

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE in
Geography A (5GA3H)
Unit 3: The Human Environment
(Higher)

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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?

SECTION A – THE HUMAN WORLD

Topic 1 – Economic Change

Question Number	Answer	Reject	Mark
1(a) (i)	Working with raw materials / extraction of natural resources <i>or similar</i> (1)	Examples of primary sector activities	1

Question Number	Answer	Mark
1(a) (ii)	Overall decline (1) more rapid decline between 1960 and 1980 (1) + valid data to support (1) e.g overall it has gone down (1) from 580000 to 310000 / by 270000 (1)	2 (1+1)

Question Number	Answer	Mark
1(a) (iii)	<ul style="list-style-type: none"> • Mechanisation/automation (1) e.g. a combine harvester (1) • Competition from overseas (1) • Exhaustion of raw materials (1) • Globalisation (1) • Government policy (1) • Better pay/conditions in other sectors (1) • Shift in employment structure e.g. more people preferring to work in the tertiary sector (1) where jobs are better paid (1) <p>Basic reason (1) with further development through explanation/exemplification (1)</p>	2 (1+1)

Question Number	Answer	Mark
1(b)	Any two of the following: <ul style="list-style-type: none"> • Near main roads/motorway/M1 (1) for access(1) • Near Sheffield / populated area <i>or similar</i> (1) for workers/shoppers (1) • Near train station (1) for access (1) 	2 1+1

Question Number	Answer	Mark
1(c)	<p>First mark for the identification of a benefit (1) second mark for development (1)</p> <p>Depends on the rural area, but expect any of the following:</p> <ul style="list-style-type: none"> • Less pollution/more environmentally friendly (1) as there are less/no factories (1) • Increase in wildlife / habitats (1) because the areas is safer/cleaner (1) • Area might become more attractive (1) as there are no ugly derelict factories (1) • Opportunities for jobs in the tertiary sector (1) eg tourism (1) • Return to farming (or another traditional land use) (1) • Opportunity for new housing (1) <p>Max. 1 mark if an incorrect or no legitimate rural area has been named.</p>	<p>2</p> <p>1+1</p>

Question Number	Indicative content	
1 (d)	<p>Depends on the LIC/MIC case study, but expect:</p> <p>Negative:</p> <ul style="list-style-type: none"> • Environmental damage caused by the extraction of raw materials • Raw materials become exhausted due a rapid rise in their demand • Decline in the primary industry due to workers choosing secondary instead • Air pollution caused by the growing number of factories • Rural to urban migration as people move in search of jobs • Low pay • Poor working conditions <p>Positive:</p> <ul style="list-style-type: none"> • Positive multiplier effect • Associated development of infrastructure • More local spending in the economy • May support growth in other sectors, e.g. tertiary 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	<p>A very basic description of the effects of the growth of the secondary sector.</p> <p>Case study material may be included, but is not always relevant to the answer.</p> <p>Very basic use of geographical terminology – communication not always clear.</p>
Level 2	3-4	<p>An attempted or partial explanation of one positive or negative effect.</p> <p>For top of level, expect at least two partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth.</p> <p>Some use of geographical terminology and communication is mostly clear.</p>
Level 3	5-6	<p>Explanation of positive and negative effects of growth (likely to be unbalanced).</p> <p>For top of band, expect good depth or detail, likely through locational detail.</p> <p>Candidates can use range to access the top of this band with less depth.</p> <p>Clear use of geographical terminology and well communicated.</p>

Topic 2 – Settlement Change

Question Number	Answer	Mark
2(a) (i)	Development of rural areas on the edges of towns and cities or <i>similar</i> (1)	1

Question Number	Answer	Mark
2(a) (ii)	<p>Basic reason (1) with further development (1)</p> <ul style="list-style-type: none"> • Rising demand for (affordable) housing (1) • Rising house prices (1) • Growing national population size (1) due to immigration (1) • Ageing population / longer life expectancy (1) • Rising divorce rate (1) • Later marriages (1) • Increased personal wealth (1) • Government policy (1) 	<p>4</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1+1)+1</p>

Question Number	Answer	Mark
2(b)	<p>One basic reason (1) with extension (1)</p> <p>Expect any of the following</p> <ul style="list-style-type: none"> • Expensive to clear/improve the site(1) for example knocking down derelict buildings/removing toxic waste (1) • The land might be polluted/contaminated (1) which is expensive to clean up/dangerous (1) • Design might be restricted (1) due to space limitations(1) • Development may lead to increased traffic congestion (1) as there will be more vehicles on the road (1) • City centre land values / costs may be higher than out-of-town locations (1) which will increase rents (1) • Planning permission might be required (1) which could limit what can be built (1) • Surrounding area might be run-down (1) deterring potential investors (1) 	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
2(c)	<p>Depends on the settlement</p> <p>Possible answers may include:</p> <ul style="list-style-type: none"> • Fishing village to a seaside resort(1) • Coal mining village to commuter village (1) • Farming village to a tourist honeypot site (1) • Shift from secondary to tertiary industry (1) for example in Hartlepool there has been a decline a ship building but an increase in numbers employed in call centres (1) <p>One mark for the 'change' and a second mark for development (facts or figures about the named example).</p> <p>Max. 1 if no legitimate UK settlement named or an inappropriate development (for the named settlement)/generic change</p>	<p>2</p> <p>(1+1)</p>

Question Number	Indicative content	
2 (d)	<p>Depends on the case study, but expect: Economic and social may include:</p> <ul style="list-style-type: none"> • Rising house prices causing potential first time buyers to leave • Reduction in bus services as many of the new residents have their own car • Decline in local services (e.g. post office) as new residents use services in a nearby urban area • Increased traffic congestion as many of the new residents have cars • Changes in local services / land use to meet the needs of the new residents • Change in demographics 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	A very basic description of the changes in rural communities as a result of counter-urbanisation. Case study material may be included, but is not always relevant to the answer. Very basic use of geographical terminology – communication not always clear.
Level 2	3-4	An attempted or partial explanation of one change. For top of level, expect at least two partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth. Some use of geographical terminology and communication is mostly clear.
Level 3	5-6	Explanation of at least two changes (likely to be unbalanced). For top of band, expect good depth or detail, likely through locational detail. Candidates can use range to access the top of this band with less depth. Clear use of geographical terminology and well communicated.

Topic 3 – Population Change

Question Number	Answer	Mark
3(a) (i)	The number of people per square kilometre <i>or other specific unit area</i> (1)	1

Question Number	Answer	Mark
3(a) (ii)	<ul style="list-style-type: none"> • High relief (1) making it difficult to build houses on / making building communication networks difficult (1) • Thin soils (1) making it hard to grow crops (1) • Harsh climate (1) making it difficult to grow crops (1) • Isolated / remote (1) making trading/commuting difficult (1) • Few job opportunities (1) so people cannot make enough money to survive (1) • Lack of roads/accessibility (1) meaning long journey times (1) • Lack of services/facilities (1) <p>Basic reason (1) with further development through explanation/detail (1)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Question Number	Answer	Mark
3(b)	<p>Any of the following:</p> <ul style="list-style-type: none"> • Ageing population / High life expectancy (1) + data (1) • Low death rate (1) + data (1) • Low birth rate (1) + data (1) • Bulge in the middle (1) + data (1) • Low infant mortality rate (1) + data (1) <p>Or any other legitimate reference to the shape of the pyramid (1)</p>	<p>2</p> <p>1+1</p>

Question Number	Answer	Mark
3(c)	Possible answers may include: <ul style="list-style-type: none"> • Strain on education /health/food / housing (1) so the government has to find money to improve these services (1) • Greater competition for jobs in the future (1) which will increase unemployment levels(1) • Population explosion in the future (1) which might cause further strains on services(1) • Education is needed (1) more expensive for government (1) 	2 1+1

Question Number	Indicative content	
3 (d)	<p>Depends on the case study, but expect:</p> <p>Incentives:</p> <ul style="list-style-type: none"> • Three-or-more policy – <i>or similar</i> • Cash incentives • Extended maternity • Extended paternity • Government-led saving schemes for children • Preferential housing • Child-care related incentives • Tax relief • Schooling / education-centred incentives <p>Disincentives:</p> <ul style="list-style-type: none"> • Fines • Persecution • Removal of benefits • Unemployment 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	<p>A very basic description of the incentives and/or disincentives used by a country to increase the birth rate.</p> <p>Case study material may be included, but is not always relevant to the answer.</p> <p>Very basic use of geographical terminology – communication not always clear.</p>
Level 2	3-4	<p>A developed description or partial explanation of one incentive or disincentive.</p> <p>For top of level, expect at least two developed descriptions/partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth.</p> <p>Some use of geographical terminology and communication is mostly clear.</p>
Level 3	5-6	<p>Explanation of both incentives and disincentives</p> <p>For top of band, expect good depth or detail, likely through locational detail (likely to be unbalanced).</p> <p>Candidates can use range to access the top of this band with less depth.</p> <p>Clear use of geographical terminology and well communicated.</p>

SECTION B – PEOPLE ISSUES

Topic 4 – A Moving World

Question Number	Answer	Mark
4(a) (i)	The movement of people from one country to another or <i>similar</i> (1)	1

Question Number	Answer	Mark
4(a) (ii)	<p>This is an 'outline' question, so two descriptive points – using the resource - and some development of one of these points is required for full marks.</p> <ul style="list-style-type: none">• Greater cultural diversity (1) as a result of polish shops/people (1)• greater variety of (food) products on sale in the UK (1) as a result of polish shops (1)• easier to travel between the UK and Poland (1) with the growth in flights/airports serving both countries (1) <p>One mark for each descriptive point (max 2); reserve one mark for extension.</p> <p>Max. 2 for a list. Max 1 if no evidence from the resource</p>	3 (1+1) + 1

Question Number	Answer	Mark
4(b)	<p>Expect IT-themed responses, but reference to transport developments is also credit worthy – if specific detail is offered.</p> <ul style="list-style-type: none"> • Growth of the internet (1) allows online booking/research places/keep in touch with people (1) • Satellites (1) allow people to stay in touch with people around the world (1) • Mass media (1) has increased the awareness of different destinations (1) • Smartphone ownership (1) allows people to access the internet whilst on the move (1) <p>Basic reason (1) with further development through explanation (1).</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Reject	Mark
4(c)	<p>Suitable responses include:</p> <ul style="list-style-type: none"> • Lower wages (1) only £70 (1) • Few job opportunities (1) • Poor standard of living / quality of life (1) because of a low income (1) • Little disposable income (1) <p>Basic reason (1) with further development through explanation or exemplification (1).</p> <p>Limit to 2 marks if no evidence from Figure 4b used.</p>	<p>Pull factors</p> <p>'... for economic reasons' – need to refer to higher wages etc.</p>	<p>4</p> <p>(1+1) + (1+1)</p>

Question Number	Answer	Mark
4(d)	<p>Possible answers may refer to encouraging and/or discouraging population movement:</p> <ul style="list-style-type: none"> • Relaxing national boundaries (1) for example the expansion of the EU (1) where no visa is required (1) • Restricting available benefits (1) • Setting quotas (1) • Imposing 'entry requirements' (e.g. skills testing)(1) • Advertising campaigns in the country of origin (1) <p>Identification of a policy (1) with further development through added detail (facts and figures) and/or explanation about how the policy works and/or the benefits of this policy (1).</p>	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1)+1+1</p>

Question Number	Indicative content	
*4 (e)	<p>Depends on case study (can be local, regional or international), but expect:</p> <p>Pull factors:</p> <ul style="list-style-type: none"> • Familiarity of culture / language • Provision of healthcare and welfare • Climate • Transport and other communication links • Proximity to friends and family • Low crime rates • Political and/or economic stability • Affordable housing • Economic reasons e.g. low cost of living, pension provision etc. • Low risk of natural hazards <p>Push factors:</p> <ul style="list-style-type: none"> • No longer tied to an area by a job • Poor climate • High cost of living • Lack of appropriate services / entertainment facilities 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	<p>A very basic description of the push and/or pull factors of retirement migration.</p> <p>Case study material may be included, but is not always relevant to the answer.</p> <p>Very basic use of geographical terminology – communication not always clear.</p>
Level 2	3–4	<p>A detailed description or an attempted or partial explanation of one push or pull effect.</p> <p>For top of level, push and pull factors will be addressed.</p> <p>Expect at least two partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth.</p> <p>May begin to examine the push and pull factors that influence retirement migration.</p> <p>Some use of geographical terminology and communication is mostly clear.</p>
Level 3	5–6	<p>Explanation of push and pull factors (likely to be unbalanced).</p> <p>For top of band, expect good depth or detail, likely through locational detail.</p> <p>Expect some examination with contrasts made between the push and pull factors (specific or implicit).</p> <p>Candidates can use range to access the top of this band with less depth.</p> <p>Clear use of geographical terminology and well communicated.</p>
SPaG Level 0	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.

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

Topic 5 – A Tourist’s World

Question Number	Answer	Mark
5(a) (i)	Visiting historic places to learn about the past or <i>similar</i> (1)	1

Question Number	Answer	Reject	Mark
5(a) (ii)	<p>This is an ‘outline’ question, so two descriptive points and some development of one of these points is required for full marks.</p> <ul style="list-style-type: none"> • Deckchairs (1) so people can sit / relax on the beach (1) • A pier (1) to walk along and enjoy the view (1) • Leisure /entertainment facilities on the pier (1) provides things to do if it is raining (1) • Lots of people on the beach (1) to socialise with and make new friends (1) • Boating (1) <p>One mark for each descriptive point (max 2); reserve one mark for the explanation or exemplification.</p> <ul style="list-style-type: none"> • Max. 2 for a list. 	<p>Physical attractions</p> <p>Donkey rides</p>	<p>3</p> <p>(1+1) + 1</p>

Question Number	Answer	Mark
5(b)	<ul style="list-style-type: none"> • Generates money for wildlife / habitat protection (1) • Raising awareness/ educates visitors about conservation (1) • Reduces air pollution (1) by using locally sourced products (1) • Reduces the amount of non-renewable resources (1) by using wind/solar power (1) <p>Basic point (1) with further development through added detail (facts and figures) and/or explanation (1).</p>	<p>2</p> <p>(1+1)</p>

Question Number	Answer	Reject	Mark
5(c)	<p>Suitable responses include:</p> <ul style="list-style-type: none"> • More jobs are created (1) for example there has been a 5% rise (1) • Boosts local economy (1) + accurate data (1) • Money is re-invested to improve the city further (1) • Locals have more disposable income (1) <p>Basic reason (1) with further development through explanation or exemplification (1).</p> <p>Limit to 2 marks if no evidence from Figure 5b used.</p>	<p>Social or environmental impacts</p> <p>Negative impacts</p>	<p>4</p> <p>(1+1) + (1+1)</p>

Question Number	Answer	Mark
5(d)	<p>Possible answers may include:</p> <ul style="list-style-type: none"> • Relaxing national boundaries (1) For example, in 2007 in the EU several more countries joined (1) makes it easier to travel between member countries (1) • Favourable exchange rate (1) for example a strong Euro might attract visitors to the UK (1) • Same currency (1) which means people do not have to keep exchanging currencies (1) • Stable government (1) • Ease of obtaining/extending a visa (1) • Influence of the World Bank/IMF (1) • Development of an area (1) • Rules about paid holidays / statutory holiday pay (1) <p>Basic reason (1) with further development (1).</p>	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1)+1+1</p>

Question Number	Indicative content	
*5 (e)	<p>Depends on case study, but expect:</p> <p>Exploration stage:</p> <ul style="list-style-type: none"> • Very few tourists • Main reasons for visiting are linked to the physical geography of an area • Few human attractions • Tourism contributes little to the local economy • Few local people work in the tourism industry <p>Involvement stage:</p> <ul style="list-style-type: none"> • Increasing tourist numbers • Human attractions are built (by local people) i.e. it is not just physical attractions that encourage tourists. • Development of a 'season' when the majority of tourists come to the destination • Some advertising by the destination • Transport developments • Pre-package holiday i.e. tourists make their own travel / accommodation arrangements 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	<p>A very basic description of the exploration and/or involvement stage of the Butler model.</p> <p>Case study material may be included, but is not always relevant to the answer.</p> <p>Very basic use of geographical terminology – communication not always clear.</p>
Level 2	3–4	<p>A detailed description or attempted or partial explanation of either the exploration and/or involvement stage of the Butler model. This can be either theoretical change or in the context of a case study.</p> <p>For top of level, both stages will be addressed.</p> <p>Expect at least two partial explanations, one partial explanation with detailed locational information or one clear explanation offering depth.</p> <p>May begin to examine/investigate change that takes places during the course of the two stages.</p> <p>Some use of geographical terminology and communication is mostly clear.</p>

Level 3	5–6	<p>Explanation of the exploration and involvement stage of the Butler model. (likely to be unbalanced).</p> <p>For top of band, expect good depth or detail, likely through locational detail.</p> <p>Expect some examination with contrasts made between the push and pull factors (specific or implicit).</p> <p>Candidates can use range to access the top of this band with less depth.</p> <p>Clear use of geographical terminology and well communicated.</p>
SPaG Level 0	0	<p>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.</p>
SPaG Level 1	1	<p>Threshold performance</p> <p>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.</p>
SPaG Level 2	2-3	<p>Intermediate performance</p> <p>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.</p>
SPaG Level 3	4	<p>High performance</p> <p>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.</p>

