

Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCSE
Geography A(5GA3F)
Unit 3: The Human Environment

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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.

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	Correct Answer	Reject	Mark
1(a)(i)	A primary sector	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
1(a)(ii)	<p>Between 1959 and 1973 there was a decrease of 410 000 in the numbers employed in UK coal mining.</p> <p>During the 1980s there was a further decrease.</p> <p>One reason for this was that it was becoming cheaper to import coal.</p> <p>This was because coal in the UK was becoming harder to extract.</p>	All other answers	(4) 1+1+1+1

Question Number	Correct Answer	Reject	Mark
1(b)(i)	D Factories close down leading to unemployment	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
1(b)(ii)	<p>State two so expect a simple statement including:</p> <ul style="list-style-type: none"> • Less pollution/more environmentally friendly (1) • Increase in wildlife/habitats (1) • Area might become more attractive (1) • Opportunities for jobs in the tertiary sector (1) • Return to farming (or another traditional land use) (1) • Opportunity for new housing (1) 	'costs' of de-industrialisation	(2) 1+1

Question Number	Correct Answer	Reject	Mark
1(c)(i)	B tertiary sector	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
1(c)(ii)	<p>Award one mark for a basic piece of evidence (1) and a second mark for extension through explanation (1).</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • Flat land (1) which is easy to build on (1) • Near to housing/Milton Keynes (1) for workers/customers (1) • Near (main) road (1) providing good access (1) • Large area (of open space) (1) for car park/further expansion (1) <p>Credit local knowledge about the area.</p>	Answers which do not use evidence from the resource – either explicit or implied	(2) (1+1)

Question Number	Acceptable Answers	Reject	Mark
1(d)	<p>Expect basic point about the growth of the secondary sector (1) with further extension of this (1). Also allow three marks for a double development.</p> <p>For example:</p> <ul style="list-style-type: none"> • Availability of raw materials (1) with further extension of this (1) • Large supply of (cheap/experienced) workers (1) to operate the machinery in factories (1) • Changes in government policy (1) allowing improvements to infrastructure (1), e.g. many new roads have been built which link different factories making trading easier (1) • Improvements in the education system (1) which have led to growing numbers of skilled workers (1) • Development of energy sources for industry (1) with further extension of this (1) • Idea of globalisation (1) with further extension of this (1) <p>No mark given for named country but max 2 if no contextual/location evidence provided.</p> <p>Max 2 for a list</p>	Answers referring to the impacts of the growth	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Topic 2 – Settlement Change

Question Number	Correct Answer	Reject	Mark
2(a)(i)	B Europe	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
2(a)(ii)	<p>The urban areas with the highest growth rate are mostly found in</p> <p>Africa</p> <p>Many countries in this part of the world are described as low income countries.</p> <p>This growth in population is caused by a high rate of natural increase</p> <p>This is also because many people are migrating from rural areas.</p>	All other answers	<p>(4)</p> <p>1+1+1+1</p>

Question Number	Correct Answer	Reject	Mark
2(b)(i)	C movement of people from cities to rural areas	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
2(b)(ii)	<p>State two so expect a simple statement including:</p> <ul style="list-style-type: none"> • Local shops/services/businesses prosper (1) • Job creation (1) • Boosts the local economy (1) • House prices change (accept rise or fall) (1) • New/increased service provision (1) • Increased spending from local government (1) • Population increase (1) • Improved infrastructure (1) <p>or any other legitimate positive change (1)</p>	'costs' of counter-urbanisation	(2) 1+1

Question Number	Correct Answer	Reject	Mark
2(c)(i)	D Land that has already been developed in the past	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
2(c)(ii)	<p>Suggest one so expect a basic point (1) with an extension either through explanation or description (1). For example:</p> <ul style="list-style-type: none"> • Development may lead to increased noise/air pollution (1) as the population of the area will increase (1) • Development may lead to increased traffic congestion (1) as the population of the area will increase (1) • Ground could be contaminated (1) which will take longer to develop/more expensive (1) • Idea of planning permission needed (1) • Cost of development may be expensive (1) as site may have to be cleaned up/infrastructure replaced (1) • House prices may fall (1) as there is now more housing available for potential buyers (1) • Idea of preserving industrial heritage (1) 	Reasons why people would want to develop this site	(2) (1+1)

Question Number	Acceptable Answers	Reject	Mark
2(d)	<p>Expect basic point about a function change (1) with further extension of this (1). Also allow three marks for a double development.</p> <p>This question is about function change of the settlement as a whole rather than the change in the land use within a settlement.</p> <p>Depends on the named UK settlement, but possible examples of function change(s). e.g.</p> <ul style="list-style-type: none"> • Fishing village to a seaside resort(1) due to fishing quotas/falling demand (1) • Coal mining village to commuter village (1) as coal is now imported from abroad (1), as this is cheaper than extracting it in the UK (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 in ship building but an increase in numbers employed in call centres (1) as ships are now being built in other countries (1) <p>No mark given for settlement but max 2 if no contextual/location evidence provided</p> <p>Max 2 for a list or generic.</p>	Answers referring to land use change/regeneration	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Topic 3 – Population Change

Question Number	Correct Answer	Reject	Mark
3(a)(i)	C 8 million	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
3(a)(ii)	<p>Nigeria has approximately 30 million people in the 0-4 age group.</p> <p>The shape of the pyramid shows a youthful population.</p> <p>This means that Nigeria is at Stage 2 of the demographic transition model.</p> <p>One reason for this is that medicines are more widely available.</p>	All other answers	<p>(4)</p> <p>1+1+1+1</p>

Question Number	Acceptable Answers	Reject	Mark
3(b)	<p>State two so expect a simple statement including:</p> <ul style="list-style-type: none"> • Overall increase (1) • Very slow growth until about 200 years ago - <i>or similar</i> (1) • Currently increasing at an exponential rate (1) • Uneven growth around the world (1) • LICs/MICs are growing faster than HICs (1) • Growth has slowed down in recent years (1) • Increasingly ageing population (1) • Falling birth rates (1) • Falling death rates (1) • Increasing population flow/migration (1) <p>or any other legitimate change (1)</p>	<p>Explanation</p> <p>Economic change</p>	<p>(2)</p> <p>1+1</p>

Question Number	Correct Answer	Reject	Mark
3(c)(i)	A the number of people in one square kilometre (km ²)	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
3(c)(ii)	D highest in the east and lowest in the west	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
3(c)(iii)	<p>Outline one so expect a basic point (1) with an extension either through explanation or description (1).</p> <p>For example:</p> <ul style="list-style-type: none"> • High relief/limited flat land (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) • Near to the coastline (1) which has potential for flooding (1) 	<p>Reasons why people would want to develop this site</p> <p>Long way from other towns and cities</p>	(2) (1+1)

Question Number	Acceptable Answers	Reject	Mark
3(d)	<p>Award one mark for a basic disadvantage (1) with further extension of this (1). Also allow three marks for a double development.</p> <p>Disadvantages might include:</p> <ul style="list-style-type: none"> • Strain on government spending (1) with development (1), e.g. pensions, healthcare, welfare services, sheltered accommodation • Reduced proportion of tax-payers (1) which might mean income tax levels will be increased (1) or people have to work longer/age of retirement increases (1) • Possible housing shortages (1) as elderly people are spending longer in their homes (1) • Services (such as schools) might experience a cut in spending (1) as more money is having to be spent on welfare services (1) • Population begins to fall (1) <p>No mark given for just naming country</p> <p>Max 2 for a list</p> <p>Max 2 for a generic answer (no contextual/location evidence provided).</p>	Advantages	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Topic 4 – A Moving World

Question Number	Correct Answer	Reject	Mark
4(a)	B travels from one place to another each day to work	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(b)(i)	A 10 000	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(b)(ii)	D 2010	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(b)(iii)	B immigration has increased more than emigration	All other answers	(1)

Question Number	Correct Answers	Reject	Mark
4(c)(i)	Accept any one of the following: <ul style="list-style-type: none">• Retirement (1)• Long-term (1)• National/internal (1)• Voluntary (1)• Social (1)	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
4(c)(ii)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for a double development.</p> <p>For example:</p> <ul style="list-style-type: none"> • Greater freedom/choice of where to live (1), no longer tied by having to live near their place of work (1) reducing the death rate (1) • Lack of services/amenities where they used to live (1) due to a relatively youthful population structure (1) • Lack of public transport (1) which meant that it took a long time to get to the shops (1) • Long way from friends/family (1) so few people to help/care (1) • High crime rate (1) due to high levels of unemployment (1) • Traffic congestion/pollution/noisy where they used to live (1) which is not very relaxing (1) • Harsh climate where they used to live (1) • Cost of living is too high (1) <p>Max two for a list.</p>	Pull factors	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Question Number	Acceptable Answers	Reject	Mark
4(d)	<p>Describe one so expect a basic point (1) with an extension either through detailed description (1) and a third mark for further description or exemplification (1)</p> <p>Examples of basic points include:</p> <ul style="list-style-type: none"> • Imposing visa requirements (1) • Restricting available benefits (1) • Setting quotas (1) • Imposing 'entry requirements' (1) for example the IELTS Life Skills tests that are being introduced for those wishing to migrate to the UK (1) which is where people need to prove their speaking and listening skills (1) 	Government policies that have increased the rate of population movement	(3) (1+1+1)

Question Number	Acceptable Answers	Mark
4(e)	<p>Outline one so expect a basic point – identifying the new technology (1) with a development through description or explanation about how/why this has increased rates of population movement(1).</p> <p>For example:</p> <ul style="list-style-type: none"> • Growth of the internet (1) allows online booking (1) • Satellites (1) allow people to stay in touch with people around the world (1) • Social media (1) has increased the awareness of different destinations (1) • Smartphone ownership (1) allows people to access the internet whilst on the move (1) 	(2) (1+1)

Question Number	Indicative content	
*4 (f)	<p>This is movement from the rest of the world into Europe. Expectation is for examples such as Afro-Caribbean, Eritrea, war zones and North Africans into France. Focus is on positive impacts on host country. Depends on example(s) used, but expect:</p> <ul style="list-style-type: none"> • Greater cultural diversity, for example within schools and on the high street, e.g. restaurants and specialised shops • Skills shortages within a country are addressed • Gaps in the labour market are filled which could lead to greater economic productivity and economic growth to be sustained • New job opportunities, e.g. translators • Increased workforce – more taxpayers. This means that issues surrounding pension provision/funding can be addressed • Immigrants bring energy and new skills/innovation • Schools with a falling role may receive additional students from the immigrants family 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	<p>A short list of ideas with one or two briefly described. Explanation is either not attempted or unclear. May only be partially linked to positive impacts of population flows on the host country. Location is either not appropriate or unclear. Very basic use of geographical terminology.</p>
Level 2	3–4	<p>A very basic description of one positive impact. Exemplification using a named European host country may be included, but is not always relevant to the answer. For the top of Level 2, expect several descriptive points to be made. Basic use of geographical terminology – communication not always clear.</p>
Level 3	5–6	<p>A detailed description or an attempted or partial explanation of at least one positive impact. For top of level, at least two positive impacts will be addressed. 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.</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> 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	<i>Intermediate performance</i> 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.
SPaG Level 3	4	<i>High performance</i> 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.

Topic 5 – A Tourist’s World

Question Number	Correct Answer	Reject	Mark
5(a)	A only available at certain times during the year	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
5(b)(i)	C 610 000	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
5(b)(ii)	A Between 2011 and 2012	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
5(b)(iii)	B Outbound tourism has increased more than inbound tourism	All other answers	(1)

Question Number	Correct Answers	Reject	Mark
5(c)(i)	Accept any one of the following: <ul style="list-style-type: none"> • Leisure (1) • International (1) • Heritage/historical (1) • Cultural (1) • Family (1) • Educational (1) 	All other answers	(1)

Question Number	Acceptable Answers	Reject	Mark
5(c)(ii)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1) but also allow three marks for a double development.</p> <p>Accept suggestions of how tourism may have positive social, economic and environmental impacts on the area.</p> <p>For example:</p> <ul style="list-style-type: none"> • Jobs are created (1), e.g. such as a waitress in a hotel (1) • New/improved infrastructure and/or entertainment facilities are opened (1) which can be used by locals, e.g. cafes, bus services and toilets (1) • Boosts the local economy (1) • The area could re-invest money from tourism (1), e.g. to protect the ancient stone circle (1) • Other nearby attractions may also receive visitors (1) as tourists may be spending the whole week touring the area (1) • Educating tourists about the area (1) which means that culture/heritage will be maintained (1) <p>Max two for a list.</p>	Negative impacts	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>(1+1+1)+1</p>

Question Number	Acceptable Answers	Reject	Mark
5(d)	<p>Describe one so expect a basic point (1) with an extension either through explanation or description about how this development has contributed towards the rejuvenation of the resort (1). For example:</p> <ul style="list-style-type: none"> • Rebranding (1) • Modernising/regenerating existing infrastructure (1) to attract more families to the resort (1) e.g. Dreamland theme park in Margate (1) • Increasing the range of facilities for tourists (1) to increase the number of tourists that can stay in a hotel (1) <p>No mark for just naming a resort, but credit use of exemplification when used to support an initial point</p> <p>Max 2 for a generic answer</p>	Details about any other stage of the Butler model	(3) (1+1+1)

Question Number	Acceptable Answers	Reject	Mark
5(e)	<p>Describe one so expect a basic point – identifying the feature of eco-tourism (1) with a development about how/why this has benefitted a local community (1). For example:</p> <ul style="list-style-type: none"> • Locals are employed all-year round (1) which ensures a steady income (1) • Local produce is used in the resort (1) which provides an income for local farmers (1) • Local tradesmen are used in the construction of tourist accommodation (1) which puts money into the local economy (1) • Locals employed by tourist companies (1) which prevents revenue from tourism leaving the area (1) • Money is put back into the local community/economy (1) so that reinvestment into the local community and the environment can take place (1) 	Ways in which eco-tourism protects/benefits the environment unless a link is made with how this might help locals	(2) (1+1)

Question Number	Indicative content	
*5 (f)	Social and economic factors include: <ul style="list-style-type: none"> • Greater number of paid days away from work/annual leave • Shorter working week increases the amount of leisure time available • 'Flexi-time' provides greater opportunities for extended weekend breaks • Early retirement ('grey pound' and pensions) – plus the idea of an ageing population • Developments in ICT (e.g. the internet) makes it easier to book holidays and research potential destinations • Changing demands (e.g. type of holiday) has triggered a growth for a wide range of destination that previously did not experience tourism • More disposable income (links with paid holidays, minimum wage and higher wages) 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A short list of ideas with one or two briefly described. Explanation is either not attempted or unclear. May only be partially linked to social/economic factors that have caused a growth in tourism. Very basic use of geographical terminology.
Level 2	3–4	A very basic description of one social or economic factor. Exemplification may be included, but is not always relevant to the answer. For the top of Level 2, expect several descriptive points to be made. Basic use of geographical terminology – communication not always clear.
Level 3	5–6	A detailed description or an attempted or partial explanation of at least one social or economic factor. For top of level, at least two social/economic factors will be addressed. Expect at least two partial explanations, one partial explanation or one clear explanation offering depth. Some use of geographical terminology and communication is mostly clear.
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	<i>Threshold performance</i> 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.

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