Mark Scheme (Results)

January 2011

GCSE

GCSE Geography (5GB2H) Paper 1

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January 2011

Publications Code

UG026383

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a) (i)	Scotland	1

Question Number	Answer	Mark
1(a) (ii)	Allow one from a list of; Rejoining family, marriage, health, education, retirement, climatic events/disasters, war/civil disturbance Do not be restrictive – if it is comprehensible and legitimate allow it	1

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(b)	Because of economic forces (1) requiring more or less labour and skills (1) or public opinion/perception about 'overcrowding' (1) especially during an economic downturn (1) because of concerns about 'overpopulation'(1) impacts of too many people, famine – resource shortages etc.(1) underpopulation –worries about loss of economic growth	Because of pressure from the media about migrants (1) because of shortage of resources , overcrowding etc.(1)	Answers that are nothing to do with 'governments'	2

Question Number	Correct answer	Acceptable answers	Mark
1(c)	They control birth rate through anti-natalist policies (1) they control population through pro-natalist policies (1) they limit in-migration Examples of methods used might include; (1)Adjust tax policy to encourage/discourage BR (1) Campaigns for and against large families (1) Coercive methods and policies (1) Introduce quotas to limit migration (1) attitudes to contraception (1) abortion (1) Visa policy (1) some form of 'testing' of migrants (1) Recruit /advertise overseas (1)	Banning certain individuals groups (1) Changing laws regarding benefits etc. to affect BR and migration (1)	4 1+1+1+1

Question Number	Answer	Mark
2 (a)	The rich world consumes a great deal more (1)than the less developed world (1) the less developed world just gets crumbs from the rich world table (1) the rich world is 'fatter' more prosperous (1) the less developed world is thin and emaciated (1)	**1+1**

Question Number	Correct answer	Reject	Mark
2 (b)	Named resource is likely to be oil but many others are possible. Increasing wealth (1) increasing population (1)therefore more vehicles (or any other resource consuming good) so higher consumption(1)

Or any similar link between resource and consumption | Answers that do not identify a resource – do not allow a mark for a named resource but no explanation | **2**

1+1 |

Question Number	Correct answer	Reject	Mark
2 (c)	Again likely to be related to oil but others are possible such as GM crops

Finding/developing 'new' resources (1) such as cold fusion/hydrogen etc (1) using alternative energy sources (1) such as wind/solar/nuclear etc (1) using new technologies to conserve energy (1) | Answers unrelated to technology such as conservation without any technological point | **4**
1+1+1+1 |

Question Number	Answer	Mark
3 (a)	Allow identification of – Homes (1) Shops (1) Work (1) Comments about density (1) distances between functions (1) Allow any feasible comment e.g. noise from roads (1) lack of open space (1)	2 1+1

Question Number	Answers	Reject	Mark
3 (b)	Huge range of possibilities here; One legitimate scheme (1) with some link to its 'sustainable credentials'(1) Thus, for example, Singapore has an Electronic road pricing scheme (1) that restricts the use of cars and so reduces fuel consumption/air pollution (1)	Anything that isn't specifically related to **sustainability**	2 1+1

Question Number	Correct answer	Reject	Mark
3(c)	People moving back into city centre (1) urban regeneration schemes (1) connectivity/good transport in cities (1) (new types of) employment (1) fashionable because of night-life – cultural possibilities (1) Many young people/students seek out urban living spaces (1) Any point can be extended by example thus possible to have 2x 1+1 answer	Anything that misses the urban element	4 1+1+1+1

Question Number	Answer	Reject	Mark
4 (a)	Informal means unregulated/unmonitored (1) sometimes illegal (1) often small scale (1) very dynamic (1) don't pay tax (1) in a city (1)	'Informal' in the sense of workers pleasing themselves when and where they work	**2** **1+1**

Question Number	Correct answer	Allow	Reject	Mark
4 (b)	Depends on the city used but expect at least one environmental impact (1) linked to a described employment change (1)	Answers that just infer/hint at rapid growth.	Answers that don't focus on **environment and/or change** Watch for answers that describe changes (more cars) but do not describe environmental impact of this	**2** **1+1**

Question Number	Correct answer	Reject	Mark
4 (c)	The changing sectors – primary reducing throughout the process (1) secondary increasing and subsequently reducing (1) tertiary rising throughout the process (1) quaternary sector emerging in post-industrial societies (1) growing role of TNCs in employment (1) may mention changes in part-time (1) temporary (1) and female labour (1) Any point may be extended by an example so, e.g shipbuilding (1)	Anything not clearly pertinent to **changes in employment**	**4** **1+1+1+1**

Question Number	Answer	Mark
5(a)	Materials and waste	1

Question Number	Correct answers	Mark
5(b)	The amount of land required (1) to support the lifestyle of an individual/group (1) use of resources e.g food/production of waste/building materials/etc. etc. (1) Limit to 1 mark if no idea about eco-footprint being expressed as an unit of land/area of land/ the amount of land required	2 1+1

Question Number	Indicative content	
5(c) QWC	A wide range of reasons might be covered here from individual behaviour/consumption through to the nature of their economies - High levels of personal consumption – cars etc. 'Exotic' imported goods very common - Wealthy citizens have frequent holidays, often overseas - Complex and expensive infrastructure - High levels of public spending/consumption - Oil dependent economies with high emissions - Development of technologies such as air-conditioning - High levels of commuting May make comparisons with LEDC cities. Explanation should cover the reasons why certain patterns of behaviour generate large eco-footprints. This is most efficiently done through examples.	

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Has one or two very general points. Links to wealth not clear/absent. Evidence is vague using qualitative language such as 'high'/'low' Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. One or two reasons outlined and some evidence offered. Some extension with specific information of resources consumed. May link to wealth but without development. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. An good range of reasons that are linked convincingly to wealth. Detail good and specific examples of resource consumption are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
6(a)	Decline in farms/farm incomes or low income/poverty in rural areas (1) Remote/poorly connected (1) depopulation (for many reasons) (1) so need alternative sources of income/employment (1) To be awarded 2 marks there has to be some idea about a problem provoking the need for diversification	**2** **1+1**

Question Number	Correct answers	Mark
6(b)	Loss of population (1) People leaving /migrating (1) out of countryside/rural regions (1) often young people (1)	**1**

Question Number	Indicative content
6 (c) **QWC**	Stress should be on the plans/ideas that might allow more sustainable development in the future. A wide range of possible methods might be covered here according to chosen rural area – answers should cover specific case-study material, usually from a developing country (e.g. Ethiopia) or diversification/rural regeneration schemes form developed countries. • Raising food production without damaging the environment through education and intermediate technology • Reducing population loss –particularly rural-urban migration by diversifying local employment and providing micro-credit • Improving education and health facilities and empowering women through the education of girls • Sustainably managing resources such as water, woodland and fisheries • Developing links with markets beyond the region • A stress on bottom-up development projects is generally emphasised • Rural regeneration material from UK/developed country case studies • May cover large scale top-down schemes as well

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. No recognisable location. Links with sustainability are minimal. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes some ways of changing rural economies but links with sustainability are thin. Description of what the plans are. Some limited use of location detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of ideas/plans covered and convincing links with increased sustainability in the future. Some explanation of how plans make area more sustainable. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer		Mark
7 (a)	Uneven (1) mostly in the south (1) some in 'east' (1) two distinct clusters (1) absence elsewhere (1) may name states (1)		**2** **1+1**

Question Number	Correct answers	Acceptable answers	Mark
7 (b)	Variations in employment structure (1) types of output (1) deprivation measures (1) Levels of education (1) levels of health/life expectancy (1) infrastructure differences Allow any legitimate measure	Unemployment rates (1) measures of poverty (1)	**1**

Question Number	Indicative content	
7 (c) **QWC**	Depends on chosen country but differences are likely to be; • Population density and growth, perhaps ethnic differences • Migration history and trends • Average income levels • Economic growth and structure • Health Education Detailed/proper explanation would involve a recognition of the forces that led to disparities; • Historical conditions of land fertility/trade etc • Development of industry – cumulative causation idea • Flow of skilled labour • Government policies Many students will offer limited/partial explanations such as 'poor because not many jobs there'	

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples used with little depth. Very little range in the comparison with locations very misty indeed. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. A fair range of comparative points covering more than one variable, economic, social, demographic etc. Some detail is located and/or specific. Some explanation, probably partial. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Good range over a range of variables, economic, social, demographic etc. Location detail or specific examples are offered to support points. Several 'partial' explanations covering at least two reasons for disparities described. Well communicated with

		good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	Large majority against outsourcing (1) twice as many who are either neutral or in favour (1) few think it good (1) and few are neutral (1) data to support any one point (1)	**2** **1+1**

Question Number	Correct answers	Mark
8(b)	Rationalisation (1) mechanisation or robotisation (1) economies of scale (1) Or words to the same effect	**1**

Question Number	Indicative content
8 (c) QWC	Needs a range of examples of TNCs and negative impacts although some will weigh the positives against the negatives . Positives may be inward investment and stimulation of local enterprises as well as job creation but… **Disadvantages :** Exploitation in sweat-shops, poor working condition, long hours and reduction in family life, child labour. Rural-urban migration disrupting traditional life-styles. Job losses in MEDCs. Environmental issues likely to figure largely – smog, water pollution, waste. Undermine local enterprise, can come and go relatively easily.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. One or two impacts described . TNCs only hazily in focus. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes some disadvantages but not in great depth. Lacks detail of TNCs although may be named. Maybe some assertive explanation of why negative. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of disadvantages described in detail and well linked to specific TNCs. Explanation may involve an assessment of pros and cons. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

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