

# Mark Scheme (Results)

January 2013

GCSE Geography B (5GB2H)  
Paper 01 People and the Planet (H)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number	Answer	Mark
<b>1 (a)</b>	<ul style="list-style-type: none"> <li>• Net inward (1)</li> <li>• (Net) gain from Northeast (1) or Midwest (1)</li> <li>• (Net) loss to South (1)</li> <li>• Data to support any ONE point (1)</li> </ul>	<b>2</b> <b>1+1</b>

Question Number	Correct answer	Reject	Mark
<b>1(b)</b>	<p>Outline ONE .....– thus basic point + development of that point;</p> <p>There will a very wide range here so look for a basic motive (1) and then an extension which may come in form of more detail, example, application.</p> <ul style="list-style-type: none"> <li>• To work the land (1) thus increases family wealth and/or as in subsistent societies(1)</li> <li>• To provide welfare (1) for older family members (1)</li> <li>• To increase family status (1) when measured by size (1)</li> <li>• To fulfil husband/partner wishes (1) in patriarchal societies (1)</li> <li>• To provide sons (1) patriarchal society) (1)</li> <li>• To make money (1) legitimate extension – jobs in future for the children, benefits from welfare (1)</li> </ul>	<p>Keyword is <b>want</b> so reject answers that deal with lack of contraception etc.</p> <p>Answers that don't give explicit motive – to 'support' the family.</p>	<b>2</b> <b>1+1</b>

Question Number	Correct answer	Reject	Mark
1(c)	<p>Explain TWO..... thus basic point is a recognisable difference in <b>structure</b> (1) explanation of that point (1).</p> <p>Remember that we have 'set-up' the answer as 1. &amp; 2. so do not insist on <b>comparative</b> language such as ...<b>more</b> youthful..., thus one difference might be – 'Developing countries have a youthful population (1) because .....no contraception and so on and so forth (1).</p> <p>From the point of view of developing countries;</p> <ul style="list-style-type: none"> <li>• Larger numbers of young dependents (1) because of higher fertility rates <b>and/or</b> reason for same such as- because of more people needed to work the land (1)</li> <li>• Steeper sides to pyramid – reducing numbers of children (1) because of higher infant mortality <b>and/or</b> reasons for same owing to poor water quality/poor nutrition/HIV etc(1)</li> <li>• Fewer elderly people (1) because of lower life expectancies <b>and/or</b> reason for same e.g. because of poorer sanitation/ more disease etc. (1)</li> <li>• Missing/reduced cohorts in some working age sectors in developing countries (1) because of migration <b>and/or</b> reasons for same to find work or to avoid famine/war etc. (1)</li> </ul> <p>May approach from the other way around</p>	<p>Explanations that are not rooted in a <b>structural/shape</b> difference. e.g birth rate is higher in LEDCs is only worth a mark if it follows from an identified difference in the pyramid.</p> <p>Higher birth rate/lower death rate as a basic explanatory point – it can <b>ONLY</b> be an extension of structural observation such as 'youthful'.</p>	<p><b>4</b> <b>2 (1+1)</b> <b>+2</b> <b>(1+1)</b></p>

Question Number	Answer	Mark
<b>2 (a)</b>	<ul style="list-style-type: none"> <li>• Overview - finishes higher than it starts - might do this with figures (1)</li> <li>• Any <b>one</b> legitimate point about variation in trends e.g. 'falls from 70-79 to 80-89' 'leaps up in 2000-2009' –etc. (1)</li> <li>• Any data to support above point – i.e. for periods not the overview (1)</li> <li>• Role of China becomes much more significant or comparative comment about China and rest of world (1)</li> <li>• Any data to support above point – i.e. named periods or actual figures (1)</li> </ul>	<b>3</b> <b>1+1+1</b>

Question Number	Correct answer	Reject	Mark
<b>2 (b)</b>	<ul style="list-style-type: none"> <li>• <b>1 mark</b> for correctly named renewable resource(s).</li> </ul> <p>Then look for basic point + development of that point</p> <ul style="list-style-type: none"> <li>• Using X (1) helps us reduce demand for Y (1) this produces less CO2/pollution so better for environment (1)</li> </ul> <p><i>Wind energy (1) can be used to replace coal to generate electricity (1) this produces less CO2 (1)</i></p> <p>n.b – Do not expect explicit reference to sustainability (as in above e.g.) but allow any version of that idea as below;</p> <p><i>Wind energy (1) can be used to replace coal to generate electricity (1) this preserves resources for future generations (1)</i></p>	Do not credit 'helps achieve sustainability' - (that is the question!)	<b>3</b> <b>1+1+1</b>

Question Number	Correct answers	Reject	Mark
<b>2(c)</b>	<p>Outline ONE .....– thus basic point + development of that point;</p> <ul style="list-style-type: none"> <li>• (Pressure) stimulates invention/new ideas – (basic Boserup) 'necessity of the mother of invention' (1) thus we find ways around resource shortages – e.g. relevant example as in 'hydrogen</li> </ul>	... this will help solve resource shortages – (this is the question)	<b>2</b> <b>1+1</b>

	economy' might replace oil'(1)		
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Question Number	Answer	Mark
<b>3 (a) (i)</b>	<ul style="list-style-type: none"> <li>• Very clustered – very uneven (1)</li> <li>• Almost all in south/south east or around London(1)</li> <li>• Exceptions – Bristol/Aberdeen (1)</li> </ul> <p>If they offer two or more mark the first but not the others</p>	<b>1</b>

Question Number	Answer	Mark
<b>3 (a) (ii)</b>	<ul style="list-style-type: none"> <li>• Uneven (1)</li> <li>• Spread out around the UK (1)</li> <li>• Most in north east/north west (1)</li> <li>• Exceptions – Swansea/Belfast (1)</li> <li>• Only one in Scotland (1)</li> <li>• Largely coastal (1)</li> <li>• Central UK (1)</li> </ul> <p>If they offer two or more mark the first but not the others</p>	<b>1</b>

Question Number	Answers	Reject	Mark
<b>3 (b)</b>	<p>Wide range of possibilities – might be government policies or personal behaviour patterns</p> <p>Outline ONE .....– thus basic point + development of that point;</p> <ul style="list-style-type: none"> <li>• Policy/idea – e.g. congestion charging (1) link to sustainability e.g. reduces use of cars <b>and/or</b> fewer greenhouse gases/pollutants – doesn't harm environment – renewable energy source(1)</li> </ul> <p>Allow economic sustainability ideas such as ...Installing solar panels (1) reduces costs (1)</p>	<p>Simple repetition of question as in</p> <p>Solar panels (1) are more sustainable</p> <p>- is worth 1 mark not 2 (sustainable in question)</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Correct answer	Acceptable	Reject	Mark
<b>3(c)</b>	<p>Can be either a list of reasons – one mark for each or each point can be developed by example or detail, or a combination</p> <ul style="list-style-type: none"> <li>• Better climate (than home) (1) details – sunnier/warmer etc. (1)</li> <li>• Attractive landscapes (1)</li> <li>• Cheaper housing (1) releasing capital/money (1)</li> <li>• Better 'lifestyle' (1) details – community/leisure pursuits etc. (1)</li> <li>• Cheaper cost of living (1) such as heating bills (1)</li> <li>• Better health care (1)</li> <li>• To re-join relatives/family (1) who have previously migrated (1)</li> </ul> <p>Also allow push factors as in;</p> <ul style="list-style-type: none"> <li>• Dislike the high taxes at home so move to a lower tax regime (1)</li> <li>• Dislike the climate.... (1)</li> </ul>	<p>Facilitating factors such as budget airlines, Skype, better communications in general (1)</p> <p>Pension can be transferred easily (1)</p>	<p>Take care not to reward the same point twice as in 'attracted by climate – hate the climate at home' approach.</p>	<p><b>4</b>  <b>1+1+1+1</b>  <b>or</b>  <b>2</b>  <b>(1+1)</b>  <b>+ 2</b>  <b>(1+1)</b></p>

Question Number	Answer	Mark
4 (a)	<ul style="list-style-type: none"> <li>Higher GDP economies (developed) countries generally have small informal economies or opposite i.e. lower GDP – higher informal (1) example(s) or data to support (1)</li> <li>It isn't clear and/or several exceptions/anomaly (1)</li> <li>Examples or detail/data of anomaly (1)</li> </ul>	3 1+1+1

Question Number	Correct answers	Mark
4 (b)	<p>Outline ONE.....– thus basic point + development of that point;</p> <ul style="list-style-type: none"> <li>Because of need to find alternative <b>and/or</b> green energy sources (1) such as../ further development of why we need to do so – oil running out etc (1) <i>or the other way around of course</i></li> <li>Because of problems for ecosystem(s) (1) such as.../further development of the problems (1) <i>or the other way around of course</i></li> <li>Because of economic problems/costs (1) such as.../further development of the problems (1) <i>or the other way around of course</i></li> <li>Because people/governments are becoming more concerned (1) such as.../further development of the problems (1) <i>or the other way around of course</i></li> </ul>	2 1+1

Question Number	Correct answers	Mark
4 (c)	<p>Explain ONE difference.....–one mark for acceptable difference and then one mark for basic point + development of that point for final mark.</p> <p><b>Difference</b> likely to one of;</p> <ol style="list-style-type: none"> <li>Secondary going up in the industrialising – down in de-industrialising (1)</li> <li>Larger tertiary sector in de-industrialising countries</li> <li>Rise in quaternary research in de-ind (1)</li> </ol> <p>Once difference is identified they proceed to any number of possible reasons for this;</p> <p>Either <b>two</b> of these</p> <ul style="list-style-type: none"> <li>Global shift or related idea (1) declining trade barriers (1) TNC behaviour (1) Government policies allowing/encouraging manufacturing to decline in some countries (1) cheaper factor costs (generally labour) (1) any other legitimate basic reason</li> </ul> <p>Or <b>one</b> of these with extra detail – usually offered through</p>	1+ (1+1)

	<p>examples</p> <p>Thus – More/growth of secondary employment in industrialising countries (1) because of TNCs (1) who are looking for cheaper labour (1)</p> <p>Or - More/growth of secondary employment in industrialising countries (1) because of TNCs (1) such as Dyson who moved to Malaysia(1)</p>	
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Question Number	Answer	Mark
<b>5(a) (i)</b>	<p>Any one of the following</p> <ul style="list-style-type: none"> <li>• Uneven (1)</li> <li>• Very few in built up area <b>or</b> similar idea e.g. central London etc.(1)</li> <li>• Many on urban fringe <b>or</b> similar idea e.g. suburbs (1)</li> <li>• More to west <b>and/or</b> east (1)</li> <li>• More to north than south (1)</li> <li>• Close to correctly named place e.g. Dagenham (1)</li> <li>• Close to rivers (1)</li> <li>• Close to motorways (1)</li> </ul>	<b>1</b>

Question Number	Correct answers	Acceptable answer	Mark
<b>5(a) (ii)</b>	<p>The 'possible reasons' do not have to follow from (a) (i)</p> <ul style="list-style-type: none"> <li>• Easier/cheaper/available land to dig or opposite – no land available in city (1)</li> <li>• More available 'waste' land/space etc – land not wanted for anything else or related idea(1)</li> <li>• Closer to main communications (1)</li> <li>• Close to rubbish production 'centre' so cheaper (1)</li> <li>• Avoids densely populated areas <b>or</b> related idea e.g. NIMBY attitude – smell, noise etc (1)</li> </ul>	Accept – 'London produces a great deal of rubbish' or equivalent	<b>2</b> <b>1+1</b>

Question Number	Indicative content	
<b>5(b)</b> <b>QWC</b>	<ul style="list-style-type: none"> <li>• Eco-footprints composed of the amount of land used to support people to provide heating, construction materials, food, transport and so on and so forth</li> <li>• Expect some breakdown of this in the examples</li> <li>• Eco-footprints will be smaller in developing world cities than developed world because of wealth differences</li> <li>• There will be variety within these populations; elites in developing world cities – poor in developed world cities</li> <li>• Richer people consume more 'stuff' so have higher footprints.</li> <li>• Variations on this theme and examples of same</li> <li>• There might be attempts to be 'green' in some communities thus reducing footprints</li> <li>• Command is 'Explain...' so expect reasons in both Level 2 and 3</li> <li>• Data might be quoted e.g London 4.6 gha, Singapore 6.5 gha etc.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	Attempts a description. Has basic idea about higher/lower and a little development of idea. Some limited factual/evidential support – maybe one named city. Basic use of geographical terminology, spelling punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. Basic idea developed in at least one way so richer/poorer developed with 'have more stuff'. Some explanation – probably wealth. Explicit differences between developed and developing consumption patterns and/or specific cities/countries used to illustrate. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer. A range of points made – maybe breaking down into energy consumption, food and perhaps one other category. Good explanation of variations. Has some good illustrative and/or locational 'colour' – a figure/local variation may be noted – to show good knowledge of contrasting footprints. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Acceptable answer	Mark
<b>6(a) (i)</b>	Any one of the following <ul style="list-style-type: none"> <li>• Uneven (1)</li> <li>• Greater loses in north-east (named regions) (1)</li> <li>• Many losses in centre/west (named regions) (1)</li> <li>• Gains in south (named regions)(1)</li> <li>• Gains in cities and city regions (1)</li> </ul>	Allow;  'Losses around Berlin' when student may very well be referring o north-east in general	<b>1</b>

Question Number	Correct answers	Acceptable (country shown is Germany)	Mark
<b>6(a) (ii)</b>	Isolation from main cities etc. (1) therefore (rural-urban) migration (1) Lack of communications (1) therefore (rural-urban) migration Government neglect of agriculture (1) therefore (rural-urban) migration Lack of jobs (1) therefore (rural-urban) migration Lack of variety of employment (1) therefore (rural-urban) migration Better/more education in cities (1) therefore (rural-urban) migration	Natural disasters/drought (1) so migration  Migration away from cities (1) to search rural tranquillity or equivalent  Accept any legitimate reason for migration. e.g bright-lights.	<b>2</b> <b>1+1</b>

Question Number	Indicative content
<b>6 (b)</b>	A wide range of possible management policies might be covered here according to chosen rural area – answers should cover specific case-study material, from either a developing or developed country. Schemes might include attempts to; <ul style="list-style-type: none"> <li>• Raise food production without damaging the environment through education and intermediate technology thus more sustainable</li> <li>• Address fuel and environmental issues – biogas is a likely example which prevents loss of woodland thus more sustainable</li> <li>• Reduce population loss –particularly rural-urban migration by diversifying local employment and providing micro-credit which slows down rural-urban migration</li> </ul>

		<ul style="list-style-type: none"> <li>• Improve education and health facilities and empowering women through the education of girls improving decision making and slowing down migration hence more sustainable.</li> <li>• Managing resources such as water, woodland and fisheries</li> <li>• Develop links with markets beyond the region to improve economy and allow more independence hence more sustainable</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	No obvious structure. Response describes at least one example of issues/solutions to problems in rural economies. Links with sustainability or management are very minimal/implied. Location slight – perhaps a named country. Basic use of geographical terminology, spelling punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. At least two issues/solutions described: one in some detail – management may be identified e.g. 'the government'. Some asserted explanatory links to sustainability. Some location detail. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer. A range of issues/solutions described, at least two in detail with reference to doing it better in the future. Clear references to management. Sustainability at centre of explanation. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Mark
<b>7 (a)</b>	<ul style="list-style-type: none"> <li>• Comparative idea that opinion has switched (1)</li> <li>• Any one other accurate point about the graph (1)</li> <li>• Data to support either one of the two above points (1)</li> </ul>	<b>3</b> <b>1+1+1</b>

Question Number	Indicative content	
<b>7 (b)</b>	<p>Depends on chosen examples but the stress will be on the economic, social and political impacts of such schemes, often expressed as costs</p> <ul style="list-style-type: none"> <li>• They are often very expensive – cost overrun</li> <li>• Local people are frequently overlooked /ignored so don't benefit</li> <li>• There are often significant environmental impacts that may cause significant long-term problems</li> <li>• They may not satisfy their original aims – power production/economic development etc.</li> <li>• There may be significant social impacts –displacement of people</li> <li>• Ultimately negatives will be either a general failure or, more likely, a specific and localised disappointment – winners and losers idea</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	Attempts a description. At least one impact noted but not explored/explained. Location very weak – perhaps one named top down project. Basic use of geographical terminology, spelling punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. At least two impacts described. Some assertive statements, mostly about negative impact. A little illustrative detail, probably with location, and perhaps a figure to develop a point e.g. idea of scale. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer. Good range of points largely negative but some positive –with at least two explored in some detail to underline impacts. Reasons why negative and positive addressed. Good illustrative details, usually locationally specific, and perhaps a figure to develop a point e.g. idea of scale. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	Threshold performance Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the

		response. Where required, they use a limited range of specialist terms appropriately.
<b>SPaG Level 2</b>	2	Intermediate performance Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>SPaG Level 3</b>	3	High performance Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Answer	Acceptable answer	Mark
<b>8(a)</b>	<ul style="list-style-type: none"> <li>• Comparative comment – more European than Asian less cities – (1) manipulated numeric support to support (1)</li> <li>• Comparative comment – more TNC HQs in Europe as a whole than in Asia (1) manipulated numeric data to support (1)</li> <li>• Any other comparative comment (1) manipulated numeric data to support</li> </ul>	Comparison between European and/or Asian with US cities (1)	<b>3</b> <b>1+1+1</b>

Question Number	Indicative content	
<b>8 (b)</b> <b>QWC</b>	<p>Obviously details depend on chosen case-study but most likely to be China</p> <ul style="list-style-type: none"> <li>• Rising numbers in manufacturing industry – may have specific examples of particular industries such as electronics in China.</li> <li>• Explained by globalisation, global shift (low level) , cheap production costs, government policies, inward investment, TNC decisions (higher level)</li> <li>• Falling numbers in agriculture – especially subsistence farming as government(s) have reformed land ownership</li> <li>• Growth of tertiary sector as a consequence of increasing wealth</li> <li>• Many other possible readings of ' how employment has changed 'which might include; role of women in work, pay and conditions – growth of sweat shops etc. These can be explained as above; government policies, subsidies etc. etc.</li> <li>• Geographic shift – strong rural-urban contrast with employment growth largely in cities</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	Attempts a description. At least one employment changes <b>described</b> . Very limited development – probably just country

		name. Basic use of geographical terminology, spelling punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. At least two examples of employment changes. Some details offered with a little development. Some explanation of at least one change – probably TNCs seeking cheap labour. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer. A range of changes described. Good detail offered and/or specific examples offered to support points. Explanation involves at least two processes outlined or one with good detail. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	Threshold performance Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>SPaG Level 2</b>	2	Intermediate performance Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>SPaG Level 3</b>	3	High performance Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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