

# Mark Scheme (Results) Summer 2010

GCSE

## GCSE Geography (5GB2H) Paper 1

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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.

Question Number	Answer	Mark
1(a) (i)	45-49  - allow 45-49 male, or 45-49 female,  Do NOT allow 45-50 or any other variant	1

Question Number	Answer	Reject	Mark
1(a) (ii)	The Nigerian pyramid is pyramid shaped! (1) The largest age group(s) are the youngest or similar (1) Not many old people or similar (1) Concave shape (1)	Anything about processes	1

Question Number	Correct answer	Acceptable answers	Reject	Mark
1(b)	Because of economic forces (1) requiring more or less labour (1) or public opinion (1) especially during an economic downturn (1) because of concerns about 'overpopulation' (1) because of ethnic or racist attitudes/beliefs (1) Taking jobs (1) Quota idea - need to select skilled labour (1)	Because of pressure from the media (1) because of shortage of resources (1)	Answers that are about out-migration	1+1

Question Number	Correct answer	Reject	Mark
1(c)	<p>Tension between economic need for labour and the question of social inclusion etc (1) Tensions within different communities (1) Residents fearing for jobs/housing because of migrants(1) Migrants feeling excluded by local residents(1) Language problems at work (1) problems in schools with language (1) Benefit/welfare issues - local authorities seen to favour migrants (1) broader cultural tensions - undermining national values (1) Appropriate example (1)</p> <p>If only ONE policy limit to three Many will read 'tensions' as issues' - be understanding of this</p> <p>Allow a 2<sup>nd</sup> mark for any single idea that is well-extended.</p>	Answers that are about population change in general or slide into a critique of multi-cultural societies in general losing focus on migration	4 1+1+1+1

Question Number	Answer	Mark
2 (a) (i)	<p>Allow any one of: Coal, Oil, Gas, Nuclear</p> <p>If two or more given positive mark i.e. if there is one correct answer award the mark</p>	1

Question Number	Answer	Mark
2(a) (ii)	<p>Allow any one of:</p> <p>Wind Solar Tidal Wood Geothermal Hydrogen</p> <p>If two or more given positive mark i.e. if there is one correct answer award the mark</p>	1

Question Number	Correct answer	Acceptable answers	Reject	Mark
2 (b)	Malthus argued that population would grow geometrically/faster /exponentially (1) whereas resources more specifically food production (1) would only grow arithmetically/slowly (1) so eventually population would collapse because of famine/war/disease	He was wrong as it turned out (1)	Answers that talk about Boserup or other population theories	2 1+1

Question Number	Correct answer	Acceptable answers	Mark
2 (c)	(Boserup) argued that a rising population led to shortages (1) which in turn stimulated innovation/invention (1) which led to technical breakthroughs (1) which led to improvements in resource production (food) (1) - paraphrased as 'necessity being the mother of invention (1) any plausible example (1) human progress dependent on population growth (1) more people = more food production (1) extension by example - Green Revolution etc. (1)  Allow a 2 <sup>nd</sup> mark for any single idea that is well-extended.	Might be beneficial in countries with limited populations and lots of resources (1) e.g. Canada - any plausible example (1)	4 1+1+1+1

Question Number	Answer	Reject	Mark
3 (a) (i)	USA - accept America	North America	1

Question Number	Answer	Mark
3 (a) (ii)	Ireland	1

Question Number	Answers	Reject	Mark
3 (b)	Pressure on transport system (1) because of more people using it (1) Or Pressure on property values/availability (1) because of rising demand (1) Or Pressure on other land uses (use if Greenfield or brownfield sites) (1) because of increased demand for property (1) Pressure on employment (1) because of increased demand (1)	Anything that isn't specifically related to pressure	2  1+1

Question Number	Correct answer	Reject	Mark
3(c)	Depends on examples but commonly includes;  <b>Attractions</b> include the cost of living (1) better climate (1) cheaper housing (1) better leisure facilities (1) easier/cheaper transport (1) better health care <b>Disadvantages</b> include separation from relatives/friends (1) lack of language skills (1) problems of currency shifts (1) uncertain legal status (1) Any detail of location (1)  Disadvantages and attractions for host country are legitimate  To get 4 they need both attractions and disadvantages  Allow a 2 <sup>nd</sup> mark for any single idea that is well-extended.	Anything other than retirement migration - reject generic comments about living spaces that are not conceivably retirement destinations.  Reject general statements about 'quality of life' that don't specify what this actually means	4  1+1+1+1

Question Number	Answer	Mark
4 (a)	It is a call centre and their employees are poorly paid' (1) Working at key boards/computers (1) Working in an office (1) 'Work or die' (suggesting low paid tertiary) (1) 'Remember you are not...' (suggesting low paid tertiary) (1) 'There are plenty..' (suggesting low paid tertiary) (1) Motivational art work (suggest low paid) (1) Crowded working conditions (suggesting low paid tertiary) (1) Man in suit (1)	2  1+1

Question Number	Correct answer	Reject	Mark
4 (b)	Production of waste from industrial processes (1) legitimate example of such (1) leading to more land-fill/incineration etc (1)  Or  Waste produced (1) legitimate example of such (1) discharged into rivers/lakes/ocean (1)  Or  Gas/smoke emissions (1) legitimate example of such (1) leading to smog/poor air quality (1)	Answers that don't focus on <b>environment</b>	2

Question Number	Correct answer	Reject	Mark
4 (c)	The potential comes from a commitment to sustainable/green initiatives by governments (1) and peoples concerns about the environment (1) this will create new jobs (the third industrial revolution) (1) examples include renewable energy projects (1) water management (1) waste management (1) transport (1) allow any one appropriate example (1)  Allow a 2 <sup>nd</sup> mark for any single idea that is well-extended.  However good the list of green employment limit to 3 if no attempt to address 'explain the potential..'	Answers that are unrelated to 'green' employment	4



Question Number	Answer	Reject	Mark
5(a)	Any one of <ul style="list-style-type: none"> <li>• (Two) cars</li> <li>• Swimming pool</li> <li>• Large house</li> <li>• More concrete/man-made surfaces</li> <li>• More power used (more chimneys)</li> </ul>	More resources used	1

Question Number	Correct answers	Acceptable answers	Mark
5(b)	They can introduce better public transport (1) they can make the use of cars much more expensive (1) by congestion charging (1) they can introduce schemes to hire bikes (1) they can pedestrianise the city centre making car access difficult (1) park and ride schemes (1) Singapore style limitations on car ownership (1) Car-sharing (1)	Designing new cities that are completely without private car usage	2 1+1

Question Number	Indicative content	
5(c) QWC	<p>A wide range of possible strategies might be covered here - answers are likely to cover both individual 'green' consumption and public policy.</p> <ul style="list-style-type: none"> <li>• Food practising policies - buy local food- thus reducing transport and so emissions</li> <li>• Use of farmers' markets - as above a reduction in imported food demand</li> <li>• Allotments - development of city gardens/farms thus reducing 'imported' food demand</li> <li>• Recycling waste - reducing need for landfill/incineration and transport of waste to landfill etc.</li> <li>• Using public transport /car sharing reducing greenhouse gas emissions</li> <li>• Using a bike rather than the car - as above</li> <li>• Cutting back on electricity consumption by insulating homes thus reducing use of fossil fuels</li> <li>• Holidaying at home thus avoiding air-flights and their impact</li> <li>• Installing solar panels</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised descriptive examples used with little depth. Links with reduction of eco-footprint are minimal. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response explains some ways of reducing footprints. Some range but lacks depth or detail. Some examples are located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of strategies explained in detail and well linked to the reduction of the eco-footprint of the city. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Reject	Mark
6(a)	Continuing job losses in the primary sector (1) Inaccessibility (or version of that) (1)	Anything to do with climate	1

Question Number	Correct answers	Reject	Mark
6(b)	Raising food production (1) through encouraging and subsidising education and intermediate technology (1) Reducing population loss -particularly rural-urban migration by supporting plans for diversifying local employment (1) and providing micro-credit (1) Improving education and health facilities (1) and empowering women through the education of girls (1) Sustainable planning of resources (1) such as water, woodland and fisheries (1)	Answers that are about planning in the developed world	2

Question Number	Indicative content	
6 (c) QWC	<p>A wide range of possible 'pressures' might be covered here according to chosen example(s) - answers may cover specific case-study material, usually related to suburbanisation of countryside. Take 'urban population in its broadest sense thus allow retirement as well as urban sprawl and commuting.</p> <ul style="list-style-type: none"> <li>• Rural depopulation as a consequence of urban growth/opportunities</li> <li>• Counterurbanisation and retirement bringing urban dwellers into rural areas - impact on house prices, social tensions etc.</li> <li>• Closure of villages shops and services as urban services/shops take custom away in a car -owning society</li> <li>• Impact of recreation and tourism - honeypot villages</li> <li>• Urban sprawl taking habitat - tensions with other land owners and users</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised descriptive points about rural 'problems' but no explanation. No recognisable location. No real links with urban population. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes at least impacts on rural societies . Explanation of 'pressure' is limited. Some limited use of location detail. Some clear links with urban populations. Clearly

		communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. A range of pressures described and specifically explained in detail with good appreciation of why these are pressures. Chosen examples are detailed and appropriate. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct answer	Acceptable	Mark
7 (a)	Any one of:  They are very large (1) They are planned by central government or NGOs (1) They are expensive (1)	They are frequently unsuccessful (1) They ignore local people's wishes (1) Often focussed on developing countries (1) Often based on power provision (hydro-) (1) Uneven benefits (1)	1

Question Number	Correct answers	Mark
7 (b)	<b>Different groups of people</b> might include a wide range of local 'players' including inhabitants, businesses, farmers, construction workers and many others. Other 'groups' might include local government/planners, central government and foreign business interests.  Look for clear impact that is reasonably linked to a identifiable group to award the mark as in.  Many local inhabitants were forced to migrate (1) The electricity produced has benefited local industry (1)	2  1+1

Question Number	Indicative content	
7 (c) QWC	<p><b>Top-down schemes</b> are planned and, generally, managed by central or regional government. Local people may be consulted but they do not drive the decision making process. In developing countries they are frequently large-scale and involve major corporations and foreign agencies and funding. They often employ advanced technology. Examples offered may include major dam schemes such as the Three Gorges.</p> <p><b>Bottom-up schemes</b> are locally based, they use local skills and knowledge, and they are usually small (er) scale and employ intermediate technology. They cost a good deal less and are frequently more sustainable as a consequence.</p> <p>Comparing the success will review some of the above in the context of specific schemes. Measurement of success is;</p> <ul style="list-style-type: none"> <li>• Do they achieve what they set out to achieve?</li> <li>• Do all 'players' benefit or are there winners and losers?</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples of development schemes used with little depth. No attempt to evaluate success. Limited location. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Response describes the impact of schemes with some description of varied impacts on different groups. Uneven coverage. Success stated but not evaluated. Some detail is located and/or specific. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Good explanation of at least two projects and clear comparison of several different impacts/problems. Success properly assessed. Location detail or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
8(a)	<p>They might involve significant tax breaks and/or subsidies (1)</p> <p>They are conveniently located (coastal) for export/import markets (1)</p> <p>They might provide cheap/abundant labour (1)</p> <p>Health and safety may not be on great consequence thus cheaper costs (1)</p> <p>They might provide subsidised power/infrastructure minimising costs (1)</p>	1

Question Number	Correct answers	Mark
8(b)	<p>More jobs and money in economy (1)</p> <p>Better paid jobs than local employment (1)</p> <p>More variety of employment developing different skills (1)</p> <p>More money being made leading to (multiplier) effects on local communities (1)</p> <p>Better living conditions through higher incomes (1)</p> <p>Improvements to infrastructure because of higher tax revenues (1)</p> <p>Reduction in rural poverty as out-migration takes place (1)</p> <p>'Development' promoted (primary - to secondary)</p> <p>Investment opportunities for people in home country (1)</p> <p>More political power for ordinary people may result from development (1)</p> <p>More variety of shops/leisure (MacDonald's in China) (1)</p>	<p>2</p> <p>1+1</p>

Question Number	Indicative content	
8 (c) QWC	<ul style="list-style-type: none"> <li>• The 'new' economy is a consequence of globalisation - a new 'international division of labour' .</li> <li>• New employment categories are created - rise of homeworking</li> <li>• Rise of part-time, temporary employment</li> <li>• Key feature is increasing interdependence.</li> <li>• Impact on movement of labour and capital</li> <li>• Impact on trade - more of it and more complex</li> <li>• Importance of key institutions such as World bank, IMF and WTO.</li> <li>• Growth of TNCs another key feature</li> <li>• Until recently rapid growth was a feature of the global economy.</li> <li>• Impact on developed countries varies greatly - most are affected by deindustrialisation</li> <li>• Thus it has 'winners' and 'losers' .</li> <li>• Significance of global corporations</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Attempts a description. Some generalised examples of changes in developed countries. New economy neither implicitly nor explicitly identified. Examples very general. Basic use of geographical terminology, spelling punctuation and grammar.
Level 2	3-4	Some structure. Some understanding of new economy suggested. Some range but lacks focus on impacts, likely to be a list of general problems. Some examples. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. New economy clearly understood. Different impacts on developed countries explored. Recognises variation of that impact. Location detail and/or specific examples are offered to support points. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

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