) Describe the coastal area shown on Figure 1b.

(3)

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(iv) Landform **B** is a bar.

Explain how a bar is formed.

(4)

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(c) There are many factors that affect the rate of coastal erosion.

Explain how the type of rock and structure can affect the rate of coastal erosion.

(4)

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(d) Explain the effect that coastal erosion has on people and the environment.

Use examples in your answer.

(6)

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**(Total for Question 1 = 25 marks)**

## Topic 2: River Landscapes

If you answer Question 2 put a cross in this box ☐.

- 2 (a) Study Figure 2a. It is a newspaper extract.

# **The Earthwatch Times**

An aerial photograph showing a wide, muddy river that has overflowed its banks, inundating a green, tree-lined area that appears to be a town or village. The water is a turbid brown color, and the surrounding land is a mix of green fields and dark green trees.

### **River breaks the bank!**

The Met Office predicted that there would be heavy rain. At 4 o'clock the river overflowed and began to flood the town. Warnings of the river flooding had been given by the Environment Agency. This meant that most people had evacuated the town. Many left in their cars and stayed with their family or in hotels. There was a lot of damage but fortunately most people were insured.

**Figure 2a**

- (i) Do you think this flood happened in a LIC or a HIC?

Give reasons for your answer.

(3)

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(ii) River floods can be predicted.

Justify this statement.

(3)

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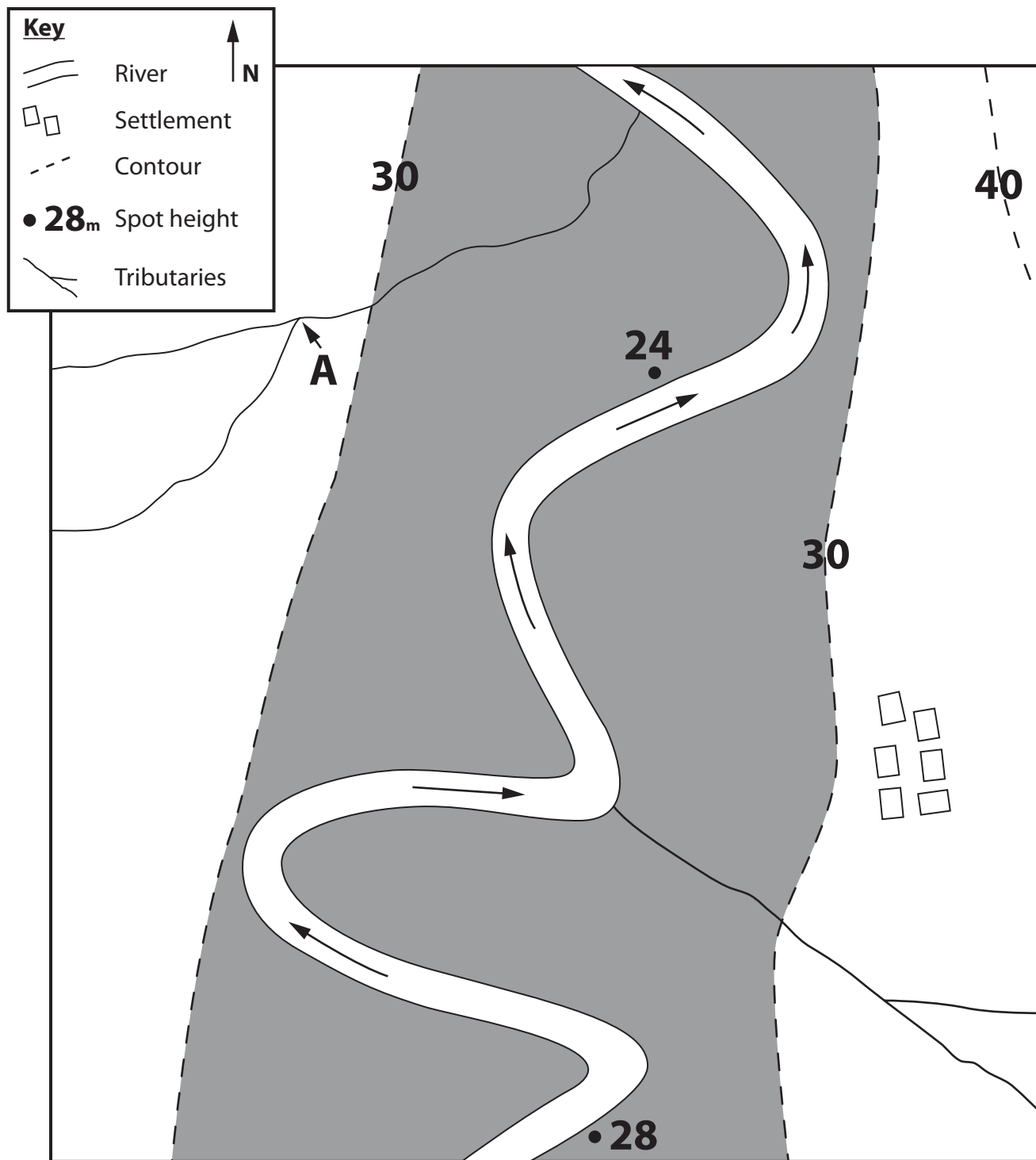
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(b) Study Figure 2b. It shows a sketch map of part of a river basin.



**Figure 2b**

(i) What is landform **A** on Figure 2b?

(1)

(ii) What is a tributary?

(1)

(iii) Describe the river and its valley.

(3)

(iv) The area shaded on Figure 2b is a floodplain.

Explain how a floodplain is formed.

(4)

(4)

(6)

**(Total for Question 2 = 25 marks)**

### Topic 3: Glaciated Landscapes

If you answer Question 3 put a cross in this box ☐.

- 3 (a) Study Figure 3a. It is a newspaper extract.

## ***The Earthwatch Times***



### **Skiers don't have the inclination!**

The ski rangers who patrol the slopes of Mount Shasta reported that skiers started a series of avalanches over the weekend, but no one was injured. Mount Shasta has had at least 16 avalanches since Thursday. Over a metre of snow fell in the storms last week. This was followed by warm weather over the weekend. Freezing temperatures this week should prevent any further avalanches.

**Figure 3a**

- (i) What does a ski ranger do?

(1)

- (ii) Give reasons for the avalanches reported in The Earthwatch Times.

(3)

(iii) It is not possible to predict avalanches.

Justify this statement.

(3)

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(b) Study Figure 3b. It is a map of a glaciated highland area in the UK.

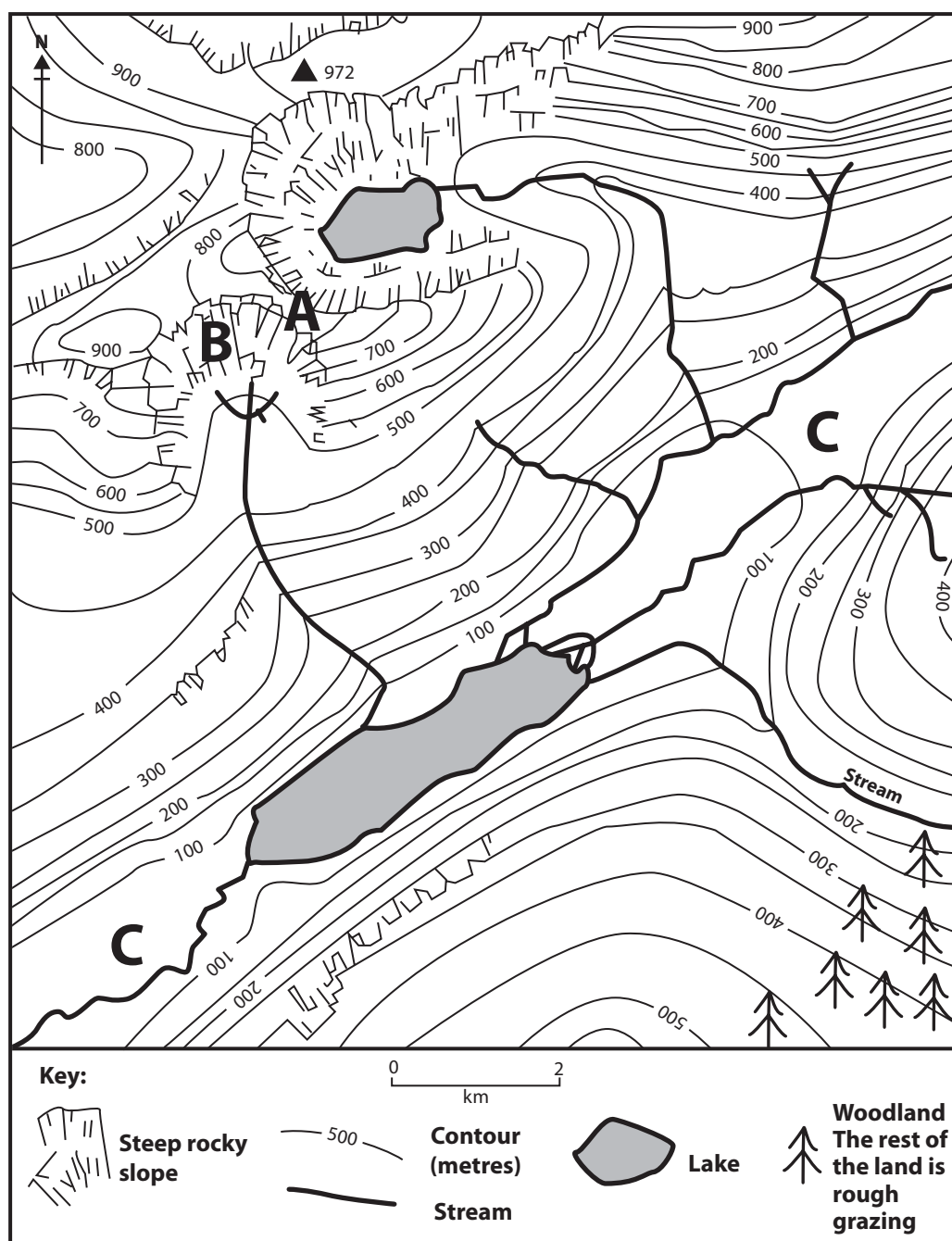


Figure 3b

(i) What is landform **A** on Figure 3b?

(1)

(ii) Describe valley **C**.

(3)

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(iii) Landform **B** is a corrie.

Explain how a corrie is formed.

(4)

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(c) Explain how people use glaciated landscapes for leisure and tourism.

Use examples in your answer.

(4)

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(d) Choose an avalanche you have studied.

Explain the causes of the avalanche.

(6)

Chosen study .....

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**(Total for Question 3 = 25 marks)**

## Topic 4: Tectonic Landscapes

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

- 4 (a) Study Figure 4a. It is a newspaper extract.

# **The Earthwatch Times**



### **Eastboc's moment of Magnitude!**

The epicentre of the earthquake was at Eastboc. The magnitude of the earthquake was measured at 6.4 on the Richter scale.

20 000 people are feared dead and most of the houses have been destroyed.

100 000 are reported homeless. Rescue services do not have the right equipment and training to cope with the size of this disaster.

**Figure 4a**

- (i) What is the epicentre of an earthquake?

(1)

- (ii) Do you think this earthquake happened in a LIC or a HIC?

Give reasons for your answer.

(3)

(iii) It is not possible to predict earthquakes.

Justify this statement.

(3)

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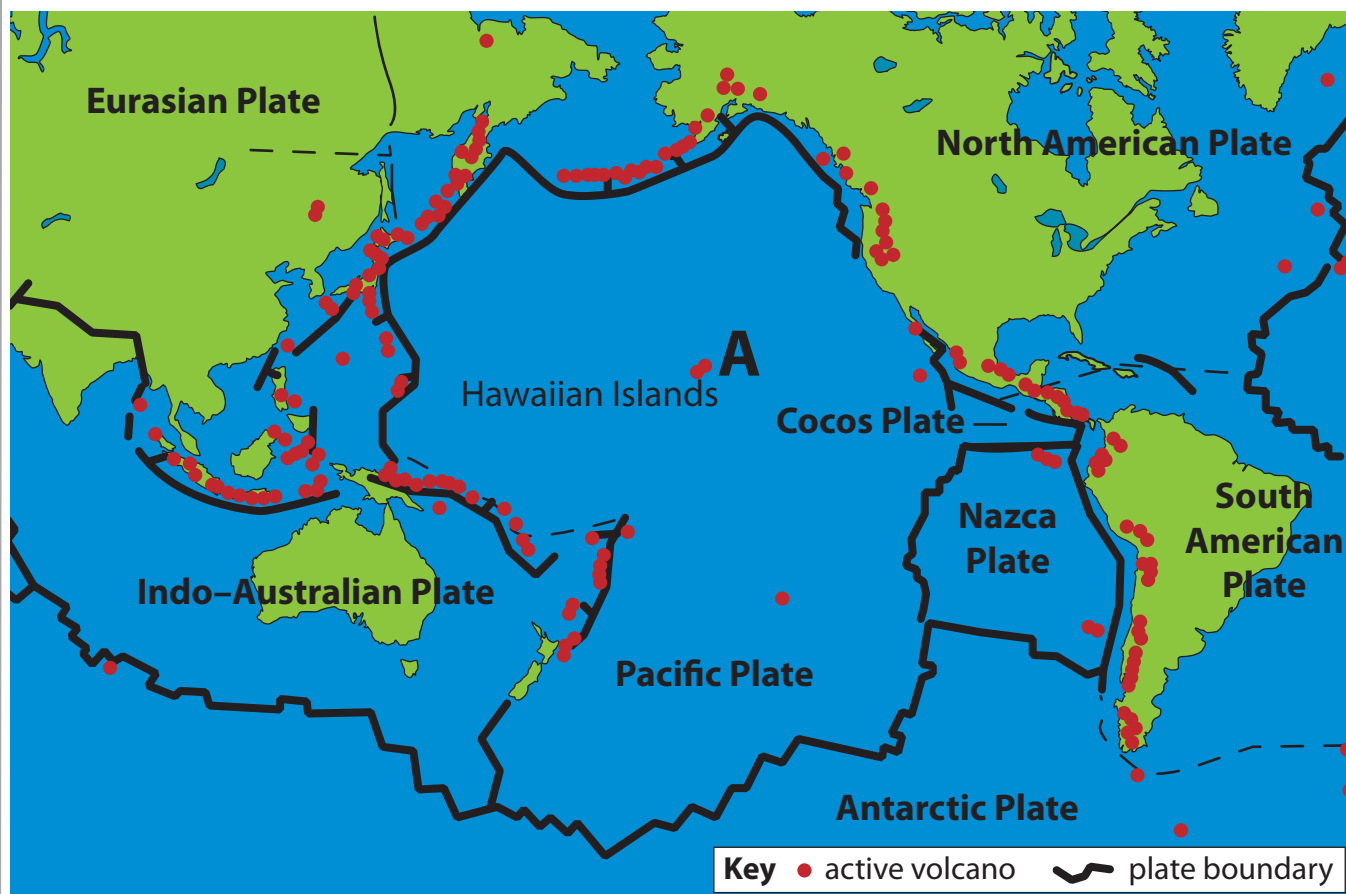
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(b) Study Figure 4b. It shows plates and active volcanoes.



**Figure 4b**

(i) Name the tectonic plate on which Australia is located on Figure 4b.

(1)

(ii) Describe the distribution of active volcanoes on Figure 4b.

(3)

(iii) Volcanic activity is happening at point **A**.

Explain why.

(4)

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(c) Explain the economic reasons why many people continue to live in areas that suffer from earthquakes and volcanic activity.

Use examples in your answer.

(4)

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(d) Choose either an earthquake or a volcanic eruption that you have studied.

Explain the causes.

(6)

Chosen earthquake or volcanic eruption .....

**(Total for Question 4 = 25 marks)**

**TOTAL FOR SECTION A = 25 MARKS**



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**Turn over for Section B**

## SECTION B – ENVIRONMENTAL ISSUES

Answer EITHER Question 5 OR Question 6.

### Topic 5: A Wasteful World

If you answer Question 5 put a cross in this box ☐.

- 5 (a) Study Figure 5a. It shows the amount of solid waste disposed of by France (a HIC) and Bangladesh (a LIC).

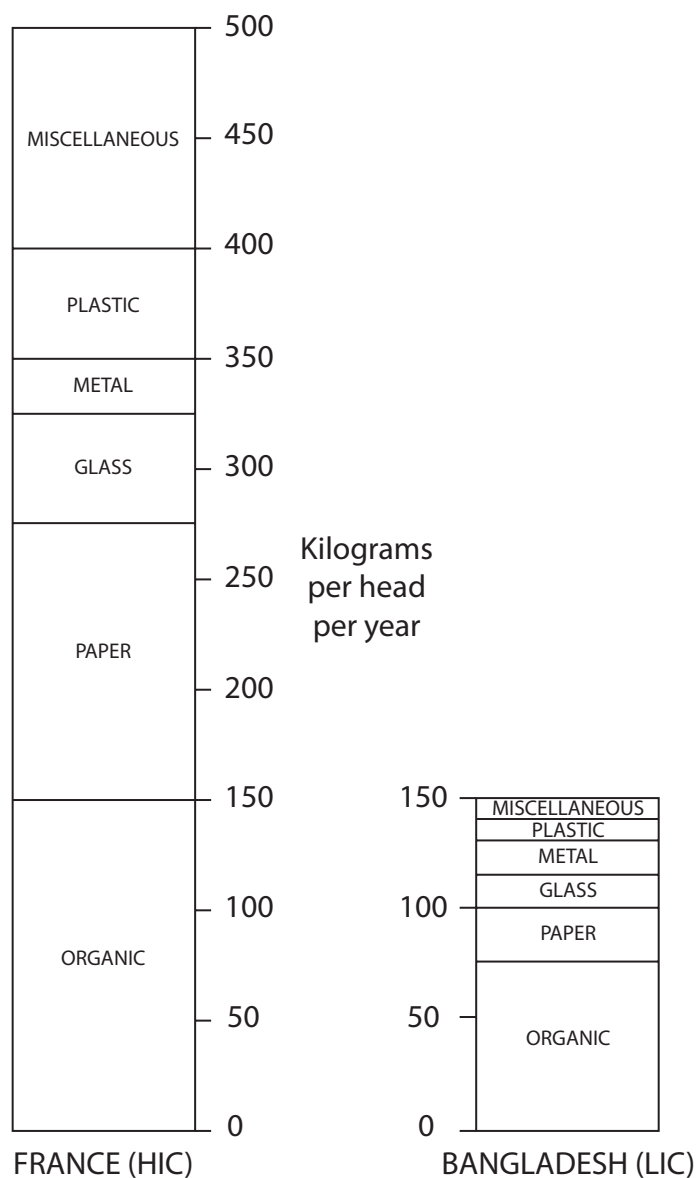


Figure 5a

- (i) Name **one** type of solid waste that could appear in the miscellaneous group.

(1)

- (ii) State **two** differences in the amount of solid waste disposed of by France and Bangladesh shown in Figure 5a.

(2)

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- (iii) Explain why there are differences in the amount of solid waste disposed of in France and Bangladesh.

(4)

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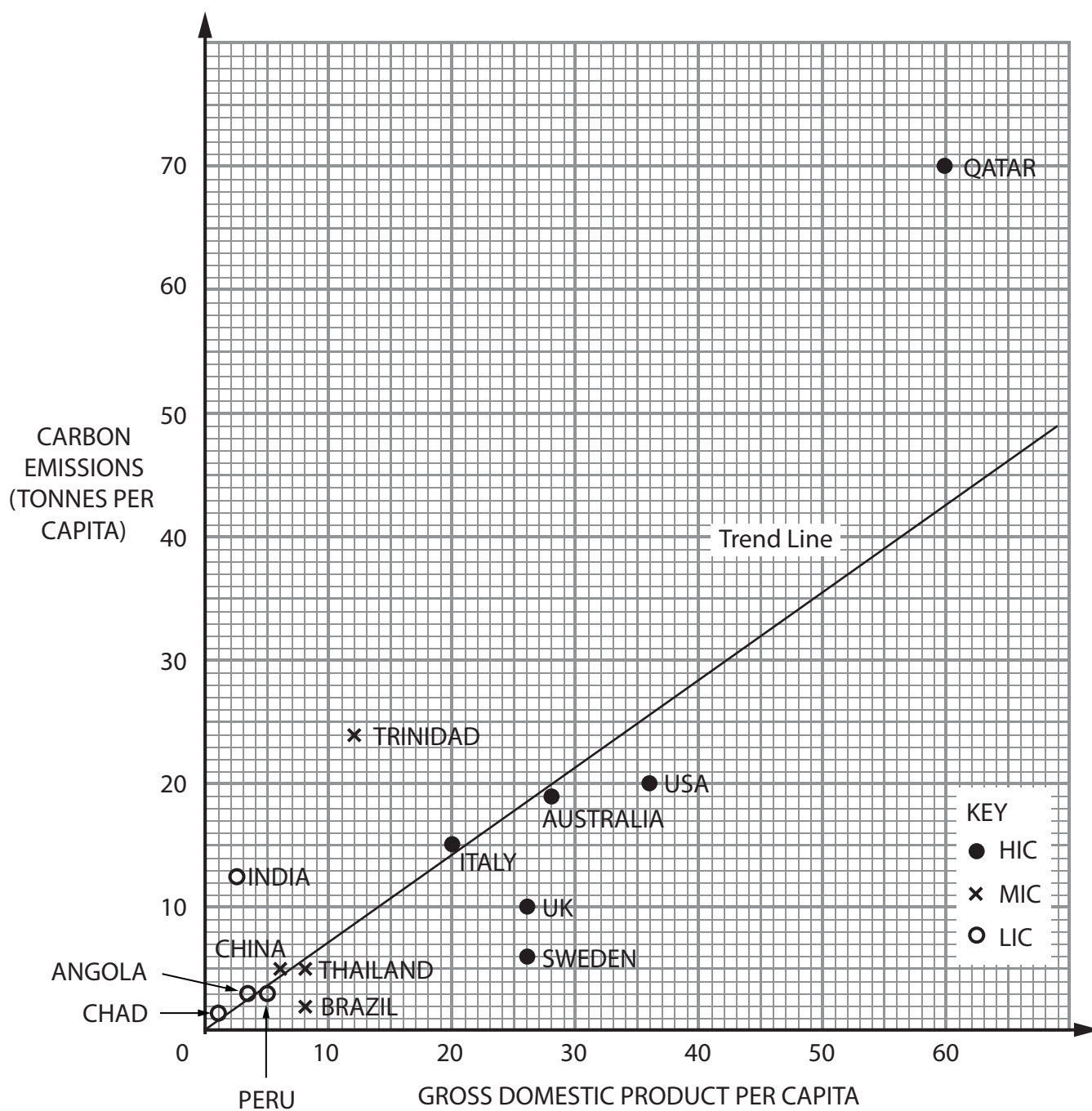
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(b) Study Figure 5b. It shows Gross Domestic Product (GDP) compared to carbon emissions.



**Figure 5b**

(i) What is the amount of carbon emissions from Qatar?

(1)

(ii) Describe the pattern shown in Figure 5b.

(3)

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(iii) Outline the ways that energy can be wasted in the home.

(4)

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- (c) Study Figure 5c. It shows one of the disadvantages of using non-renewable energy sources.



**Figure 5c**

- (i) What disadvantage is shown in Figure 5c?

(1)

- (ii) There are also advantages of using non-renewable energy.

Outline these advantages.

(3)

\* (d) Choose a HIC you have studied.

Explain the different ways that it disposes of its waste.

(6)

Chosen country .....

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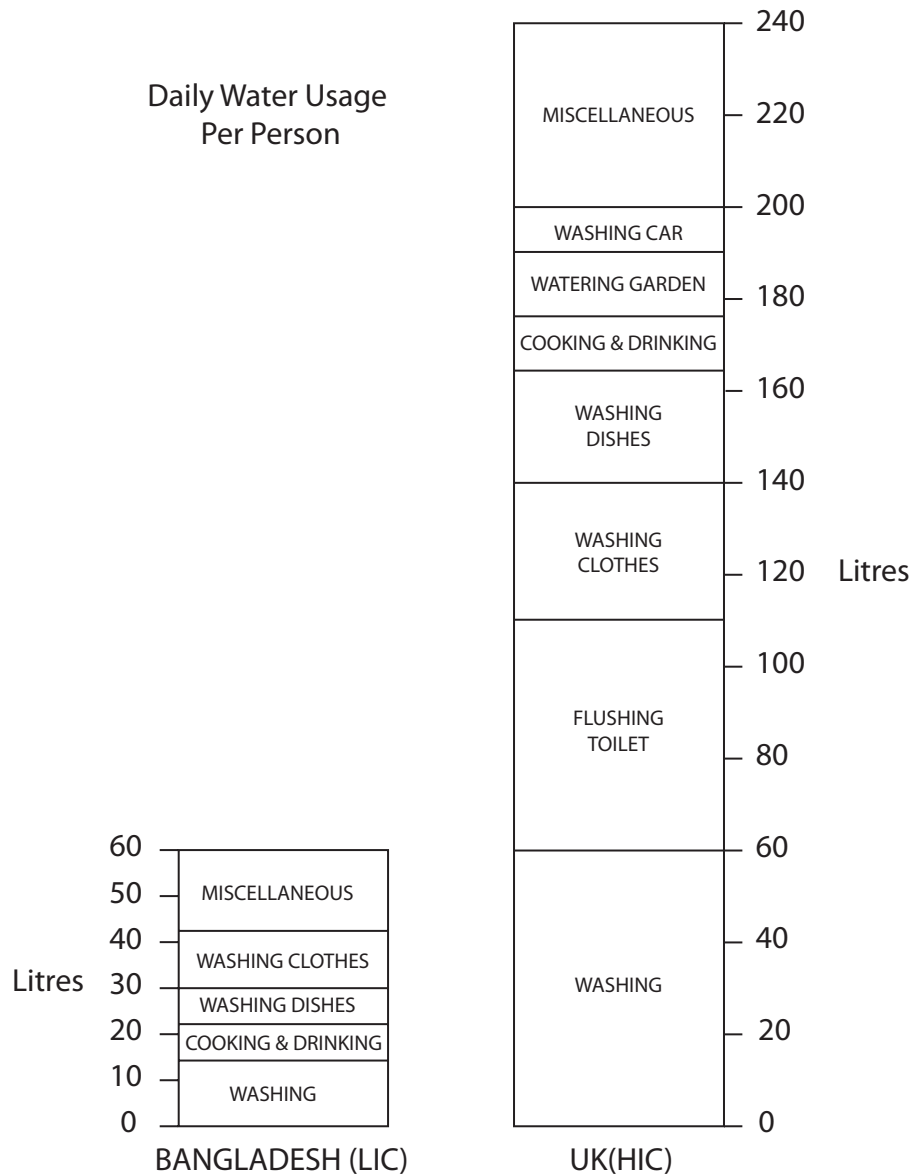
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**(Total for Question 5 = 25 marks)**

## Topic 6: A Watery World

If you answer Question 6 put a cross in this box ☐.

- 6 (a) Study Figure 6a. It shows domestic water use in the UK (a HIC) and Bangladesh (a LIC).



**Figure 6a**

- (i) Name **one** domestic use of water in the UK that could appear in the miscellaneous group.

(1)



(ii) State **two** differences in the use of water between the UK and Bangladesh.

(2)

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(iii) Explain why there are differences in the amount of water used in the UK and Bangladesh.

(4)

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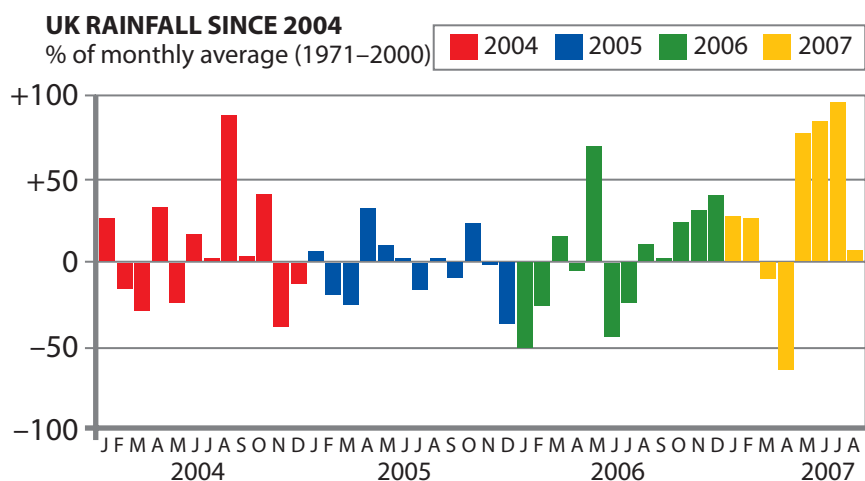
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- (b) Study Figure 6b. It shows monthly rainfall compared to the average amount for that month.



**Figure 6b**

- (i) Which month had 50% less rainfall than normal?

(1)

- (ii) Describe the pattern shown in Figure 6b.

(3)

(iii) Outline the problems associated with a seasonal imbalance of rainfall in HICs. (4)

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(c) Study Figure 6c. It shows one of the problems associated with water supply in LICs.



**Figure 6c**

(i) What problem is shown in Figure 6c?

(1)

(ii) Resource exploitation can cause problems to water supply in LICs.

Outline these problems.

(3)

\*(d) Choose a water transfer scheme you have studied.

Explain the disputes caused by the water transfer scheme.

(6)

Chosen scheme .....

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**(Total for Question 6 = 25 marks)**

**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**

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## Sample Mark Scheme

### Unit 2H: The Natural Environment

Question Number	Acceptable Answers	Reject	Mark
1 (a)(i)	HIC (1) Reasons related to evacuation, (1) cars, (1) insurance. (1) One expanded point is worth two marks eg most people were insured, this means they will receive money back for loss of property which usually only happens in HICs.		3

Question Number	Acceptable Answers	Reject	Mark
1 (a)(ii)	Justification can be positive or negative or a combination. Marks are only for the justification. Can be per point or more for development of point. <b>Negative</b> Sea is unpredictable. Storms can suddenly happen. <b>Positive</b> As well as the monitoring which is being done by the Met Office. The Environment Agency also monitors sea conditions over a 24 hour period, 365 days a year. The Storm Tide Forecasting Service provides the Environment Agency with forecasts of coastal flooding which the Environment Agency communicates to the public via their website or phone line.		3

Question Number	Acceptable Answers	Reject	Mark
1 (b)(i)	Headland		1

Question Number	Acceptable Answers	Reject	Mark
1 (b)(ii)	A steep (vertical) slope leading to the sea.		1

Question Number	Acceptable Answers	Reject	Mark
1 (b)(iii)	Mark all descriptive points at one mark each. A lagoon is behind the bank. A road runs along the bank. There is a village beside the sea. Steep cliffs drop into the sea.		3

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(iv)</b>	<p>Max 2 marks for descriptive points. Credit explanations at 1 mark each. Max of 3 marks without a mention of process. Full marks can only be achieved if there is a clear sequence of events. Marks awarded for process of longshore drift leading to the development of a shingle/sand bank. A bar is a long, narrow stretch of pebbles and sand (1) which grows across a bay (1) attached to the land at both ends. (1) It forms when longshore drift occurs on a coastline. (1) When the coastline ends, the sea deposits the material it is transporting because the change in depth affects its ability to transport the material further. (1) Can get marks without longshore drift. If a spit develops in a bay, it may build across it, linking two headlands to form a bar. (1) This is only possible if there is a gently sloping beach (1) and no river entering the sea, (1) because the sand will be removed faster than it can be deposited. (1)</p>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (c)</b>	<p>Does not have to be equal weighting. Can be 2-2 or 3-1. Rock type - if the cliffs are made from resistant rock, (1) like granite, (1) they will erode more slowly than cliffs made from less resistant rock, (1) such as clay. Rock structure - the rock's structure can also have an effect on the rate of erosion. Rocks that are well jointed (1) or with many faults, (1) such as limestone, (1) will erode more quickly (1) as the waves exploit these lines of weakness. (1)</p>		<b>4</b>

Question Number	Indicative content	
<b>1(d)</b>	Effects such as: <ul style="list-style-type: none"> <li>• cliffs crumble and actual recession per year</li> <li>• farming land lost such as Sue Earle's farm on Humberside</li> <li>• animal habits destroyed, sand martins in cliffs</li> <li>• houses fall into sea. A specific point would be houses on Sunny Point at Walton may fall into the sea.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about how coastal recession can affect people or the environment. Could be about any coastal area. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of the effects or a specific point about the effect related to the chosen example. The top of the level requires a range of specific points relating to the effect on people or the environment or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific facts relating to the effects on people and the environment and explained points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
2 (a)(i)	HIC (1) Reasons related to evacuation, (1) cars, (1) insurance. (1) One expanded point is worth two marks eg most people were insured, this means they will receive money back for loss of property which usually only happens in HICs.		3

Question Number	Acceptable Answers	Reject	Mark
2 (a)(ii)	Justification can be positive or negative or a combination. Marks are only for the justification. <b>Negative</b> Weather is unpredictable. (1) Storms can suddenly happen leading to flooding. (1) <b>Positive</b> The Met Office predicts the likelihood of a river flooding and gives information to the public through weather forecasts and news broadcasts on the television. If there is a likelihood of flooding the Met Office advises householders to be proactive and either ring a flood hotline number or go onto the Environment Agency website to check the likelihood of a flood in their area.		3

Question Number	Acceptable Answers	Reject	Mark
2 (b)(i)	Confluence		1

Question Number	Acceptable Answers	Reject	Mark
2 (b)(ii)	Minor river joining larger river.		1

Question Number	Acceptable Answers	Reject	Mark
2 (b)(iii)	Mark all descriptive points at one mark each. <ul style="list-style-type: none"> <li>river has meanders</li> <li>wide floodplain</li> <li>flows south to north</li> </ul>		3

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(iv)</b>	<p>Max 2 marks for descriptive points.  Credit explanations at 1 mark each.  Max of 3 marks without a mention of process.  Full marks can only be achieved if there is a clear sequence of events.  Hydraulic action (1) and corrasion (1) erode the outside of a meander bend. (1) The meanders migrate downstream (1) making the floodplain wider. (1)  When the river floods silt and sand are deposited (1) which builds up the flood plain. (1)</p>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (c)</b>	<p>Does not have to be equal weighting. Can be 2-2 or 3-1.  Examples  Impermeable rocks mean that rain water cannot soak into the rocks and it therefore flows more quickly to the river either through the soil or over the surface.  Steep valley slopes make rainwater run off rapidly into the river channel.  A long period of hot dry weather makes the soil very hard so that water cannot soak in when it rains.  Therefore it runs off the surface into the river.</p>		<b>4</b>

Question Number	Indicative content	
<b>2(d)</b>	<p>Example of river can be anywhere.</p> <p>Examples of management. Gabions which are rocks in a steel cage, line the banks of the river.</p> <p>Can be soft or hard management.</p>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>A basic answer.</p> <p>Simple descriptive statements about management techniques.</p> <p>Could be about any river.</p> <p>Basic use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 2</b>	3-4	<p>A clear answer.</p> <p>Level 2 is reached by there being an explanation about river management or a specific point about management related to the chosen example. The top of the level requires a range of specific facts relating to river management or a number of explanations.</p> <p>Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 3</b>	5-6	<p>An explicit answer.</p> <p>A range of specific facts relating to river management and explained points.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(i)</b>	They patrol the slopes. (1) They test if ski runs are safe. (1)		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(ii)</b>	Pressure of the skis a large number of skiers an excessive amount of snow the snow is unstable warm weather caused snow to become weak - the melt layer		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(iii)</b>	Can be positive or negative. Accurate avalanche prediction requires an experienced avalanche forecaster (1) gathers snowpack information (1) uses sophisticated equipment such as remotely accessed weather data/detailed historical weather/avalanche databases/weather models/avalanche-forecasting models. (1) Avalanche forecasters combine their historical knowledge of past conditions with their knowledge of the mountainside (1) current weather, and current snowpack conditions to predict when and where avalanches are most likely to occur. (1) Negative Some justification such as this is not very accurate. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(i)</b>	Arete/pyramidal peak		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(ii)</b>	Mark all descriptive points at one mark each: <ul style="list-style-type: none"> <li>• wide</li> <li>• flat bottom</li> <li>• steep sides</li> <li>• U shaped</li> <li>• ribbon lake in valley</li> </ul>		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(iii)</b>	<p>Max 2 marks for descriptive points.            Credit explanations at 1 mark each.            Max of 3 marks without a mention of process.            Full marks can only be achieved if there is a clear sequence of events.            Corries begin to form when the snow that accumulates on high mountain slopes is compacted into ice. (1) After a time, the ice starts to move due to the pull of gravity (1) and as it moves, it starts to erode the corrie. (1) The ice erodes by plucking (1) and forms the steep back wall (1) abrasion (1) helps to deepen the corrie into its characteristic hollow shape. (1) The broken rock material caused by freeze thaw is used to erode the glacier through abrasion. (1)            Allow marks for definitions of plucking and abrasion.</p>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (c)</b>	<p>Question requires explanation and examples.            Therefore max 2 marks for descriptions.            Max 3 marks for only one example of how people use glaciated areas.            Wide range of examples skiing, mountain biking, hiking.            Examples:            In areas where glaciers are accessible, such as in the European Alps, (1) glaciers attract tourists who are simply curious to get up close to one and see what a 'river of ice' looks like. (1) Glaciers are used by ice climbers and hikers. (1)            Fast flowing rivers caused by ice melt/steep slopes (1) like the Isere in France (1) are used by canoeists. (1)</p>		<b>4</b>



Question Number	Indicative content	
<b>3 (d)</b>	Do not credit effects as question only concerns cause(s). Specific causes will be type and amount of snow, weather, lack of defences.	
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about the cause. Could be about any avalanche. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of the cause or a specific point about the cause related to the chosen example. The top of the level requires a range of specific facts relating to the cause or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific facts relating to the cause and explained points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
4 (a)(i)	The point on the surface above the focus.		1

Question Number	Acceptable Answers	Reject	Mark
4 (a)(ii)	A LIC (1) marks for the reasons will be for a large loss of life (20 000) and destruction of most houses. One point expanded is worth two marks eg most houses destroyed because poor construction in LIC.		3

Question Number	Acceptable Answers	Reject	Mark
4 (a)(iii)	<p>Justification can be positive or negative or a combination. Marks are only for the justification.</p> <p><b>Negative</b> A variety of methods are being used by scientists to predict earthquakes but they are not completely accurate. (1) Despite sophisticated monitoring equipment it still remains very difficult to pinpoint exactly when an earthquake will happen. (1)</p> <p><b>Positive</b> A variety of instruments can be used. A seismometer is an instrument that measures ground vibrations caused by earthquakes. (1) Seismometers record ground movements which are converted to radio signals. (1) These signals are transmitted to computers that record the earthquakes 24 hours a day. (1) Tiltmetres measure tiny changes in the slope angle or "tilt" of the ground.(1)</p>		3

Question Number	Acceptable Answers	Reject	Mark
4 (b)(i)	Indo-Australian plate		1

Question Number	Acceptable Answers	Reject	Mark
4 (b)(ii)	<p>Mark all descriptive points at one mark each. Any valid point acceptable:</p> <ul style="list-style-type: none"> <li>• in a ring around the Pacific</li> <li>• on plate boundaries</li> <li>• odd ones not on plate boundary</li> <li>• clusters on the margins of continents</li> <li>• none in Australia</li> </ul>		3

Question Number	Acceptable Answers	Reject	Mark
4 (b)(iii)	<p>Explanation of hotspots.  Max 2 marks for descriptive points.  Credit explanations at 1 mark each.  Max of 3 marks without a mention of process.  Full marks can only be achieved if there is a clear sequence of events.  Island chains such as Hawaii are known as hotspots, (1) where magma from the mantle (1) erupts through the crust. (1) This creates volcanoes (1) that often rise above the ocean surface to form islands. (1) The Hawaiian chain formed as the Pacific crustal plate moved over the stationary source of magma or hotspot. (1)</p>		4

Question Number	Acceptable Answers	Reject	Mark
4 (c)	<p>Max 3 marks for 1 example.  Unspecific, descriptive points max 2.  Wide range of acceptable answers, much overlapping between volcanoes and earthquakes.  Volcanic soils are especially fertile. (1)  The region around Naples, Italy, is a huge wine growing area. (1) Farmers make a good living from this. (1)  Minerals such as tin, silver, gold, copper and diamonds can be found in volcanic rocks. (1) The money that can be made by mining these precious minerals often outweighs the risk of volcanic activity. (1)  Hazards do not happen very often. (1)</p>		4

Question Number	Indicative content	
<b>4(d)</b>	<p>Indicative content.</p> <p>Accept either earthquake or volcanic activity.</p> <p>Accept LIC or HIC.</p> <p>Do not credit effects as question only concerns cause(s).</p> <p>Specific causes will be named plates, direction of movement, type or size of faults, geology, rock type.</p>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>A basic answer.</p> <p>Simple descriptive statements about the cause. Could be about any earthquake or volcanic eruption.</p> <p>Basic use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 2</b>	3-4	<p>A clear answer.</p> <p>Level 2 is reached by there being an explanation of the cause or a specific point about the cause related to the chosen example. The top of the level requires a range of specific facts relating to the cause or a number of explanations.</p> <p>Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 3</b>	5-6	<p>An explicit answer.</p> <p>A range of specific facts relating to the cause and explained points.</p> <p>Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (a)(i)</b>	Any plausible answer. Examples sewage, cardboard.	Any waste already on the graph	<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (a)(ii)</b>	Any two differences at one mark each. Eg great difference in the amount of waste between the two countries.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (a)(iii)</b>	This is due to the consumer society. Answers will likely be about this. HICs have the ability to buy more products (1) and therefore generate more waste. (1) Allow marks for data. Globally 20% of the world's people who live in HICs account for 86% of consumption of the world's products. (1) The poorest 20% consume only 1.3% of the world's products. (1)	Answers that say France has more people than Bangladesh	<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (b)(i)</b>	70 tonnes per capita.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (b)(ii)</b>	General trend greater GDP greater carbon emission. (1) LICs all low GDP/high carbon. (1) MICs in the middle. Marks for spotting anomalies.		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (b)(iii)</b>	Descriptive points can reach maximum but explanations are also to be credited. Two problems required for full marks. Energy wasted through not having the correct insulation (1) leaving lights on in empty rooms. (1) Much energy is wasted almost invisibly (1) through leaving electrical appliances on standby (1) or mobile phone chargers plugged in. (1)		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (c)(i)</b>	Pollution/global warming/acid rain		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5 (c)(ii)</b>	Answers likely to be generic. Coal as an example. It is relatively cheap to mine. (1) It is relatively easy to convert it into energy by simply burning it. (1) Coal supplies should last for another 250 years. (1)		<b>3</b>

Question Number	Indicative content	
<b>5(d)</b>	Country should be a HIC. Max level 1 for other levels of development. Expect different kinds of waste disposal such as landfill, incineration, recycling. Examples such as Germany disposing of nuclear waste in the UK and the reasons why this is occurring.	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about waste disposal. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation about waste disposal or a specific point about waste disposal related to the chosen example. The top of the level requires a range of specific facts relating to waste disposal or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific facts relating to waste disposal in one country and explained points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(i)</b>	Accept any sensible answer eg brushing teeth, leaving tap running.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(ii)</b>	Any two differences at one mark each, UK has more uses such as watering gardens.		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (a)(iii)</b>	One mark per point or developed points for 2 marks. Focus will be differences between rich and poor. Eg more dishwashers, washing machines etc. Might also consider availability of water and increasing use of water for personal hygiene - showers and baths.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (b)(i)</b>	January 2006. Must have month and year.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (b)(ii)</b>	All descriptive points at one mark each: <ul style="list-style-type: none"> <li>• variable</li> <li>• no real pattern</li> <li>• some above some below norm</li> <li>• highest and lowest months</li> <li>• credit data if given</li> </ul>		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (b)(iii)</b>	Problems will probably be related to tourist area of the Costas, but accept any problems. Allow marks for causes of problem. Places like the Costa del Sol in Spain receive most of their rainfall in the winter months and very little in the summer months. (1) In the six months, May to October, Malaga receives only 70 millimetres compared with 385 millimetres in the other six months. (1) Unfortunately it is in the summer months when they require the greatest amount of water for the influx of tourists (1) who want full swimming pools (1) and well watered golf courses. (1) They also need food which means crops need to be heavily irrigated. (1)		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (c)(i)</b>	Long distance to travel to collect water. (1) Difficulty in accessing water. (1)		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6 (c)(ii)</b>	Descriptive points can reach maximum but explanations are also to be credited. Two problems required for full marks. Answers will focus on disease and pollution.		<b>3</b>

Question Number	Indicative content	
<b>6(d)</b>	Can be within a country such as the Colorado in the USA or between countries such as the damming of the Euphrates by Turkey. Wars, dams built, no water for crops or industry, one country taking another's water.	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about water transfer disputes. Could relate to any dispute. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation about a dispute or a specific point about water transfer disputes related to the chosen example. The top of the level requires a range of specific facts relating to the named dispute or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific facts relating to the named dispute with explained points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.



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Surname		Other names	
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<div style="display: flex; justify-content: space-between;"> <div style="text-align: left;"> <h1 style="margin: 0;">Edexcel GCSE</h1> <h2 style="margin: 0;">Geography A</h2> <h3 style="margin: 0;">Unit 3: The Human Environment</h3> </div> <div style="text-align: right;"> <h2 style="margin: 0;">Foundation Tier</h2> </div> </div>			
Sample Assessment Material <b>Time: 1 hour</b>		Paper Reference <b>5GA3F/01</b>	
<b>You must have:</b> Resource Booklet (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.
- In Section **A** answer only **one** question from questions 1, 2, 3 **or** 4.
- In Section **B** answer **either** question 5 **or** 6.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- 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.*

### Advice

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

Turn over ►

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## SECTION A – THE HUMAN WORLD

Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

### Topic 1 – Economic Change

If you answer Question 1 put a cross in the box ☐.

- 1 (a) Look at Figure 1a. It shows the employment structure of three countries at different levels of development.

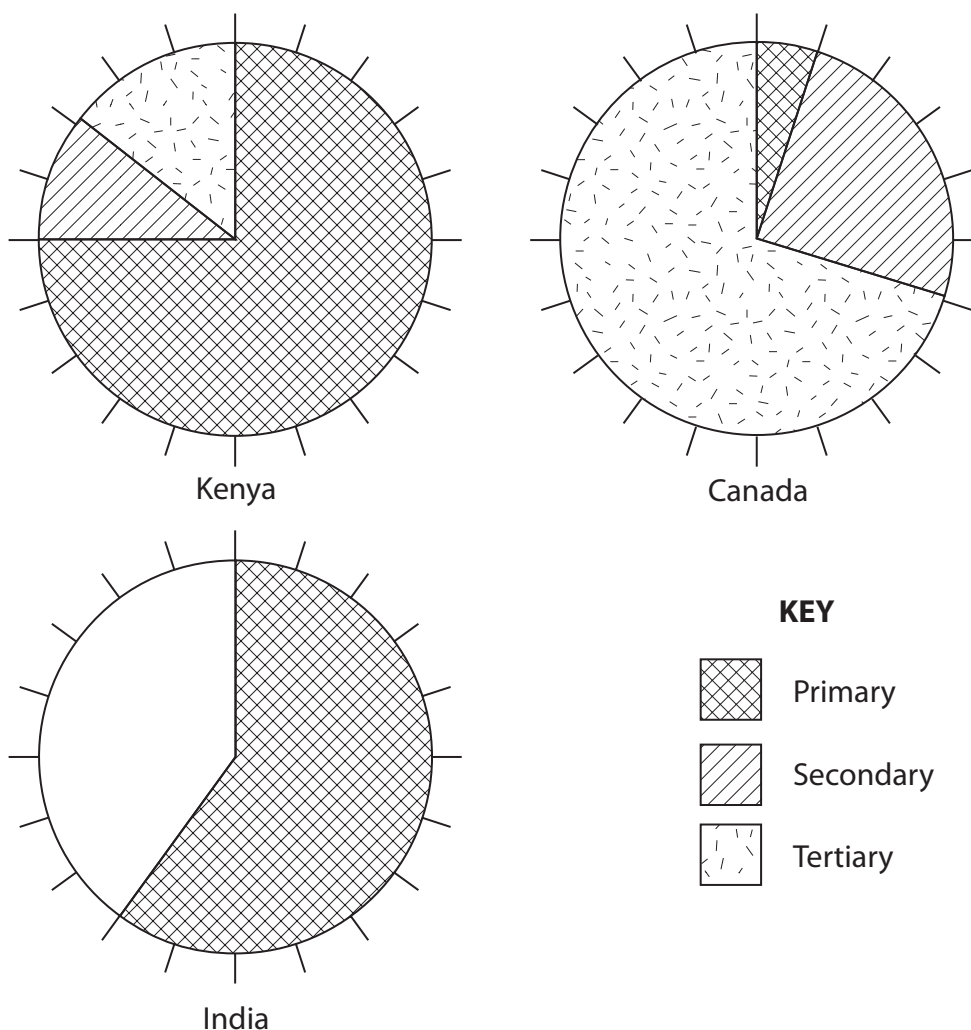


Figure 1a

- (i) Complete the pie chart for India (Figure 1a).

Use the data in the table below.

(1)

Country	Secondary	Tertiary
India	15%	25%

(ii) Which **one** of these levels of development best describes India?

(1)

- ☐ **A** HIC
- ☐ **B** MIC
- ☐ **C** LIC
- ☐ **D** rich country

(iii) A tertiary industry is an industry which

(1)

- ☐ **A** extracts raw materials
- ☐ **B** makes a product
- ☐ **C** does a service for someone
- ☐ **D** grows crops and rears animals

(iv) The number of people employed in primary industry in the UK has declined because

(1)

- ☐ **A** imported raw materials are more expensive
- ☐ **B** there are plenty of raw materials in the UK
- ☐ **C** there has been increased mechanisation in primary industry
- ☐ **D** primary industry is seen as being well paid

(v) Complete the sentences to explain the employment structure of Kenya and Canada.

Use some of the words and numbers below.

(4)

**70%**      **73%**      **75%**      **low**      **high**      **wealthy**      **poor**

Kenya has ..... of its population employed in primary industry.

The people are poor and cannot afford to buy goods and services.

Kenya has a ..... percentage employed in the tertiary sector.

Canada has ..... of its population employed in tertiary industry.

The people who live in Canada are ..... and can afford to buy goods and services.

Canada has a high percentage employed in the tertiary sector.

(vi) Employment has declined in the secondary sector in the UK.

Give reasons for this decline.

(3)

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(b) Look at Figure 1b (photograph) in the Resource Booklet.

It shows an area where de-industrialisation has occurred.

(i) A primary industry is an industry which

(1)

- ☐ **A** extracts raw materials
- ☐ **B** makes a product
- ☐ **C** does a service for someone
- ☐ **D** sells a product

(ii) What was the land use of area Z before de-industrialisation occurred?

(1)

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(iii) After area Z was de-industrialised it became a tourist attraction (tertiary industry) because

(1)

- ☐ **A** it is accessible with two motorways nearby
- ☐ **B** there is plenty of housing nearby for the workers
- ☐ **C** raw materials are close by to supply the industry
- ☐ **D** there are large areas of woodland nearby for leisure activities

- (iv) When de-industrialised areas are redeveloped there can be costs (problems).

Describe the costs (problems) that redeveloping the area into a tourist attraction (tertiary industry) might cause.

Use evidence from the photograph in your answer.

(3)

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- (v) There are many benefits when a site in a rural area is de-industrialised.

Describe the benefits of de-industrialisation.

Use examples in your answer.

(4)

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(c) Choose **one** LIC or MIC that has experienced growth in the secondary sector.

Outline the reasons for the growth of the secondary sector.

(4)

Chosen LIC or MIC .....

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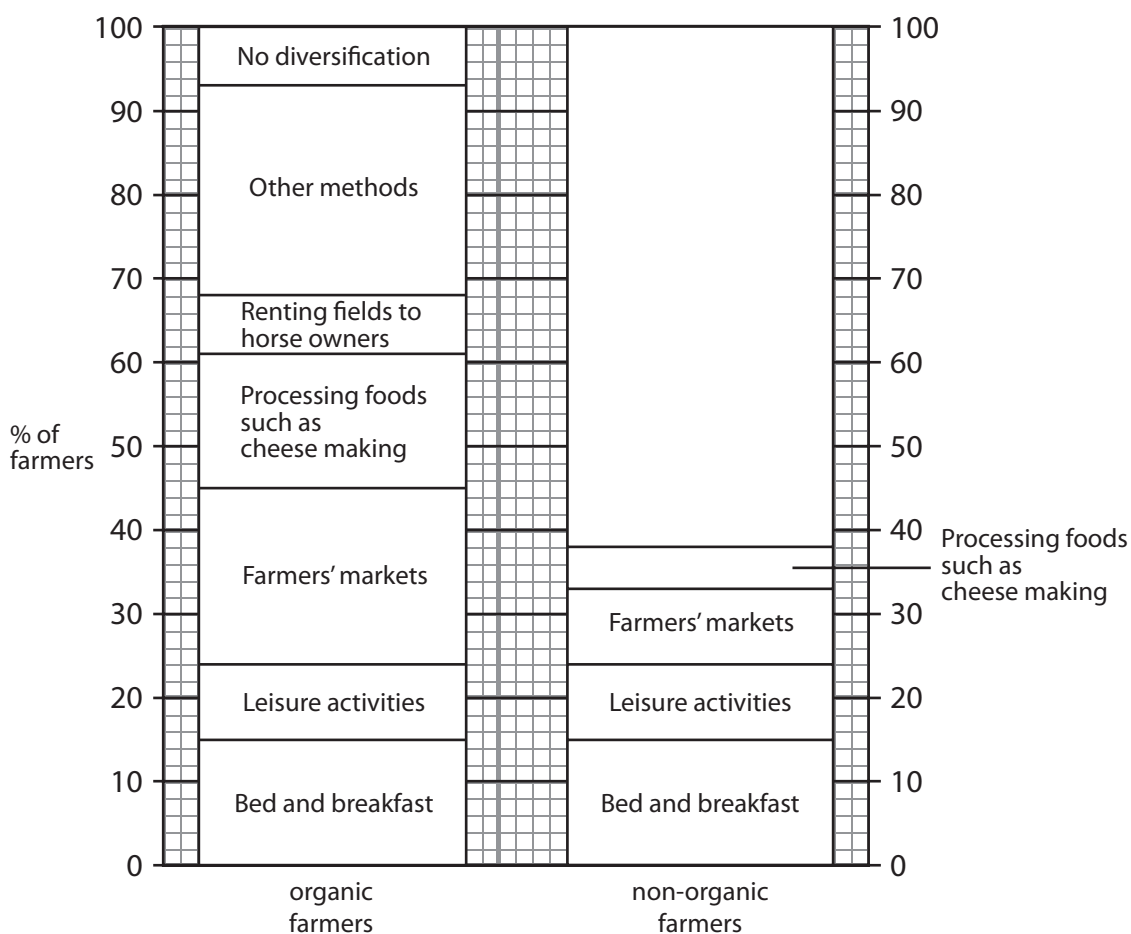
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**(Total for Question 1 = 25 marks)**

## Topic 2 – Farming and the Countryside

If you answer Question 2 put a cross in the box ☐.

- 2 (a) Look at Figure 2a. It shows some of the ways UK farmers have diversified.



**Figure 2a**

- (i) Complete the divided bar graph for non-organic farmers (Figure 2a).

Use the data in the table below.

(2)

Diversification	% of non-organic farmers
Renting fields to horse owners	10
Other methods	25
No diversification	27

- (ii) Complete the sentences to describe some of the ways UK farmers have diversified.

Use some of the words and numbers below.

(4)

**higher**      **lower**      **3%**      **15%**      **16%**      **fewer**

The percentage of organic and non-organic farmers who provide bed and breakfast is .....

However, the percentage of organic farmers who sell produce at farmers' markets is much ..... than non-organic farmers.

There is a ..... percentage of organic farmers who do not diversify.

Processing foods is popular with organic farmers with ..... of them diversifying in this way.

- (iii) An organic farm is one which

(1)

- ☐ **A** does not use chemicals
- ☐ **B** only has animals
- ☐ **C** only has crops
- ☐ **D** uses artificial fertilisers

- (iv) Diversification is when a farmer

(1)

- ☐ **A** uses their land and buildings for activities other than farming
- ☐ **B** changes from being a non-organic to an organic farmer
- ☐ **C** grows crops and rears animals
- ☐ **D** works on the farm and has a job in the local town

- (v) Many farmers are now growing biofuels on their farms.

Biofuels are crops grown to

(1)

- ☐ **A** feed animals in a biologically friendly way
- ☐ **B** produce methane
- ☐ **C** be used to power cars
- ☐ **D** make bread



(vi) There has been a rise in the number of organic farms in the UK.

Outline the advantages of organic farming.

(3)

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(vii) Changes have taken place in the UK countryside.

Choose **two** changes and describe their consequences.

Use examples in your answer.

(4)

Change 1

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Consequences

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Change 2

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Consequences

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(b) Look at Figure 2b (photograph) in the Resource Booklet. It shows Lulworth Cove.

(i) Lulworth Cove is a World Heritage Site.

Who designated Lulworth Cove as a World Heritage Site?

(1)

- ☐ **A** the local council
- ☐ **B** the landowner
- ☐ **C** the UK government
- ☐ **D** UNESCO

(ii) World Heritage sites are areas of

(1)

- ☐ **A** cultural or natural value which need protecting
- ☐ **B** land where tourists are not allowed access
- ☐ **C** cultural or natural value which do not need protecting
- ☐ **D** land that is privately owned

(iii) Describe the pressures caused by the increasing number of visitors to the countryside.

Use evidence from the photograph in your answer.

(3)

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- (iv) Choose a UK National Park you have studied that is suffering from the pressure of increasing visitor numbers.

Outline the ways in which your chosen National Park is managing these pressures.

(4)

Chosen National Park .....

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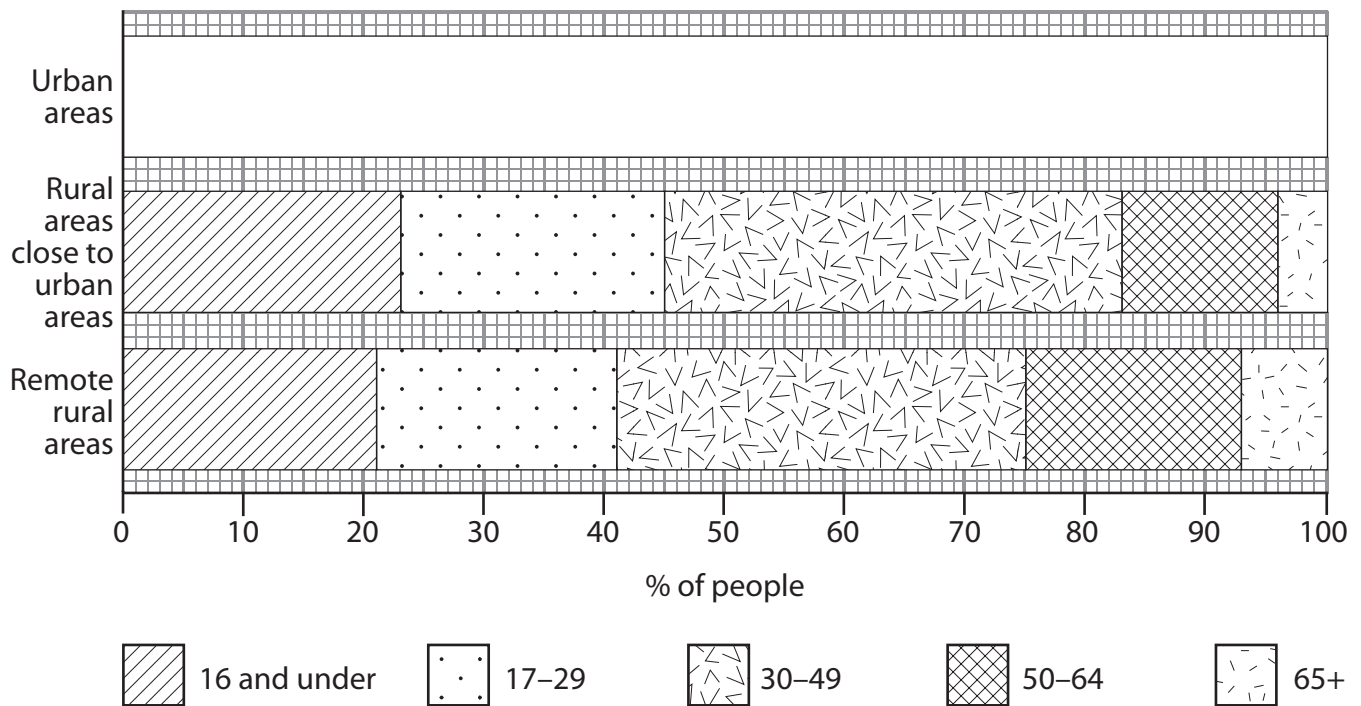
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**(Total for Question 2 = 25 marks)**

### Topic 3 – Settlement Change

If you answer Question 3 put a cross in the box ☐.

- 3 (a) Look at Figure 3a. It shows the age groups of people moving into some areas of the UK.



**Figure 3a**

- (i) Complete the divided bar graph for urban areas (Figure 3a).

Use the data in the table below.

(2)

Age group	16 and under	17–29	30–49	50–64	65+
Urban	20%	40%	25%	10%	5%

- (ii) Complete the sentences to describe the pattern of migrants shown in Figure 3a.  
Use some of the numbers below.

(4)

**10%      20%      40%      17–29      30–49      50–64**

Urban areas have ..... of their migrants in the 17–29 age group.

Many of these people have moved away from remote rural areas which  
only have ..... of their migrants in this age group.

Remote rural areas have 18% of their migrants in the .....  
age group.

The largest group moving into the rural areas close to urban areas is in  
the ..... age group.

- (iii) The movement of people from urban areas into rural areas close to urban  
areas is known as

(1)

- ☐ **A** rural depopulation
- ☐ **B** counter-urbanisation
- ☐ **C** urbanisation
- ☐ **D** rural repopulation

- (iv) People move into villages close to urban areas because

(1)

- ☐ **A** they enjoy driving to work
- ☐ **B** they want to live in an area that is less polluted and has less crime
- ☐ **C** there is a better range of facilities in the village
- ☐ **D** they have young children

(v) Why do some people prefer to live in remote rural areas?

(1)

- ☐ **A** there are many job opportunities
- ☐ **B** they want to live in quiet areas
- ☐ **C** they want more entertainment facilities
- ☐ **D** they want better service provision

(vi) Outline the impact on remote rural areas of having fewer people in the 30–49 age group.

(4)

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(b) Look at Figure 3b (photograph) in the Resource Booklet. It shows part of Salford Quays in Manchester.

(i) The area in the photograph shows

(1)

☐ **A** redevelopment

☐ **B** renewal

☐ **C** regrowth

☐ **D** urban decay

(ii) Figure 3b (photograph) shows an area that is mainly used for

(1)

☐ **A** watersports

☐ **B** large detached houses

☐ **C** entertainment facilities

☐ **D** mixed usage of flats and offices

(iii) Figure 3b shows buildings on a brownfield site.

Describe the advantages of developing on brownfield sites.

You may use evidence from the photograph in your answer.

(3)

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(iv) Land use in many urban areas in the UK has changed.

Give reasons for these changes.

Use examples in your answer.

(3)

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(c) Choose an urban area in a LIC which has experienced rapid growth.

Outline the effects of this rapid growth.

(4)

Chosen LIC urban area .....

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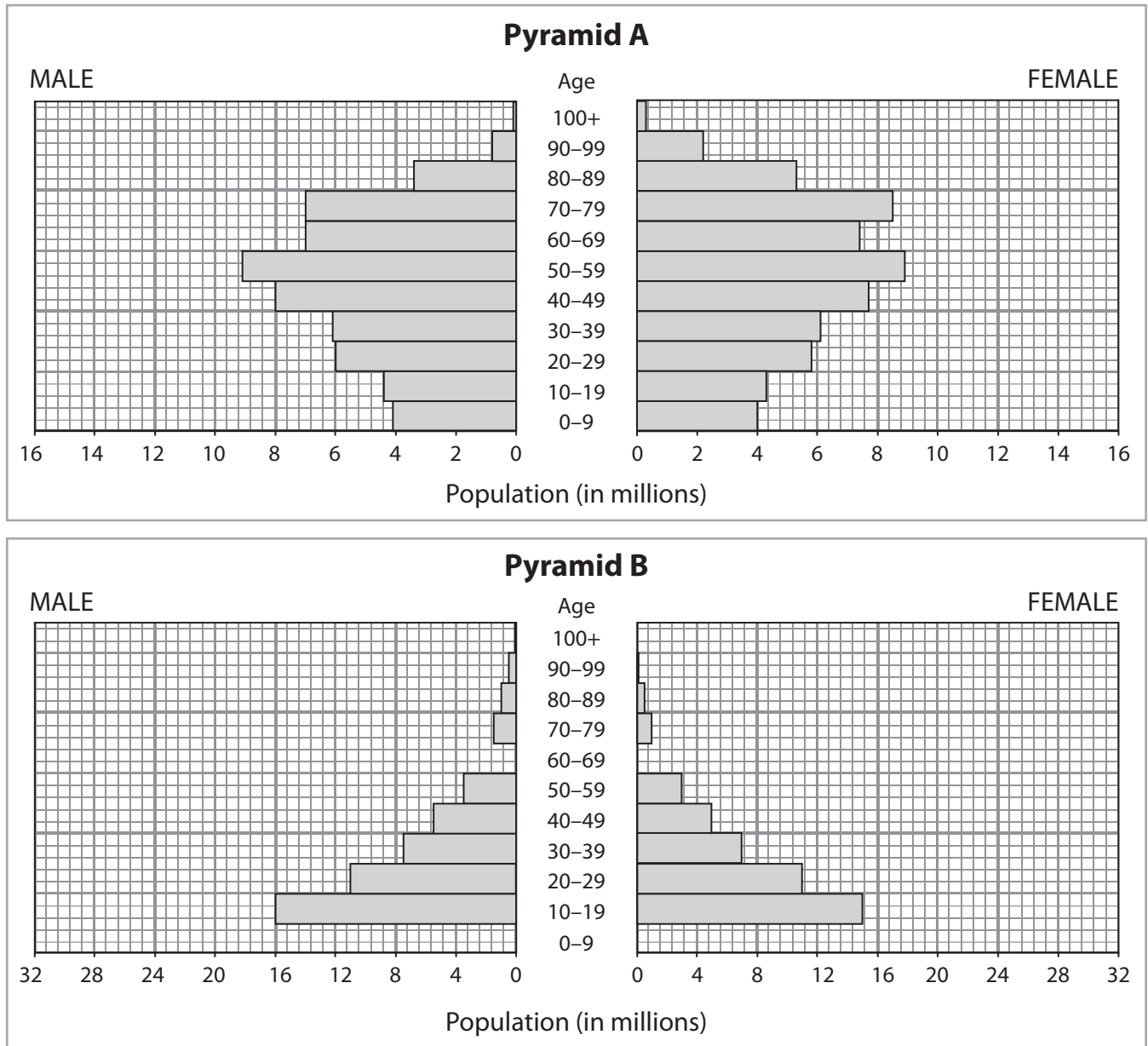
**(Total for Question 3 = 25 marks)**



## Topic 4 – Population Change

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

- 4 (a) Study Figure 4a. It shows population pyramids for two countries.



**Figure 4a**

- (i) Complete pyramid B (Figure 4a).

Use the data in the table below.

(2)

Age	Male	Female
0-9	22 million	20 million
60-69	3 million	2 million

(ii) Pyramid A shows a

(1)

- ☐ **A** HIC
- ☐ **B** MIC
- ☐ **C** LIC
- ☐ **D** poor country

(iii) The shape of pyramid B shows

(1)

- ☐ **A** an ageing population
- ☐ **B** a youthful population
- ☐ **C** a large population
- ☐ **D** an active population

(iv) Pyramid A shows a population with a

(1)

- ☐ **A** high birth rate
- ☐ **B** low birth rate
- ☐ **C** high death rate
- ☐ **D** large natural increase

(v) Complete the sentences to describe pyramid A.

Use some of the words and numbers below.

(4)

**more      less      0–9      20–29      50–59      70–79**

The largest age group for pyramid A is .....

In the 0–9 age group there are ..... males than females.

However in the ..... age group there are more females than males.

There are 4 million females in the ..... age group.

(vi) Describe the consequences (advantages and disadvantages) of a youthful population.

(4)

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(b) Look at Figure 4b (photograph) in the Resource Booklet.

It shows a sparsely populated area in the Lake District.

(i) Describe the physical factors which lead to an area being sparsely populated.

Use evidence from the photograph in your answer.

(3)

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(ii) Describe the human factors that have affected the distribution of population in the UK.

(3)

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(iii) A densely populated area of China is

(1)

- ☐ **A** Gobi Desert
- ☐ **B** Beijing
- ☐ **C** Tibet plateau
- ☐ **D** Kunlun Mountains

(iv) A sparsely populated area in China is

(1)

- ☐ **A** Yangtze River floodplain
- ☐ **B** the coast near the South China Sea
- ☐ **C** Shanghai
- ☐ **D** Takla Desert

(c) Outline the incentives and disincentives used by a country trying to decrease its birth rate.

(4)

Chosen country .....

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**(Total for Question 4 = 25 marks)**

**TOTAL FOR SECTION A = 25 MARKS**

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**TURN OVER FOR SECTION B**

## SECTION B

### Topic 5 – A Moving World

Answer either Question 5 or Question 6.

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

- 5 (a) Look at Figure 5a. It shows two factors which enable population movement.



Name (label)

.....



Name (label)

.....

**Figure 5a**

- (i) Label the pictures on the lines provided.

Choose from the list below.

(2)

**internet      motorways      budget airlines      satellites      channel tunnel**

- (ii) Choose **one** of the factors from Figure 5a.

Describe the ways that it enables population movement.

(3)

Chosen factor .....

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(b) Look at Figure 5b. It shows different kinds of short-term population movement.

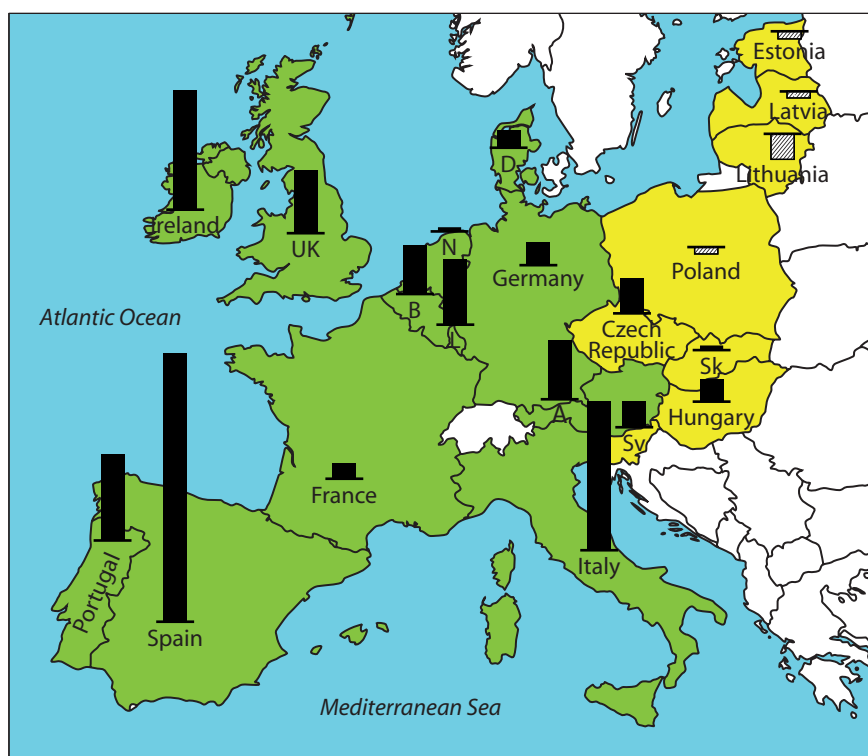
Complete Figure 5b. The first type of short-term population movement has been completed for you.

(6)

Type of short term population movement	Description	Reason
	<p>Medical. Travelling to another country for dental treatment.</p>	<p>Dental treatment in the UK is very expensive. It is much cheaper to have dental treatment in Hungary.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>FAUCHON SIGNS</b></p> <p>Brazilian footballer signs 6 month contract with English club Figchester United.</p>  </div>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**Figure 5b**

- (c) Look at Figure 5c. It shows population migration change for some of the countries in the European Union between 2004 and 2005.



### Key



Countries which joined the EU in 2004



Members before 2004

Scale:



migration gain

migration loss

2mm = 1 person per thousand

A Austria	N Netherlands
B Belgium	Sk Slovakia
D Denmark	Sv Slovenia
L Luxembourg	

**Figure 5c**

- (i) Which country had the highest migration gain?

(1)

- ☒ A Spain
- ☒ B Lithuania
- ☒ C Ireland
- ☒ D Italy



(ii) Which country had a migration loss?

(1)

- ☐ **A** Latvia
- ☐ **B** France
- ☐ **C** Hungary
- ☐ **D** Slovakia

(iii) International migration is when people migrate

(1)

- ☐ **A** within the same country
- ☐ **B** to another country
- ☐ **C** to the next street
- ☐ **D** from the north to the south-east of England

(iv) When people are given no choice and have to move, it is

(1)

- ☐ **A** a forced migration
- ☐ **B** a voluntary migration
- ☐ **C** an international migration
- ☐ **D** a short-term migration

(v) Describe the migration pattern of the countries which joined the EU in 2004.

Use data in your answer.

(3)

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(vi) Outline the impact of international flows of people on the host country.

Use an example in your answer.

(3)

\*(d) Choose a study you have made of retirement migration.

Explain the consequences of the retirement migration on the destination.

(4)

Chosen case study .....

**(Total for Question 5 = 25 marks)**

## Topic 6 – A Tourist's World

If you answer Question 6 put a cross in the box ☐.

6 (a) Look at Figure 6a. It shows different types of holiday.

(i) Complete Figure 6a to describe the types of holiday shown.

(3)




Type of holiday	Description
	
	
	

Figure 6a

(ii) Complete the following sentences to describe a package holiday.

(4)

Use some of the words below.

**accommodation      some      food      attractions      all      drink      many**

A package holiday is one that has ..... parts of the holiday organised by the tour operator.

The holiday includes the price of all of the transportation and .....

Some of the ..... may also be included in the price such as breakfast and dinner.

Some package holidays offer trips to ..... as part of the package.

(b) Look at Figure 6b (photograph) in the Resource Booklet. It shows a coastal area in Cuba.

(i) Describe the physical and human attractions of the area.

(3)

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(ii) One economic effect of tourism on areas such as Figure 6b is that

(1)

- ☐ **A** more jobs will be created in hotels
- ☐ **B** waiters will be working less hours
- ☐ **C** trees will be cut down to build hotels
- ☐ **D** more schools will be built for local children

(iii) One environmental effect of tourism on areas such as Figure 6b is that

(1)

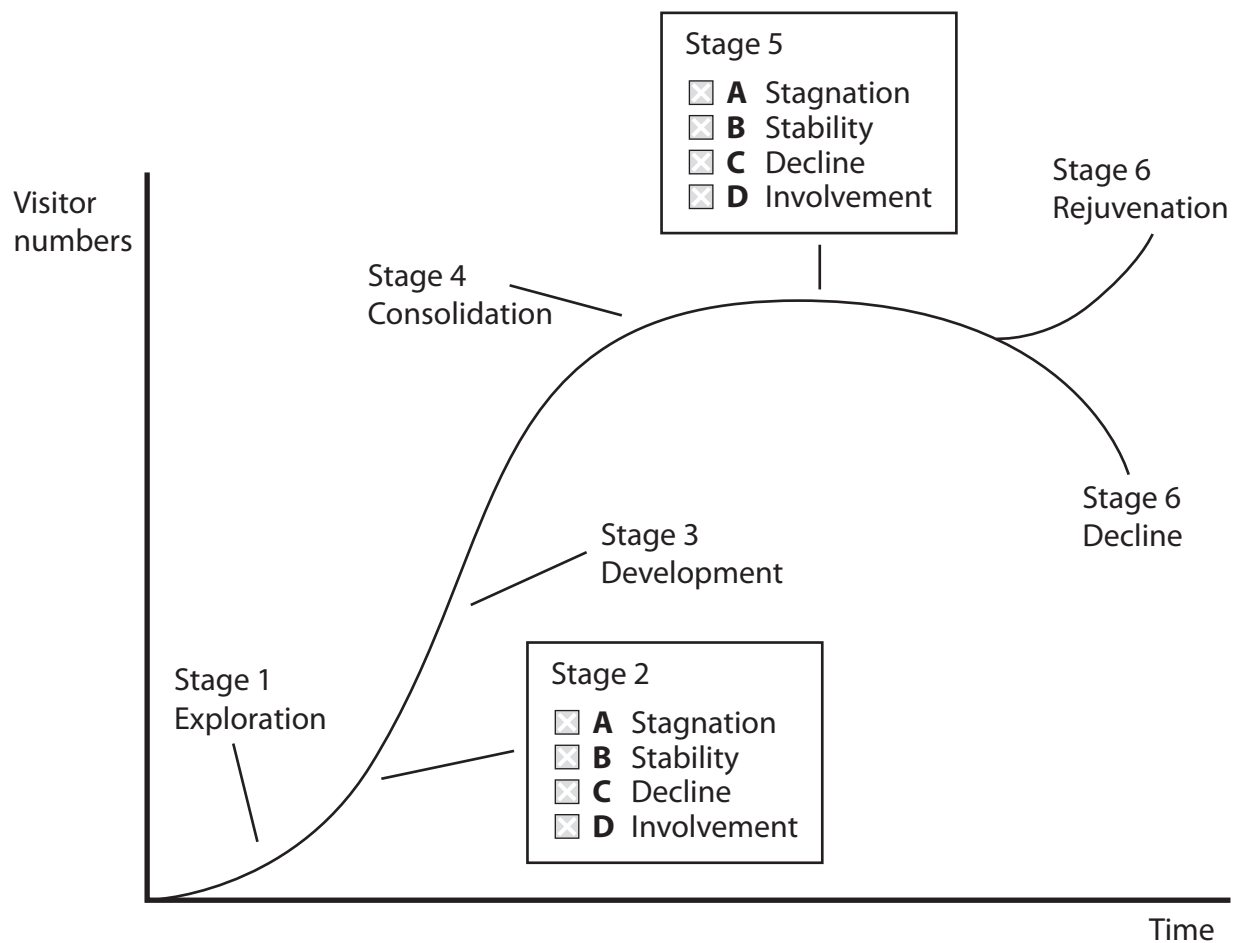
- ☐ **A** more jobs will be created in hotels
- ☐ **B** waiters will be working less hours
- ☐ **C** trees will be cut down to build hotels
- ☐ **D** there will be more entertainment facilities

(iv) One social effect of tourism on areas such as Figure 6b is that

(1)

- ☐ **A** more jobs will be created in hotels
- ☐ **B** there will be more pollution in the sea
- ☐ **C** trees will be cut down to build hotels
- ☐ **D** there will be more entertainment facilities

(c) Look at Figure 6c. It shows the Butler model of resort development.



**Figure 6c**

- (i) Identify the missing stages in the Butler model of resort development (Figure 6c).

Put a cross in the box next to the correct term.

(2)

(ii) Choose **one** of the stages of resort development shown on Figure 6c.

Describe what is happening to the resort at that stage.

Use an example in your answer.

(3)

Chosen stage .....

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(iii) Describe the social and economic reasons for the growth in tourism.

(3)

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\*(d) Choose a study you have made of an eco-tourist destination.

Explain how tourism can be developed to protect the environment.

(4)

Chosen study .....

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**(Total for Question 6 = 25 marks)**

**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**



**Edexcel GCSE**

# **Geography A**

## **Unit 3: The Human Environment**

**Paper 3F and 3H**

Sample Assessment Material  
**Resource Booklet**

Paper Reference  
**5GA3F/01**  
**5GA3H/01**

**Do not return the Resource Booklet with the question paper.**

### **Instructions**

- This Resource Booklet contains photographs needed for use with the Unit 3: Human Environment examination.
- This Resource Booklet is for use with both foundation and higher tier papers.

*Turn over ►*

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## SECTION A – THE HUMAN WORLD

### Topic 1 – Economic Change

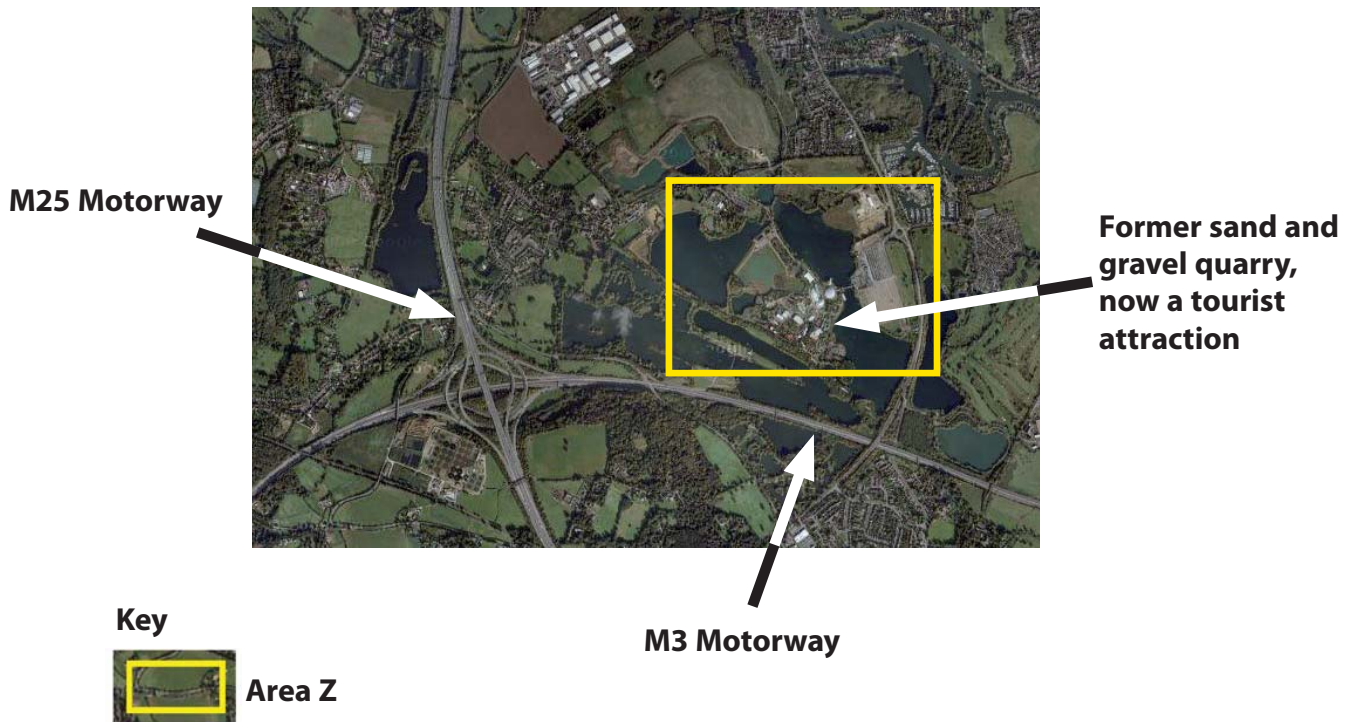


Figure 1b

## Topic 2 – Farming and the Countryside



**Figure 2b**

### Topic 3 – Settlement Change



**Figure 3b**



## Topic 4 – Population Change



**Figure 4b**

## SECTION B – A MOVING WORLD

### Topic 6 – A Tourist's World



**Figure 6b**

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## Sample Mark Scheme

### Unit 3F: The Human Environment

Question Number	Acceptable Answers	Reject	Mark
1 (a)(i)	One mark for correct line.		1

Question Number	Acceptable Answers	Reject	Mark
1 (a)(ii)	Middle income country.		1

Question Number	Acceptable Answers	Reject	Mark
1 (a)(iii)	Does a service for someone.		1

Question Number	Acceptable Answers	Reject	Mark
1 (a)(iv)	There has been increased mechanisation in primary industry.		1

Question Number	Acceptable Answers	Reject	Mark
1 (a)(v)	1 mark per correct fill. Kenya has <b>75%</b> of its population employed in primary industry. The people who live in Kenya are poor and therefore cannot afford to buy goods and services. This means that there will be a <b>low</b> percentage of people employed in the tertiary sector. Canada has <b>70%</b> of its population employed in tertiary industry. The people who live in Canada are <b>wealthy</b> and can afford to buy goods and services therefore the percentage of people employed in the tertiary sector is high.		4

Question Number	Acceptable Answers	Reject	Mark
1 (a)(vi)	1 mark per reason. Cheaper labour abroad. Raw materials running out. Globalisation allows movement of goods easily.		3

Question Number	Acceptable Answers	Reject	Mark
1 (b)(i)	Extracts raw materials.		1

Question Number	Acceptable Answers	Reject	Mark
1 (b)(ii)	Sand and gravel quarry.		1

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(iii)</b>	It is accessible with two motorways nearby.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(iv)</b>	1 mark per cost or developed points. Max of 2 if no reference to the photograph. The reference does not have to be specific. There will be a cost when the quarry is filled in or made safe. (1) The roads will become more congested (1) because of the people who come to the attraction by car. (1) The houses near the Park will suffer from noise pollution. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(v)</b>	1 mark per descriptive point. Benefits such as cleaning up the site for tourist use. If they use the one given then that is fine but the benefits must be obvious. Less heavy lorries moving the sand and gravel. (1) Thorpe Park would create employment facilities for local residents. (1) The area would have contained dangerous quarries these will now be fenced off. (1) Max 3 marks for 1 example. Unspecific points max 3.	Do not credit explanations	<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (c)</b>	Credit explanations if given but can still get max marks with descriptive points. Unspecific points max 3. Country should be a MIC or LIC. Look for both sides of the answer otherwise max 3. Development of China because of cheap available labour. Globalisation allowing manufacturing to take place anywhere in the world.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
2 (a)(i)	1 mark for each line.		2

Question Number	Acceptable Answers	Reject	Mark
2 (a)(ii)	1 mark per fill. The percentage of organic and non-organic farmers who provide accommodation is <b>15%</b> . However, the number of organic farmers who have farm shops or attend farmers markets is much <b>higher</b> than non-organic farmers. There is a <b>lower</b> percentage of organic farmers who do not diversify than non-organic farmers. Processing foods is popular with organic farmers with <b>16%</b> of them diversifying in this way.		4

Question Number	Acceptable Answers	Reject	Mark
2 (a)(iii)	Does not use chemicals.		1

Question Number	Acceptable Answers	Reject	Mark
2 (a)(iv)	Uses his land and buildings for activities other than farming.		1

Question Number	Acceptable Answers	Reject	Mark
2 (a)(v)	Crops grown to be used to power cars.		1

Question Number	Acceptable Answers	Reject	Mark
2 (a)(vi)	Credit explanations if given but can still get max marks with descriptive points. Credit expanded points or simple statements. Advantages: <ul style="list-style-type: none"> <li>• produce is pesticide and insecticide free (1) which makes it healthier (1)</li> <li>• it contains more vitamin C (1)</li> <li>• better for animal welfare (1) because animals are kept in free range conditions (1)</li> <li>• 30% more wild species of plants and animals are found on organic farms (1)</li> <li>• organic farming provides more than 30% more jobs than non-organic (1)</li> </ul>		3

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(vii)</b>	Two changes must be described but allow 3:1, 1:3 with marks. Can be the consequences of any changes to the countryside but expect: population structure - ageing population and associated problems, loss of service provision, villages becoming tourist honeypots. Should be changes as on specification but others such as increase in forestry or larger fields being created should be accepted. The examples may come from the same place. Max 3 marks for 1 example.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(i)</b>	UNESCO		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(ii)</b>	Cultural or natural value which need protecting.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(iii)</b>	Each simple descriptive point gains credit. Max of 2 if no reference to the photograph. Erosion of paths can be seen in the foreground of the picture. (1) Too many cars therefore having to park on the field. (1) There will be a lot of litter. (1) Traffic congestion. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(iv)</b>	Credit explanations if given but can still get max marks with descriptive points. Unspecific points max 3. Reference to one National Park. Park has to be in the UK. Could be strategies such as traffic management through restricting car parking at sites which need protection.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(i)</b>	1 mark 1 or 2 lines 2 marks 3 or 4 lines		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(ii)</b>	1 mark per fill. Urban areas have <b>40%</b> of their in-migrants in the 17-29 age group. Many of these people have moved away from remote rural areas which only have <b>20%</b> of their in-migrants in this age group. Remote rural areas have <b>18%</b> of their in-migrants in the <b>50-64</b> age group. The largest group moving into the rural areas close to urban areas is in the <b>30-49</b> age group.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(iii)</b>	Counter-urbanisation		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(iv)</b>	They want to live in an area that is less polluted and has less crime.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(v)</b>	They want to live in quiet areas.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (a)(vi)</b>	Credit explanations if given but can still get max marks with descriptive points. Allow marks for exemplification although not asked for it does add to the answer. Decline in transport service provision. (1) In 2001 45% of people in these areas were without a bus service. (1) Closure of Post Offices. (1) Closure of village schools (1) Lowick School near Ulverston in the Lake District closed in 2006. (1)		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(i)</b>	Redevelopment		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(ii)</b>	Mixed usage of flats and offices.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(iii)</b>	1 mark per advantages. Credit reference to photograph if given. No building on greenfield sites so lessens urban sprawl. Easier to market because of access to entertainment and other facilities. Infrastructure such as gas, electricity and water is already present. Planning permission is easier to get, the government is actively encouraging the use of these sites.		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (b)(iv)</b>	Max 2 marks for 1 example. Unspecific, descriptive points max 2. Reasons can be social, economic or political. There is a higher demand for flats because people are now marrying later in life (1) 24 in 1960 to 30 in 2008. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3 (c)</b>	One mark per point. Credit explanations if given but can still get max marks with descriptive points. Unspecific points max 3. LIC asked for but lenience needed on some examples. Accept traditional LEDC cities such as Rio or Sao Paulo even though Brazil is a MIC or Cairo even though Egypt is also a MIC. The cities display the correct features. Effects could be pollution or shanty development.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
4(a)(i)	One mark per correct row.		2

Question Number	Acceptable Answers	Reject	Mark
4(a)(ii)	High income country.		1

Question Number	Acceptable Answers	Reject	Mark
4(a)(iii)	Youthful population.		1

Question Number	Acceptable Answers	Reject	Mark
4(a)(iv)	Low birth rate.		1

Question Number	Acceptable Answers	Reject	Mark
4(a)(v)	1 mark per fill. The largest age group for pyramid A is <b>50 - 54</b> . In the 0 - 9 age group there are <b>more</b> males than females. However in the <b>0 - 9</b> age group there are more females than males. There are 6 million males in the <b>20 - 29</b> age group.		4

Question Number	Acceptable Answers	Reject	Mark
4(a)(vi)	1 mark per point. Expect positive and negative for full marks. Many young workers, (1) many people paying taxes (1) because of a large workforce. (1) Shortage of midwives and baby units in hospitals. (1) Lack of education facilities. (1)	Do not credit explanation	4

Question Number	Acceptable Answers	Reject	Mark
4(b)(i)	1 mark per point. Max 2 if no reference to the photograph. It is a mountainous area (1) purely descriptive. Mountainous area therefore difficult to build houses. (1) Small valley floor (1) therefore lack of fertile farming land. (1)		3

Question Number	Acceptable Answers	Reject	Mark
<b>4(b)(ii)</b>	1 mark per point. Human factors such as accessibility, areas rich in natural resources encourage industrial growth, stable governments. Examples would be south-east of England due to London being the capital city. South Wales mining villages due to raw materials in the past.		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>4(b)(iii)</b>	Beijing		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>4(b)(iv)</b>	Takla Desert		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>4(c)</b>	One mark per point or extended point. Credit explanations if given but can still get max marks with descriptive points. Unspecific points max 3. 1 mark per point. Any country LIC or MIC. If trying to increase not decrease then credit anything that is relevant up to 2 marks max.		<b>4</b>



Question Number	Acceptable Answers	Reject	Mark
5(a)(i)	Internet, budget airlines		2

Question Number	Acceptable Answers	Reject	Mark
5(a)(ii)	1 mark per point. Budget airlines - such as Ryanair (1) cheap air travel (1) means that people can move around the world much more easily. The flights are also more frequent. (1) Internet - given people access and a greater awareness of what is happening in the world. (1) Booking of flights and holidays is easy (1) people can look for work in different countries. (1)		3

Question Number	Acceptable Answers		Reject	Mark
5(b)	Suggested answers.			6
	Medical = 1 Travelling to another country for dental treatment = 1 Either would be worth the mark	Dental treatment in the UK is very expensive. (1) It is much cheaper to have dental treatment in countries such as Hungary. (1)		
	Sport = 1 - people move between countries to compete in sport = 1	Footballers from Brazil earn more money if they play for UK clubs, (1) compete with best players in the world. (1)		
	Tourism = 1 - people go on holiday to different countries = 1	People have more money so can take more holidays (1). People can travel further because of faster airplanes. (1)		

Question Number	Acceptable Answers	Reject	Mark
5(c)(i)	Spain		1

Question Number	Acceptable Answers	Reject	Mark
5(c)(ii)	Latvia		1

Question Number	Acceptable Answers	Reject	Mark
5(c)(iii)	To another country		1

Question Number	Acceptable Answers	Reject	Mark
<b>5(c)(iv)</b>	Forced migration		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5(c)(v)</b>	1 mark per point. 4 countries had more in migrants than out. (1) One of these countries is Hungary (1) which gained 8 people per 1000 of the population. (1) Northern Europe lost people, southern Europe gained people. (1) For 4 of the countries more people left than arrived. (1) One of these countries is Poland. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5(c)(vi)</b>	Credit explanations if given but can still get max marks with descriptive points. Max 3 marks for 1 example. Unspecific points max 2. Economic impact - more workers making the British workforce younger. (1) Polish migrants are working on farms in Cambridgeshire doing jobs that British people don't want. (1) Polish foods shops can be seen on British high streets which add to the cultural mix. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5(d)</b>	One mark per point. Unspecific points max 3. No explanation Max 3. Must be long term migration, must be about destination although difficult with general comments which will have to be accepted if about either donor or destination. Can be either within a country or overseas. Expect London to Norfolk or Devon/Cornwall. Or UK to France or Spain.		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
6(a)(i)	A term or simple descriptive statement such as those below are sufficient for the mark. Wedding (1) - some couples wish to get married on holiday. (1) Backpacking (1) - many young people want to see the world. (1) This is a form of low cost independent travel that allows them to do so. (1) Adventure (1) - usually for the purpose of a new challenge or skill. (1) It probably appeals more to younger people (1) or people who have retired early. (1)		3

Question Number	Acceptable Answers	Reject	Mark
6(a)(ii)	1 mark per fill. A package holiday is one that has <b>all</b> parts of the holiday organised by the tour operator. The holiday includes the price of all of the transportation and <b>accommodation</b> . Some of the <b>food</b> may also be included in the price such as breakfast and dinner. Some package holidays offer <b>attractions</b> to attractions as part of the package.		4

Question Number	Acceptable Answers	Reject	Mark
6(b)(i)	1 mark per point. Sandy beach (1) Blue sky (1) - warm sunny days (1) Shallow water(1) Coral reef (1) Safe sea (1) Sun umbrellas on the beach (1) Hotel near beach (1)		3

Question Number	Acceptable Answers	Reject	Mark
6(b)(ii)	More jobs will be created in hotels.		1

Question Number	Acceptable Answers	Reject	Mark
6(b)(iii)	Trees will be cut down to build hotels.		1

Question Number	Acceptable Answers	Reject	Mark
6(b)(iv)	There will be more entertainment facilities.		1

Question Number	Acceptable Answers	Reject	Mark
6(c)(i)	Top box - stagnation Bottom box - involvement		2

Question Number	Acceptable Answers	Reject	Mark
6(c)(ii)	<p>One mark per point. Max 2 without an example. Expect comments such as below.</p> <p><b>Exploration Stage 1</b> A small number of tourists visit a destination. (1) The main attraction is that the resort is relatively ‘unspoiled’. (1)</p> <p><b>Involvement Stage 2</b> Visitor numbers start to increase. (1) The host community provides services (1) such as hotels. (1)</p> <p><b>Development Stage 3</b> Visitor numbers continue to increase. (1) The main motivation for visiting continues to be the natural and cultural attractions. (1)</p> <p><b>Consolidation Stage 4</b> The number of tourists continues to increase but not as quickly as in previous stages. (1) Transport routes and access to the resort have been improved. (1)</p> <p><b>Stagnation Stage 5</b> The standard of facilities and services tends to decline as they become old and run down. (1)</p> <p><b>Rejuvenation Stage 6</b> Once in decline many resorts fail to recover. (1) Other destinations are successfully rebranded (1) and regenerated. (1)</p> <p><b>Decline Stage 6</b> Tourist numbers start to decline dramatically. (1) The local economy is severely affected (1) and many people lose their jobs. (1)</p>		3

Question Number	Acceptable Answers	Reject	Mark
6(c)(iii)	<p>1 mark per point. Expect social and economic for full marks. Social could include - increase in leisure time because of increased holiday entitlement, early retirement. Economic could include - greater wealth, transport developments.</p>		3

Question Number	Acceptable Answers	Reject	Mark
6(d)	<p>One mark per point. Unspecific points max 3. No explanation Max 3. Points can be more general such as about providing energy by wind turbines or more specific about the material used to build the accommodation.</p>		4

Write your name here

Surname	Other names
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Centre Number	Candidate Number
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**Edexcel GCSE**

**Geography A**  
**Unit 3: The Human Environment**

**Higher Tier**

Sample Assessment Material <b>Time: 1 hour</b>	Paper Reference <b>5GA3H/01</b>
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<b>You must have:</b> 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 only **one** question from questions 1, 2, 3 **or** 4.
- In Section **B** answer **either** question 5 **or** 6.
- Answer the questions in the spaces provided  
*– there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- 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.*

### Advice

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

Turn over ►

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## SECTION A – THE HUMAN WORLD

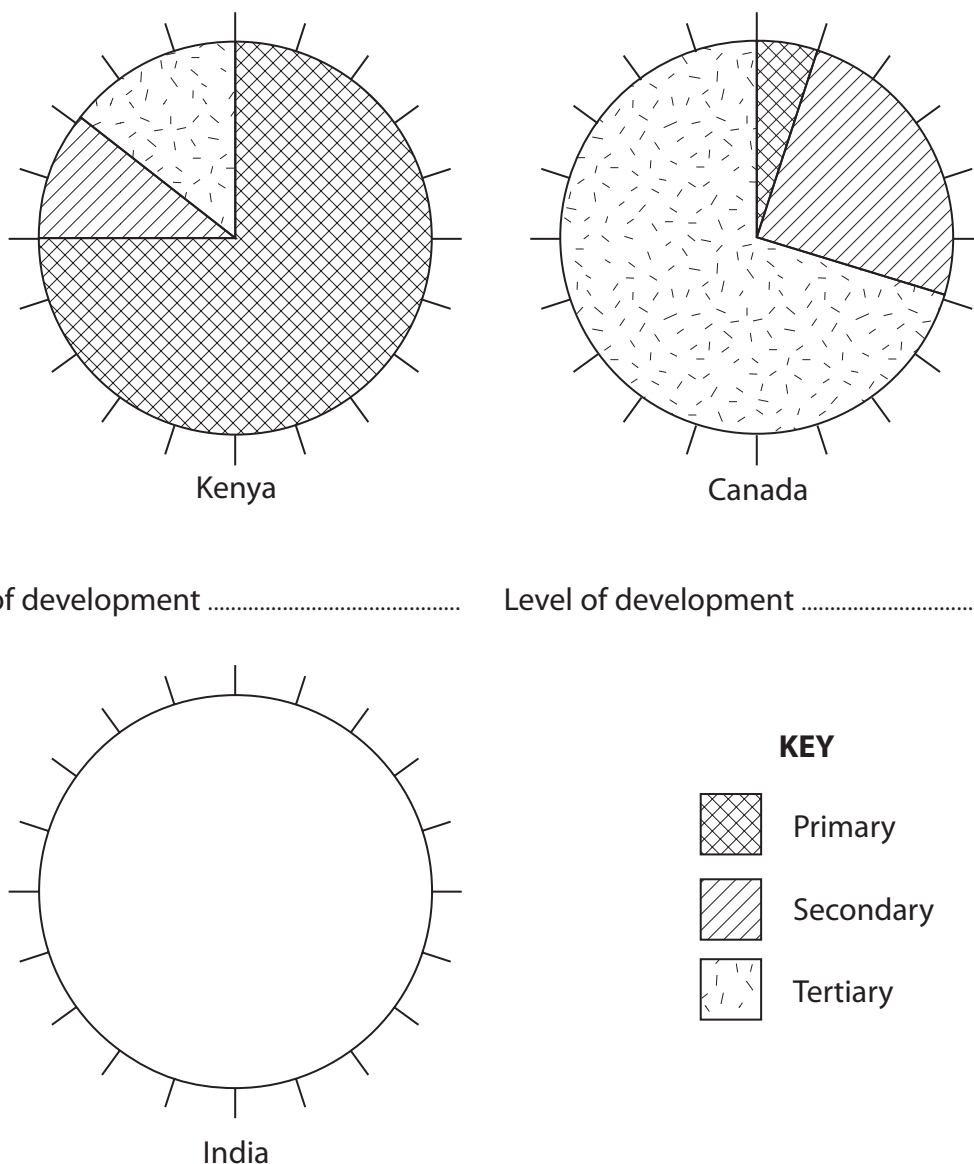
Answer only ONE question from Section A.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

### Topic 1 – Economic Change

If you answer Question 1 put a cross in the box ☐.

- 1 (a) Study Figure 1a. It shows the employment structure of three countries at different levels of development.



**Figure 1a**

- (i) Complete the pie chart for India (Figure 1a).

Use the data in the table below.

(2)

Country	Primary	Secondary	Tertiary
India	60%	15%	25%

- (ii) Label each of the pie charts with the appropriate level of development.

Use the terms HIC, MIC or LIC.

(1)

- (iii) Describe the differences in tertiary employment shown on Figure 1a.

Use employment data in your answer.

(3)

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- (iv) Using an example, define the term **tertiary industry**.

(2)

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(v) Primary employment in the UK has declined.

Give reasons why.

(4)

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(b) Study Figure 1b (photograph) in the Resource Booklet. It shows an area where de-industrialisation has occurred.

- (i) Suggest reasons why area Z is a good location for a tourist attraction (tertiary industry) which attracts many visitors.

Use evidence from the photograph in your answer.

(3)

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- (ii) There are many benefits to rural areas when a site is de-industrialised.

Outline these benefits.

Use examples in your answer.

(4)

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(c) Choose **one** LIC or MIC that has experienced growth in the secondary sector.

Explain the reasons for the growth of the secondary sector.

(6)

Chosen LIC or MIC .....

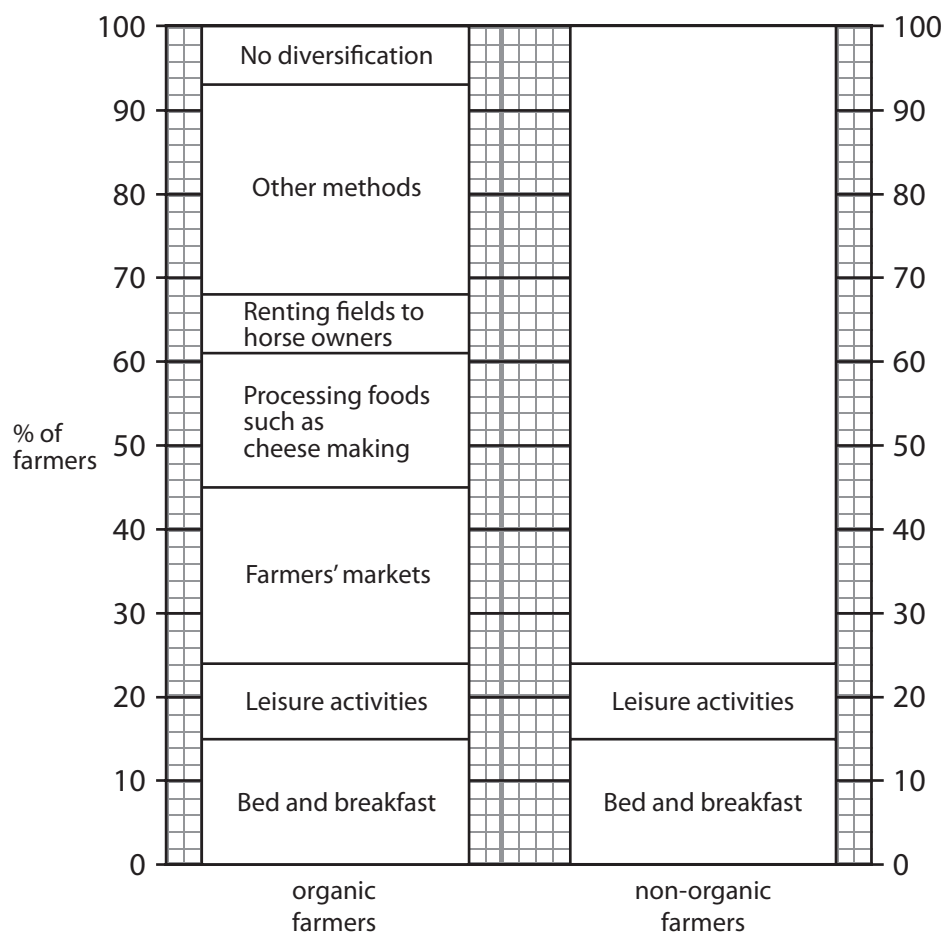
**(Total for Question 1 = 25 marks)**

**BLANK PAGE**  
**Turn over for Question 2**

## Topic 2 – Farming and the Countryside

If you answer Question 2 put a cross in the box ☐.

- 2 (a) Study Figure 2a. It shows some of the ways UK farmers have diversified.



**Figure 2a**

- (i) Complete the divided bar graph for non-organic farmers (Figure 2a).

Use the data in the table below.

(2)

Diversification	% of non-organic farmers
Farmers' markets	9
Processing foods such as cheese making	5
Renting fields to horse owners	10
Other methods	25
No diversification	27

- (ii) Describe the ways that organic farmers have diversified as shown on Figure 2a.

Use diversification data in your answer.

(3)

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- (iii) One way that farmers diversify is leisure activities.

State **one** type of leisure activity that farmers may provide.

(1)

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(iv) Other farmers have started to grow biofuels.

What are biofuels?

(2)

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(v) Outline the advantages and disadvantages of organic farming.

(4)

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(vi) Changes have taken place in the UK countryside.

Choose **two** changes and explain their consequences.

Use examples in your answer.

(4)

Change 1

Consequences

Change 2

Consequences

(b) Study Figure 2b (photograph) in the Resource Booklet. It shows Lulworth Cove, a World Heritage Site.

- (i) Outline the pressures caused by the increasing number of visitors to the countryside.

Use evidence from the photograph in your answer.

(3)

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- (ii) Choose a UK National Park you have studied that is suffering from the pressure of increasing visitor numbers.

Explain how the pressures and conflicts caused by increasing visitor numbers are being managed.

(6)

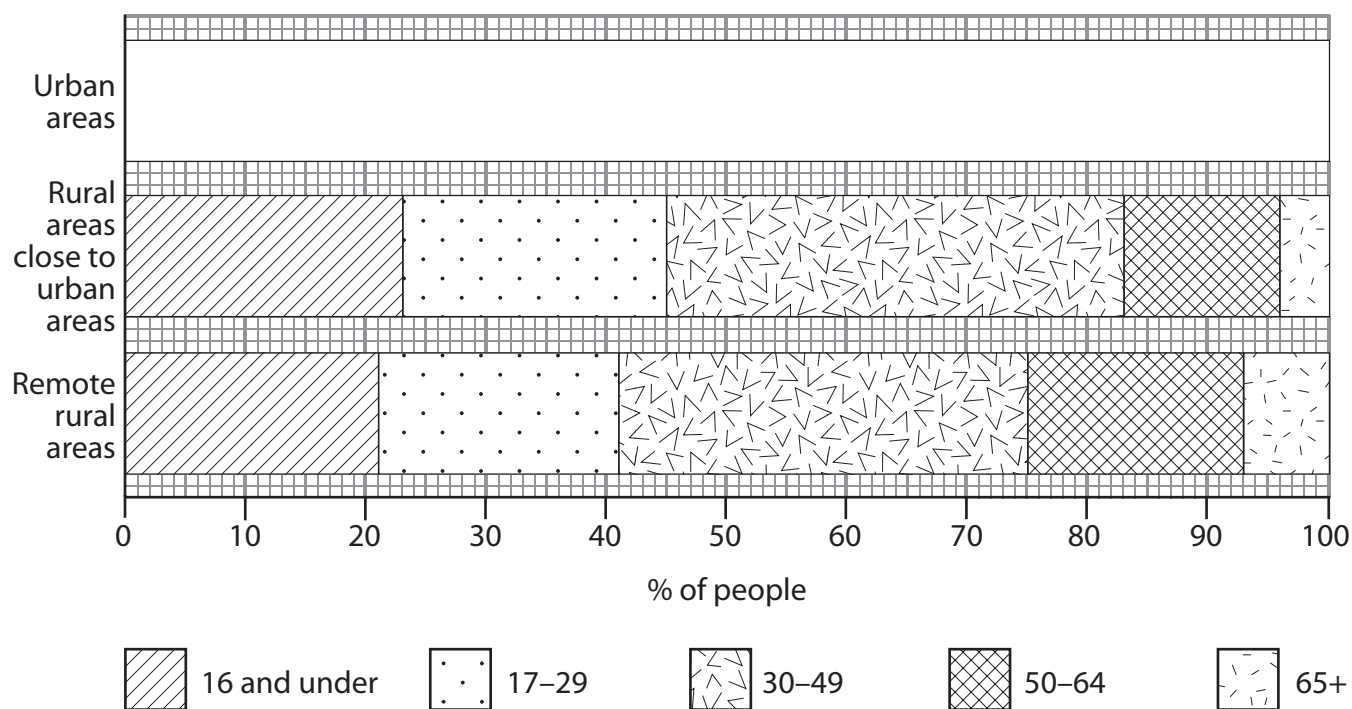
Chosen National Park .....

**(Total for Question 2 = 25 marks)**

### Topic 3 – Settlement Change

If you answer Question 3 put a cross in the box ☐.

- 3 (a) Study Figure 3a. It shows the age groups of people moving into some areas of the UK.



**Figure 3a**

- (i) Complete the divided bar graph for urban areas (Figure 3a).

Use the data in the table below.

(2)

Age group	16 and under	17–29	30–49	50–64	65+
Urban	20%	40%	25%	10%	5%

- (ii) What is the largest age group migrating into rural areas close to urban areas?

(1)

(iii) Describe the age groups of people who migrate into remote rural areas.

Use population data in your answer.

(3)

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(iv) Many people in the 30–49 age group are moving out of remote rural areas.

Outline the social and economic impacts on remote rural areas of having fewer people in the 30–49 age group.

(4)

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(b) Study Figure 3b (photograph) in the Resource Booklet. It shows part of Salford Quays in Manchester.

(i) This area has been redeveloped.

Use evidence from the photograph to explain the meaning of redevelopment.

(3)

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(ii) Other developments take place on greenfield sites.

What are greenfield sites?

(2)

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(iii) Land use in many urban areas in the UK has changed.

Explain the reasons for these changes.

Use examples in your answer.

(4)

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(c) Choose an urban area in a LIC which has experienced rapid growth.

Explain the effects of this rapid growth.

(6)

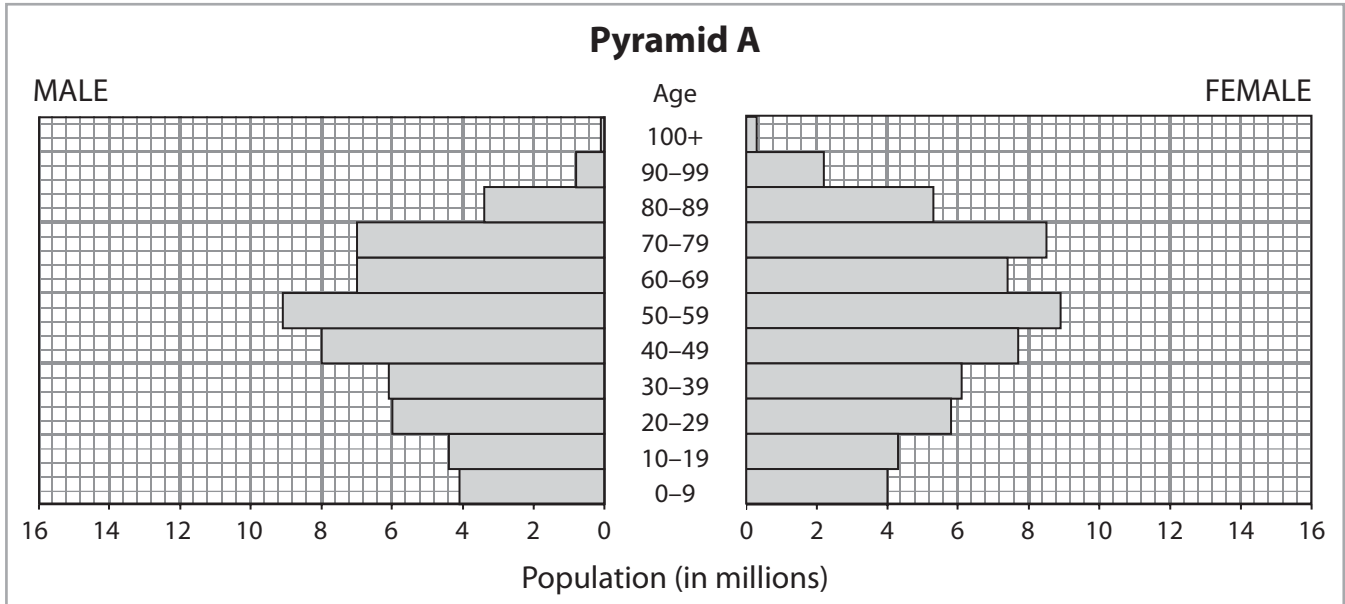
Chosen LIC urban area .....

**(Total for Question 3 = 25 marks)**

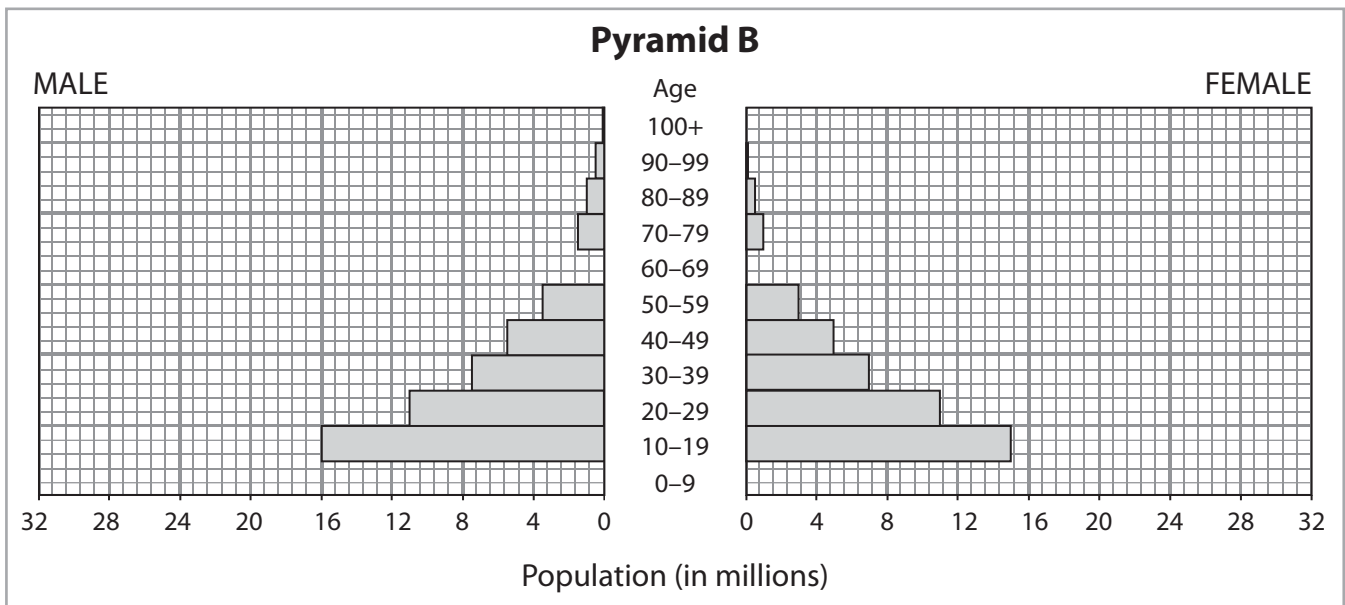
## Topic 4 – Population Change

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

- 4 (a) Study Figure 4a. It shows population pyramids for two countries.



Level of development .....



Level of development .....

**Figure 4a**

- (i) Complete pyramid B (Figure 4a).

Use the data in the table below.

(2)

Age	Male	Female
0–9	22 million	20 million
60–69	3 million	2 million

- (ii) Label the population pyramids with the appropriate level of development, using either HIC or LIC in the spaces provided on Figure 4a.

(1)

- (iii) One of the pyramids has an ageing population.

What is an ageing population?

(2)

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- (iv) Describe the shape of population pyramid A.

Use population data in your answer.

(3)

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- (v) Explain the consequences (advantages and disadvantages) of a youthful population.

(4)

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

It shows a sparsely populated area of countryside in the Lake District.

- (i) Use evidence from the photograph to explain the physical factors which lead to an area being sparsely populated.

(3)

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- (ii) Outline the human factors that have affected the distribution of population in the UK.

Refer to specific named places in your answer.

(4)

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(6)

**TOTAL FOR SECTION A = 25 MARKS**

## SECTION B

### Topic 5 – A Moving World

Answer either Question 5 or Question 6.

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

- 5 (a) Study Figure 5a. It shows different kinds of short-term population movement.
- (i) Complete Figure 5a. The first type of short-term population movement has been completed for you.

(3)



Type of short term population movement	Description	Reason
	<p>Medical. Travelling to another country for dental treatment.</p>	<p>Dental treatment in the UK is very expensive. It is much cheaper to have dental treatment in Hungary.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>FAUCHON SIGNS</b></p> <p>Brazilian footballer signs 6 month contract with English club Figchester United.</p>  </div>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Figure 5a

(ii) Economic migration is another type of short-term population flow.

Outline the factors which affect this type of short-term population flow.

(3)

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(b) Study Figure 5b. It shows two factors which enable population movement.



**Figure 5b**

Explain how each factor enables population movement.

(4)

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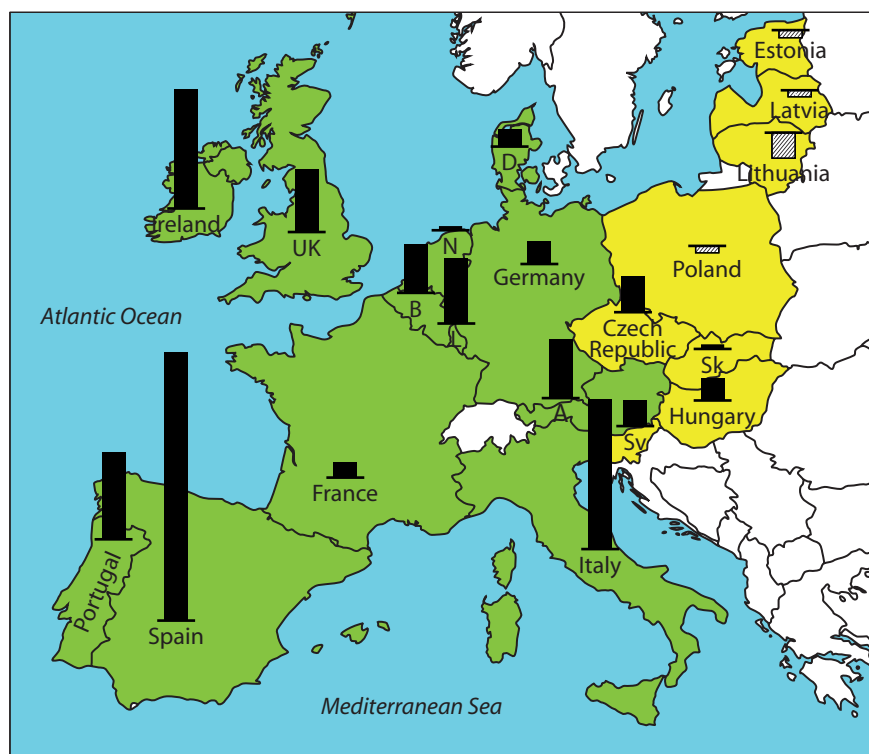
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(c) Study Figure 5c. It shows population migration change for some of the countries in the European Union between 2004 and 2005.



### Key



Countries which joined the EU in 2004



Members before 2004

Scale:



migration gain

migration loss

2 mm = 1 person per thousand

A Austria	N Netherlands
B Belgium	Sk Slovakia
D Denmark	Sv Slovenia
L Luxembourg	

**Figure 5c**

(i) State which country has the largest gain in migrants.

Suggest a reason why.

(2)

(ii) Describe the migration pattern of the countries which joined the EU in 2004.

Use evidence from Figure 5c in your answer.

(3)

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(iii) Outline the impact of international flows of people on the host country.

Use an example in your answer.

(4)

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\* (d) Choose a study you have made of retirement migration.

Explain the consequences of the retirement migration on the destination.

(6)

Chosen case study .....

**(Total for Question 5 = 25 marks)**

## Topic 6 – A Tourist's World

If you answer Question 6 put a cross in the box ☐.

- 6 (a) Study Figure 6a. It shows different types of holiday.

Complete Figure 6a to describe the types of holiday shown.

(3)




Type of holiday	Name and description
	
	
 <p><b>TOP 10 ADVENTURES</b></p> <ul style="list-style-type: none"> <li>EVEREST BASE CAMP</li> <li>BORNEO JUNGLE</li> <li>ATLAS MOUNTAINS</li> <li>MASAI MARA</li> <li>ICE HOTEL DOG SLEDDING</li> <li>GALAPAGOS ISLANDS</li> <li>INCA TRAIL</li> <li>OKAVANGO DELTA</li> <li>PETRA WADI RUM</li> <li>KILIMANJARO</li> </ul>	

Figure 6a



(b) Study Figure 6b (photograph) in the Resource Booklet.

It shows a coastal area in Cuba.

(i) Describe the physical attractions of the area.

Use evidence from the photograph in your answer.

(3)

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(ii) The growth of tourism can have positive and negative impacts (effects) on an area.

Outline the impacts that tourism can have on areas such as Figure 6b.

(3)

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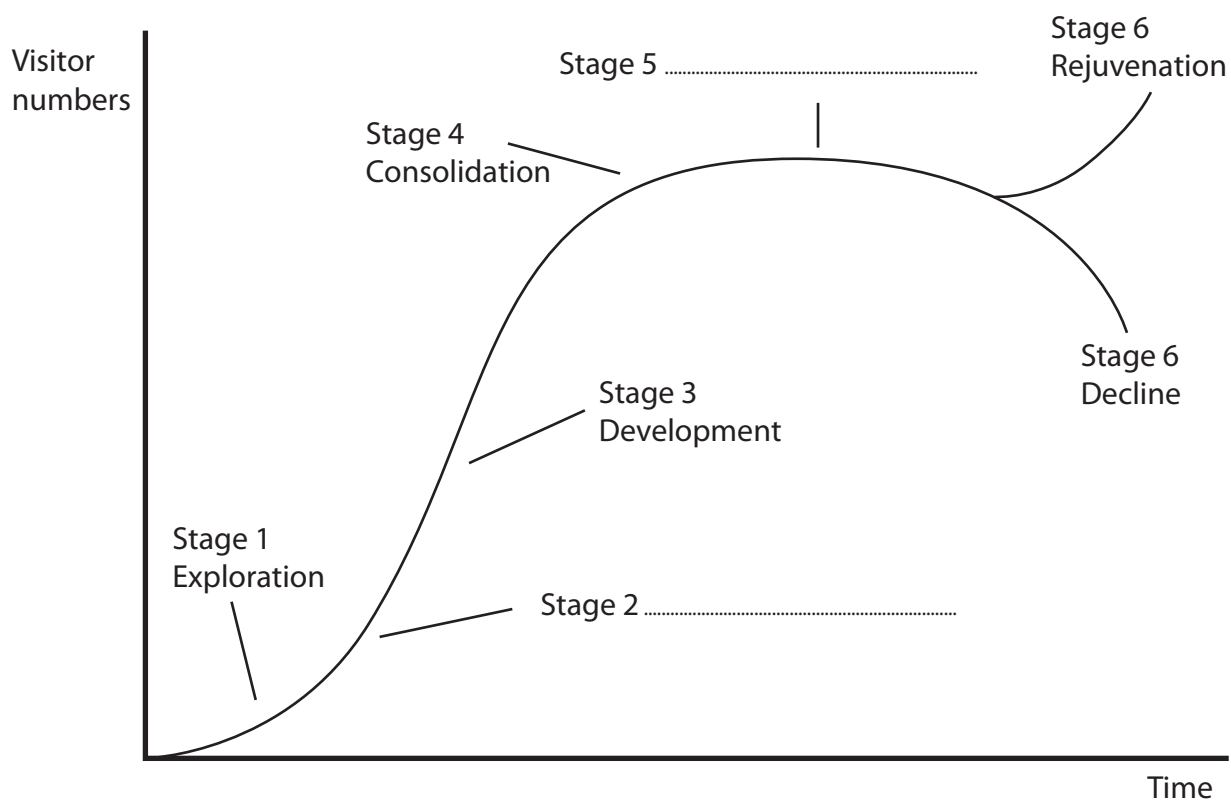
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(c) Study Figure 6c. It shows the Butler model of resort development.



**Figure 6c**

- (i) Complete the diagram by labelling the missing stages of the Butler model of resort development.

(2)

- (ii) Choose **two** of the stages of resort development shown on Figure 6c.

Outline what is happening at each stage.

You may use an example to help you.

(4)

Chosen stage

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Chosen stage

(iii) Explain the social and economic reasons for the growth in tourism.

(4)

\* (d) Choose a study you have made of an eco-tourist destination.

Explain how tourism can be developed to protect the environment.

(6)

Chosen study .....

**(Total for Question 6 = 25 marks)**

**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**

## Sample Mark Scheme

### Unit 3H: The Human Environment

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(i)</b>	One mark per correct line		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(ii)</b>	LIC Kenya, MIC India, HIC Canada		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(iii)</b>	One mark for each statement. One mark for data. Canada has <b>70%</b> of its population employed in tertiary industry. (1) Kenya low percentage in tertiary. (1) 15% (1) India has 25% in tertiary employment. (1)	No marks for explanation	<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(iv)</b>	1 mark for the definition eg doing a service, selling a good or telesales. 1 mark for example such as teaching, nurse.	Do not give full marks if there is no example.	<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (a)(v)</b>	1 mark per point. Examples of answers such as Simple explained point - imported raw materials are cheaper. (1) More developed explained point - primary industry has declined due to developments in technology (1) which means that machinery is now doing the work of people. (1)		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(i)</b>	Accept any plausible answer. Max 2 without evidence. Large area of land available. (1) The area is accessible (1) there are good motorway links such as the M3. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>1 (b)(ii)</b>	Credit explanations if given but can still get max marks with descriptive points. Benefits such as cleaning up the site for tourist use. If they use the one given then that is fine but the benefits must be obvious. Less heavy lorries moving the sand and gravel. (1) Thorpe Park would create employment facilities for local residents. (1) The area would have contained dangerous quarries these will now be fenced off. (1) Max 3 marks for 1 example. Unspecific points max 2.		<b>4</b>

Question Number	Indicative content	
<b>1(c) QWC</b>	Country should be a MIC or LIC. Max level 1 for HIC. Look for both sides of the answer. Development of China because of cheap available labour. Globalisation allowing manufacturing to take place anywhere in the world.	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about the growth of secondary industry. Could be about any country. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of the growth of secondary industry or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific and explained points. Both internal and external factors affecting the growth of secondary industry must be present for level 3. They must both be specific and explained for the top. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(i)</b>	1 mark 1 or 2 lines 2 marks 3 or 4 lines		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(ii)</b>	1 mark per point. 15% of organic provide accommodation. (1) 1 mark for exclusive use of data. The most popular type of diversification for organic farmers is farm shops and farmers markets (1) with 21%. (1)	Answers about non-organic.	<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(iii)</b>	Camping site, paint balling etc.		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(iv)</b>	Crops grown to produce energy (1) they can be used to produce electricity (1) or to fuel cars. (1) An example of a biofuel would also receive credit. Bioethanol, (1) biodiesel. (1)	A list of biofuels would only receive 1 mark. Apply the first rule if a list is given.	<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(v)</b>	<p>Credit explanations if given but can still get max marks with descriptive points. 1 mark per advantage/disadvantage. Allow 3:1, 1:3 Advantages:</p> <ul style="list-style-type: none"> <li>• produce is pesticide and insecticide free which makes it healthier</li> <li>• it contains more vitamin C and essential minerals such as calcium and iron</li> <li>• better for animal welfare because animals are kept in free range conditions</li> <li>• 30% more wild species of plants and animals are found on organic farms</li> <li>• organic farming provides more than 30% more jobs than non-organic.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• crop yields are lower therefore more land is needed for the same output</li> <li>• organically reared cattle burp twice as much methane as conventionally reared cattle</li> <li>• according to some sources a litre of organic milk requires 80% more land than conventional milk to produce</li> <li>• a hectare of non-organic farmed land produces 2.5 times more potatoes than organic</li> <li>• organic produce costs more.</li> </ul>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>2 (a)(vi)</b>	<p>Can be the consequences of any changes to the countryside but expect: population structure - ageing population and associated problems, loss of service provision, villages becoming tourist honeypots. Should be changes as on specification but others such as increase in forestry or larger fields being created should be accepted. The examples may come from the same place. Max 3 marks for 1 example. Unspecific, descriptive points max 2.</p>		<b>4</b>



Question Number	Acceptable Answers	Reject	Mark
<b>2 (b)(i)</b>	Credit explanations if given but can still get max marks with descriptive points. Each point needs to be developed more than a simple statement of fact such as paths will be eroded. Erosion of paths can be seen in the foreground of the picture. Too many cars therefore having to park on the field because car park is full. Visual pollution of car park. Pollution from exhaust fumes of visitors' cars.	Noise and litter pollution do not allow comments such as there will be a lot of litter. Litter only allowed if the point is developed.	<b>3</b>

Question Number	Indicative content	
<b>2 (b)(ii) QWC</b>	Reference to one National Park. Park has to be in the UK. Must cover management of both pressures and conflicts.	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about the management strategies. Could be about any National Park. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of a management strategy or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific and explained points. The management of both pressures and conflicts must be present for level 3. They must both be specific and explained for the top. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
<b>3(a)(i)</b>	1 mark 1 or 2 lines 2 marks 3 or 4 lines		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3(a)(ii)</b>	The largest age group is the 30 - 49 age group. (1)		<b>1</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3(a)(iii)</b>	1 mark per point. 1 mark for exclusive use of data. Remote rural areas have <b>20%</b> of their in-migrants in the 17-29 age group. (1) Remote rural areas have 18% of their in-migrants in the <b>50-64</b> age group. (1) Remote rural areas have a percentage over 65 compared to the other areas (1) with 8% (1).	Explanations will not be credited.	<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3(a)(iv)</b>	Credit explanations if given but can still get max marks with descriptive points. Must have social and economic impacts for 4 marks. 1 mark per impact. Allow marks for exemplification although not asked for it does add to the answer. Decline in transport service provision. (1) In 2001 45% of people in these areas were without a bus service. Closure of Post Offices. (1) Closure of village schools. (1) Lowick School near Ulverston in the Lake District closed in 2006. (1)		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3(b)(i)</b>	Answer could be in many styles. Credit good geography as always. 1 mark for a straight definition. The knocking down of old buildings in a city (1) which are no longer being used and replacing them with buildings that are in demand. (1) Offices have been built, the large building in the background. (1) Modern flats have been built to the right of the photograph. The old buildings have been cleared and new buildings of a modern design have been put in their place. (1) Old dockland area so buildings have to be new design because they are not warehouses. (1)	No credit for any reference to renewing of buildings.	<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3(b)(ii)</b>	An area on the edge of a city (1) that has never been developed in any way. (1)		<b>2</b>

Question Number	Acceptable Answers	Reject	Mark
<b>3(b)(iii)</b>	Max 3 marks for 1 example. Unspecific, descriptive points max 2. Reasons can be social, economic or political. There is a higher demand for flats because people are now marrying later in life (1) 24 in 1960 to 30 in 2008. (1)		<b>4</b>

Question Number	Indicative content	
<b>3 (c) QWC</b>	LIC asked for but lenience needed on some examples. Accept traditional LEDC cities such as Rio or Sao Paulo even though Brazil is a MIC or Cairo even though Egypt is also a MIC. The cities display the correct features. Both positive and negative effects should be present.	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about the effects. Could be about any urban area. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of the effects or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific and explained points. Both positive and negative effects must be present for level 3. They must both be specific and explained for the top. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
4(a)(i)	One mark per correct row.		2

Question Number	Acceptable Answers	Reject	Mark
4(a)(ii)	A = HIC, B = LIC		1

Question Number	Acceptable Answers	Reject	Mark
4(a)(iii)	1 mark per point. A population that has a large number of old people in it (1) there are more older people than young people. (1) There are large numbers of people over the age of 50 in the population. (1) If a definition is given (1) credit examples such as UK. (1)		2

Question Number	Acceptable Answers	Reject	Mark
4(a)(iv)	1 mark per point. The largest age group for pyramid A is <b>50 - 54</b> . (1) In the 0 - 4 age group there are more males than <b>females</b> . (1) In the <b>90 - 94</b> age group there are more females than males. (1) There are 3 million <b>males</b> in the 20 - 24 age group. (1) Narrow base. (1) More females over the age of 60. (1)	No credit for explanation	3

Question Number	Acceptable Answers	Reject	Mark
4(a)(v)	1 mark per point. Up to 2 marks for purely descriptive comments. Expect positive and negative for full marks. Many young workers, (1) many people paying taxes (1) because of a large workforce. (1) Shortage of midwives and baby units in hospitals (1) because of the large numbers of babies being born. (1) In the future there will be a lack of jobs. (1)		4

Question Number	Acceptable Answers	Reject	Mark
4(b)(i)	1 mark per point. 1 mark only for purely descriptive comments. Max 2 if no reference to the photograph. It is a mountainous area (1) purely descriptive. Mountainous area therefore difficult to build houses. (1) Small valley floor (1) therefore lack of fertile farming land. (1)		3

Question Number	Acceptable Answers	Reject	Mark
<b>4(b)(ii)</b>	Credit explanations if given but can still get max marks with descriptive points. Max 3 marks for 1 example. Unspecific points max 2. Human factors such as accessibility, areas rich in natural resources encourage industrial growth, stable governments. Examples would be south-east of England due to London being the capital city. South Wales mining villages due to raw materials in the past.		<b>4</b>

Question Number	Indicative content	
<b>4(c) QWC</b>	Any country LIC or MIC or HIC. If trying to increase not decrease then credit anything that is relevant up to top of level 1.	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about the incentives or disincentives. Could be about any country. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of an incentives or disincentives or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific and explained points. Both incentives and disincentives must be present for level 3. They must both be specific and explained for the top. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers		Reject	Mark
5(a)(i)	Suggested answers.			3
	Medical = 1 Travelling to another country for dental treatment = 1 Either would be worth the mark	Dental treatment in the UK is very expensive. (1) It is much cheaper to have dental treatment in countries such as Hungary. (1)		
	Sport = 1 - people move between countries to compete in sport = 1	Footballers from Brazil earn more money if they play for UK clubs, (1) compete with best players in the world. (1)		
	Tourism = 1 - people go on holiday to different countries = 1	People have more money so can take more holidays. (1) People can travel further because of faster airplanes. (1)		

Question Number	Acceptable Answers	Reject	Mark
5(a)(ii)	<p>People work in a different country for a few years. (1) They are able to do this because of budget airlines (1) and being able to find out about jobs on the internet. (1) They are able to do this because if they live in the EU they can travel and work in any of the countries. (1)</p>		3

Question Number	Acceptable Answers	Reject	Mark
5(b)	<p>2 + 2 marks or 3:1, 1:3 Budget airlines - such as Ryanair (1) cheap air travel (1) means that people can move around the world much more easily. The flights are also more frequent. (1) Internet - given people access and a greater awareness of what is happening in the world. (1) Booking of flights and holidays is easy (1) people can look for work in different countries. (1)</p>		4

Question Number	Acceptable Answers	Reject	Mark
5(c)(i)	<p>One mark for country - Spain. It is on the Mediterranean therefore best climate in Europe. (1) People retire to these countries because of the climate. (1)</p>		2

Question Number	Acceptable Answers	Reject	Mark
<b>5(c)(ii)</b>	1 mark per point. 4 countries had more in-migrants than out. (1) One of these countries is Hungary, (1) which gained 8 people per 1000 of the population. (1) For 4 of the countries more people left than arrived. (1) One of these countries is Poland. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>5(c)(iii)</b>	Credit explanations if given but can still get max marks with descriptive points. Max 3 marks for 1 example. Unspecific points max 2. Economic impact - more workers making the British workforce younger. (1) Polish migrants are working on farms in Cambridgeshire doing jobs that British people don't want. (1) Polish foods shops can be seen on British high streets which add to the cultural mix. (1)		<b>4</b>

Question Number	Indicative content	
<b>5(d) QWC</b>	Must be long-term migration. Can be either within a country or overseas. Expect London to Norfolk or Devon/Cornwall. Or UK to France or Spain. Expect both positive and negative consequences.	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about the consequences of the migration. Could be about any migration. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of a consequence or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific and explained points. Both positive and negative consequences must be present for level 3. They must both be specific and explained for the top. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Reject	Mark
<b>6(a)</b>	A simple descriptive statement such as those below are sufficient for the mark. Wedding (1) - some couples wish to get married on holiday. (1) This is very popular in places like the Caribbean Islands and places like Las Vegas. (1) Backpacking (1) - many young people want to see the world. (1) This is a form of low cost independent travel that allows them to do so. (1) Adventure (1) - usually for the purpose of a new challenge or skill. (1) It probably appeals more to younger people (1) or people who have retired early. (1) Some of the holidays involve an element of risk. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(b)(i)</b>	1 mark per point. Max two if no evidence. Sandy beach. (1) Shallow water. (1) Coral reef. (1) Safe sea. (1) Blue sky - warm sunny days. (1)		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(b)(ii)</b>	One mark per point. Credit explanations if given but can still get max marks with descriptive points. Expect positive and negative for full marks. Jobs will be created in the hotels for local people. (1) The sea will be polluted by the large number of tourists. (1) Visual pollution of all the human attractions on the beach.		<b>3</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(c)(i)</b>	Top box - stagnation Bottom box - involvement		<b>2</b>



Question Number	Acceptable Answers	Reject	Mark
<b>6(c)(ii)</b>	<p>Credit explanations if given but can still get max marks with descriptive points.  Marks can be 3:1, 1:3 or 2+2.  One mark per point. Credit examples if given.  Expect comments such as below.</p> <p>Exploration  A small number of tourists visit a destination. (1) The main attraction is that the resort is relatively 'unspoiled'. (1)</p> <p>Involvement  Visitor numbers start to increase. (1) The host community provides services (1) such as hotels. (1)</p> <p>Development  Visitor numbers continue to increase. (1) The main motivation for visiting continues to be the natural and cultural attractions. (1)</p> <p>Consolidation  The number of tourists continues to increase but not as quickly as in previous stages. (1) Transport routes and access to the resort have been improved. (1)</p> <p>Stagnation  The standard of facilities and services tends to decline (1) as they become old and run down. (1)</p> <p>Rejuvenation  Once in decline many resorts fail to recover. (1) Other destinations are successfully rebranded (1) and regenerated. (1)</p> <p>Decline  Tourist numbers start to decline dramatically. (1) The local economy is severely affected (1) and many people lose their jobs. (1)</p>		<b>4</b>

Question Number	Acceptable Answers	Reject	Mark
<b>6(c)(iii)</b>	<p>1 mark per point.  Up to 2 marks for purely descriptive comments.  Expect social and economic for full marks.  Social could include - increase in leisure time because of increased holiday entitlement, early retirement.  Economic could include - greater wealth, transport developments.</p>		<b>4</b>

Question Number	Indicative content	
<b>6(d)</b>	Destination can be in any country. Protects the environment and benefits to local community must both be addressed. Points such as about providing energy by wind turbines or about the material used to build the accommodation.	
Level	Mark	Descriptor
	0	No acceptable response
<b>Level 1</b>	1-2	A basic answer. Simple descriptive statements about how the environment can be protected. Could be about any development. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	A clear answer. Level 2 is reached by there being an explanation of how the environment is protected or a specific point. The top of the level requires a range of specific points or a number of explanations. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	An explicit answer. A range of specific and explained points. Both how it protects the environment and benefits the local community must be present for level 3. They must both be specific and explained for the top. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.