

# Mark Scheme (Results)

June 2011

GCSE Geography B 5GB3F  
Geographical Decisions

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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.
- 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.*

Question Number	Correct Answer	Reject	Marks
1 (a)(i)	C North-East (1)	All incorrect answers	2 (1 per correct answer)
(a)(ii)	A Moray and Aberdeenshire (1)		

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
1 (b)(i)	Bar drawn correctly at 18.7	<ul style="list-style-type: none"> <li>Accept plotting to within 3 small graph squares – i.e. 18.4 to 19.6.</li> <li>Un-ruled lines acceptable as long as they are accurate</li> </ul>	All incorrect answers	2 x 1
(b)(ii)	Title 'Sunshine Hours per day'			

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (c)	<p>Any of:</p> <ul style="list-style-type: none"> <li>It is drier / there is less rain in the east / there is more rain in the west (1)</li> <li>Fewer rainy days (1)</li> <li>More sunshine (1)</li> <li><i>plus other points on merit</i></li> </ul> <p>1 mark per correct answer – and award a second mark if single statements combine two comparisons e.g. 'It is sunnier in July and warmer.'</p>	<p>Accept general statements e.g.</p> <ul style="list-style-type: none"> <li>'It is warmer'</li> <li>It is drier</li> <li>provided that month is stated (as the annual average is the same)</li> <li>'It is sunnier'</li> </ul>	<p>Award only 1 mark if same feature used twice e.g. 'it is drier in January'</p> <p>'it is drier in July'</p> <p>Or opposite statements e.g. 'it is drier in the east' followed by 'it is wetter in the west'</p>	2 x 1  (1 per correct point)

Question Number	Correct Answer	Reject	Marks
1 (d)(i)	Aberdeen (1)	All incorrect answers	2 (1 per correct answer)
(d)(ii)	C 192 miles (1)		

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
1 (d) (iii)	<p>Any of:</p> <ul style="list-style-type: none"> <li>• Low density of <b>population</b> / there are no major towns or cities (1) for market / workers (1)</li> <li>• Long <b>distances</b> to cities / markets (1)</li> <li>• Plus 1 mark for examples e.g. Glasgow or London (1)</li> <li>• <b>Time</b> taken – e.g. a full day return trip to Glasgow (1)</li> <li>• <b>Expense</b> of e.g. sending salespeople or lorries perhaps for overnight stays (1), or flights to UK cities (1)</li> <li>• <b>Infrastructure</b> e.g. poor transport connections (1) with 1 mark for exemplars e.g. motorways, fast rail, minor airports (1) and also points about broadband (1)</li> <li>• Points about <b>rurality</b> 'less than 25% is urban' e.g.</li> <li>• <i>plus other points on merit</i></li> </ul>	<p>Accept general statements: e.g.</p> <ul style="list-style-type: none"> <li>• 'It is very remote' (1)</li> <li>• 'it is a big area but has few towns' (1)</li> </ul>	<p>Vague answers e.g. 'There isn't much there' / 'there'd be no one to work there'</p>	2 x 1

Question Number	Correct Answer	Reject	Marks
1 (e) (i)	<p><b>D</b> The largest age group is people aged 40-44</p> <p>1 mark per correct answer</p>	All incorrect answers	1

Question Number	Correct Answer	Reject	Marks
1 (e)(ii)	Falling  1 mark per correct answer	All incorrect answers	1

Question Number	Correct Answer	Reject	Marks
1 (e)(iii)	<p>Award 1 mark each for any of:</p> <ul style="list-style-type: none"> <li>• <b>Pull factors</b> elsewhere – e.g. young people have to move away (1) with additional mark if developed with reason – e.g. ‘for university’ (1) ‘for jobs’ (1) ‘for greater social life’/bright lights (1)</li> <li>• Award additional marks if specific employment named e.g. North Sea Oil (1)</li> <li>• <b>Push factors</b> in the region e.g. ‘there are no universities’ (1) and more marks if developed – e.g. ‘which means that there are no opportunities here’ (1) or ‘there is no training’ (1)</li> <li>• Low wages (1) so young people move away (1 – see above)</li> <li>• Lack of employment opportunity (1) with examples e.g. fishing is declining (1)</li> <li>• Distances to cities are great (1) so commuting is difficult (1) and more marks if developed – e.g. ‘therefore it is easier to move away’ (1) or linked to few roads or railways (1) making commuting difficult</li> <li>• <i>plus other points on merit</i></li> </ul> <p>Award 2-3 marks for either 2-3 separate points, or for developed points. E.g. <i>‘There are no universities (1) and so young people have to go to large cities for places (1) and so they move away (1)’</i> Up to 3 marks can be awarded for a full response to one reason if developed well enough.</p>	Generalised points ‘there isn’t much there’, or ‘fishing is hard work so people leave’ ‘people are ambitious’ without specifying a cause or reason	2 x 2  4

## Section B

Question Number	Correct Answer	Reject	Marks
2 (a)	C (catching more fish than will sustain the fish population)  1 mark per correct answer	All incorrect answers	1

Question Number	Correct Answer	Reject	Marks
2 (b) (i)	B (demersal fish live here)  1 mark per correct answer	All incorrect answers	1

Question Number	Acceptable Answers	Reject	Marks
2 (b) (ii)	Accept any single or developed points about beam trawling e.g.: <ul style="list-style-type: none"> <li>• destroys the sea bed (1) plus further marks if developed e.g. damage caused by tickler chains (1), catch-all in drag nets (1)</li> <li>• shrimp fishing produces huge by-catch (1) plus one mark if mentions reason , e.g. <i>'because other fish feed on shrimp (1) and so get caught themselves'</i> (1)</li> <li>• large nets catch many species which are not intended (1) plus 1 for example e.g. dolphins (1)</li> </ul> <i>plus other points on merit</i>  1 mark per correct point	Vague reasons given without specific context e.g. <i>'too many fish get killed'</i> <i>'the nets are big'</i> <i>'they destroy the ecosystem'</i>	3 x 1

Question Number	Acceptable Answers	Reject	Marks
2 (c)	<p>Accept any single or developed points e.g.</p> <ul style="list-style-type: none"> <li>• Large ships can catch more (1) in a shorter period of time (1)</li> <li>• Large ships can have processing / freezing equipment / better technology on board (1) so the fish stays fresh (1)</li> <li>• Boats can stay away for longer (1) and therefore catch more (1)</li> </ul> <p><i>plus other points on merit</i></p> <p>1 mark per correct suggestion – with a second mark if developed. Award 2 marks for either 2 correct points, or for a well developed answer.</p>	<p>Vague reasons e.g. <i>'they catch too many fish'</i>, or where answers are not explained or clarified e.g. <i>'so they can have freezers on board'</i></p> <p>Beware direct lift from booklet e.g. <i>'Boats can pinpoint shoals of fish accurately using radar'</i></p> <p>Do not allow extended mark for <i>'in one trawl'</i> or <i>'in one trip'</i></p>	2



Question Number	Acceptable Answers	Reject	Marks
2 (d)	<p>The question is about an EU policy defined / explained (1 mark) plus developed with an <b>impact</b> (1 mark).</p> <ul style="list-style-type: none"> <li>• NB: Do not credit the same policy twice – i.e. in ‘Gains’ and ‘Problems’.</li> <li>• However, <b>do</b> credit reverse impacts e.g. ‘Scottish boats can fish elsewhere’ as a Gain, and ‘EU boats come and fish in Scottish waters’ as a Problem.</li> </ul> <p>Therefore, accept any of:</p> <p><b>Gains</b></p> <ul style="list-style-type: none"> <li>• Policy – ‘gives UK boats access to EU fishing grounds’ (1) – and 1 extra mark if developed e.g. ‘which provides larger volumes’ or ‘gives British people more varied fish’ (1).</li> <li>• Policy – ‘Allows boat owners to buy more quotas’ (1) – and 1 mark if developed ‘so they can catch more fish’ (1)</li> </ul> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>• Policy – ‘Gives EU boats access to UK fishing grounds’ (1) – and 1 extra mark if developed e.g. ‘which cuts UK fishing catches’, ‘causes overfishing’, or ‘puts more pressure on the North Sea / UK fishing grounds’</li> <li>• Policy – ‘Quotas force fish to be thrown back’ (1) – and 1 extra mark if developed e.g. ‘losing income’ or ‘cause environmental damage’ (1)</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Difficult to get change (1) as many governments have to agree (1)</li> <li>• <i>plus other points on merit</i></li> </ul> <p>1 mark per correct suggestion – with a second mark (exceptionally, a third) if developed. Award 2 marks per answer for either 2 correct points, or for developed points.</p> <p>3 marks can be awarded for a well-developed response to one reason if developed well enough; the candidate need not ‘max out’ on one response.</p>	<p>Reasons given without context e.g. ‘because you can get more fish’ ‘they can get our fish’</p>	<p>2 x 2 4</p>

Question Number	Correct Answer	Acceptable Answers	Reject	Marks
2 (e)	<p><b>Primary:</b> any of</p> <ul style="list-style-type: none"> <li>• Fishing (or fishing worker) (1)</li> <li>• Any job in farming (1)</li> <li>• <i>Or others on merit</i></li> </ul> <p><b>Secondary:</b> any of</p> <ul style="list-style-type: none"> <li>• Any of the manufacturing jobs (or companies e.g. Baxter's, Young's) mentioned in the booklet e.g. food processing, ship repair</li> <li>• <i>Or others on merit</i></li> </ul>	<p>Accept general statements: e.g.</p> <ul style="list-style-type: none"> <li>• 'farmer' (1)</li> <li>• 'factory worker' (1)</li> </ul>	<p>Answers which are incorrect for the region e.g. 'miner' / 'quarry worker'</p>	2 x 1

Question Number	Indicative content	
2 (f)	<p>This answer ought to outline the issues about employment. Expect that good answers will use the Resource Booklet specifically to describe particular problems, and will link causes to impacts (e.g. lack of male employment to out-migration to N Sea Oil) whilst others may be 'placeless' or generalise, without necessarily referring to evidence from the booklet (e.g. 'there are no jobs there').</p> <p>Specific employment problems include:</p> <ul style="list-style-type: none"> <li>• Low wages – therefore less spending by people, and low demand / stimulus.</li> <li>• High percentages of part-time work/decline in full time work</li> <li>• High male unemployment – leading to men seeking work out of the region</li> <li>• Lack of skilled or high wage / professional and managerial employment</li> <li>• Seasonal unemployment</li> <li>• Lack of employment for young people</li> <li>• Declining fish stocks – so employment in fishing is uncertain</li> <li>• Declining market for traditional products e.g. whisky</li> <li>• Fall in employment in farming as full-time workers are replaced by contractors or pick-your-own fruit</li> <li>• If fishing fails, so might food processing (e.g. canning, freezing)</li> </ul> <p>High quality answers will develop points (shown in bold); well developed points (with 2 connecting statements or more) will explore links e.g. <i>'Most jobs in the area are low-wage <b>so that</b> many people have to go to Aberdeen or Inverness to get decent wages <b>or else</b> leave the region to look for better pay elsewhere'</i></p> <p>One well developed point like this can take a candidate into L2 and 3 marks. Look for two developed points to award 4 marks, or higher if these points are well developed.</p> <p>Look for paragraphs <b>consisting wholly</b> of direct 'lift' from the booklet – limit to Level 1 if <b>all</b> the candidate does is directly quote, unprocessed; limit to Level 2 if some adaptation with further meaning added. A good Level 3 answer will use own language and evidence.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	Lacks structure; identifies 1-2 problems, but these are limited and described without detail / are non-specific. Generalised answers – e.g. 'there aren't enough jobs'. Paragraph(s) may be lifted <b>directly from the booklet</b> without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.

<b>Level 2</b>	3-4	Some structure with use of evidence. Develops 1 employment problem very well, or 2 problems well. Problems are described with some detail, though this varies in quality e.g. may not specify particular types of employment. May include phrases taken from the booklet but with some adaptation of own. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Well structured, with sound use of evidence to describe a range of employment problems. Specific statements made about particular problems using evidence e.g. data from Figures 14-16. Issues are developed in detail with evidence of well-developed factors. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

## Section C

Question Number	Indicative content
3 (a)	<p>All six options offer plenty of room for discussion. Any of the options could be chosen; there are no 'loss leaders'. Markers should credit negative points as well as advantages if they help to balance the argument; e.g. for Option B <i>'although fishing would decline in the short-term, it would be saved in the long term'</i>. Employment options D-F can be selected and balanced against each other – e.g. <i>'Option D still has disadvantages but fewer than E and F'</i>.</p> <hr/> <p><b>Overall</b> Treat both answers to (i) and (ii) holistically for 9 marks. Award Level 3 only for those who select options in both categories.</p> <p><b>Fishing Options:</b> <b>Advantages of Option A include:</b></p> <ul style="list-style-type: none"> <li>• It allows employment in fishing and commercial food processing to continue by providing raw materials for key industries such as food processing.</li> <li>• It offers economies of scale</li> <li>• Fishing boats can travel further, making the industry less reliant on the North Sea</li> <li>• It offers potential prosperity by offering employment in key areas of the economy</li> <li>• It allows the essential food industries in the region to help brand the area</li> </ul> <p><b>Advantages of Option B include:</b></p> <ul style="list-style-type: none"> <li>• Has the greatest value in protecting the North Sea environment from overfishing</li> <li>• It may offer short term pain but for long term gain</li> <li>• It protects fish stocks, and therefore future supplies for the food processing industries.</li> <li>• It offers the only way to guarantee fish supplies at a time when these are declining</li> <li>• It causes employment cuts in an industry which is declining in employment anyway</li> <li>• Protects the ecosystem / prevents further damage / allows damaged areas to recover.</li> </ul> <p><b>Advantages of Option C include:</b></p> <ul style="list-style-type: none"> <li>• It allows the fishing industry to continue for the present</li> <li>• It supports the food processing industries by allowing them to continue</li> <li>• It prevents large fishing boats from having to be sold off by maintaining the status quo</li> <li>• It is politically acceptable because no large cuts have to be planned for</li> <li>• It could be seen as the most realistic policy and more likely to be workable.</li> </ul>

<p><b>Employment Options:</b></p> <p><b>Advantages of Option D include:</b></p> <ul style="list-style-type: none"> <li>• Could help to regenerate tourism which is in decline</li> <li>• Uses the land and North Sea environment – usable assets</li> <li>• Would attract tourists e.g. bird-watchers plus those marine life watchers e.g. dolphins</li> <li>• The film industry would provide several benefits as spin-off – e.g. more tourists.</li> </ul> <p><b>Advantages of Option E include:</b></p> <ul style="list-style-type: none"> <li>• Helps to regenerate tourism which is in decline</li> <li>• High spending tourists might visit all year round instead of just the summer</li> <li>• Uses the region’s food from both the fishing and farming industries – usable assets</li> <li>• Could spin off into increasing demand for food and help both farming and fishing</li> <li>• A new five-star hotel would improve the image of the area</li> </ul> <p><b>Advantages of Option F include:</b></p> <ul style="list-style-type: none"> <li>• Would help to address the lack of managerial and professional people in the area</li> <li>• Would bring higher-spending people into the region – would create demand for services and shops in the region and benefit them</li> <li>• Rural broadband can help to remove problems caused by geographical isolation</li> <li>• Makes use of existing property e.g. harbour-front buildings, and regenerates these</li> <li>• Might help to improve prospects for employment for young school-leavers and / or bring graduates back to live in the area</li> </ul>		
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	Lacks structure; identifies a few advantages and disadvantages, but these are limited and described without detail, and non-specific. Generalised answers – e.g. ‘Option A is best because it gives jobs’. Paragraph(s) may be lifted <b>directly from the booklet</b> without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	4-6	Some structure with use of evidence to show some advantages and disadvantages. Identifies a few specific points, with some detail, though this varies in quality. May include phrases taken from the booklet but with some adaptation of own. Clearly written but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	7-9	Well structured, with good use of evidence to show a range of advantages and disadvantages for the region. Specific points made. Good understanding of issues, expressed in detail and specific reference to resources in the booklet. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question Number	Indicative content
3 (b)	<p>Expect a mix of answers. The main thrust of the argument is that it will be difficult given almost any of the policies to attract people back to an isolated region such as this. Many will focus either on young people leaving the area for university and not returning, or on those who have to go straight from school into unemployment. Some will see options such as Option D as likely to attract older residents and skew the population further towards the elderly. Good answers will explain how their opinions link to the response given for Question 3(a), whilst lower-quality responses will generalise without evidence. High quality answers will see connections between economic and social opportunity on one hand, and environmental on the other.</p> <p>Award Level 3 <b>only</b> where the population structure is directly addressed even if rather vaguely expressed – <i>'e.g. this will bring the younger age groups back'</i></p> <p>In general, the links between each option and opportunities for young people opinions are likely to be as follows:</p> <ul style="list-style-type: none"> <li>• Option A is likely only to save jobs for those already in existing jobs and won't create many new jobs. However it might help to save jobs and expend jobs in food processing factories. Unlikely to help stem flow of young people to university or encourage them to return.</li> <li>• Option B could cause a collapse in local employment, and in turn in the fish / food processing industries. However, it could link with one of the options for employment and help brand the area's environment, this creating a new stimulus there.</li> <li>• Option C is unlikely to create many new jobs as the current trend is for the collapse in fishing employment – which would therefore be likely to continue</li> <li>• Option D could increase tourism and help to stimulate jobs; though tourism usually creates low-wage, part-time and seasonal work, so it may not benefit young people except those wanting a part-time job while at college. It is dependent upon the success of the region in attracting film-makers to brand the area. could attract as many older as younger people – therefore not actually change the structure much</li> <li>• Option E could increase employment similarly, but depends upon high-spending tourists visiting all year round. Tourism usually creates low-wage, part-time and seasonal work, so it may not benefit young people except those wanting a part-time job while at college. However it could spin off employment in farming if food 'branding' takes off.</li> <li>• Option F is most likely to attract professional and higher-income employment to the region – if companies can be persuaded here. However the likelihood is that small companies would be most likely to come, and they may not generate large new employment. So population structure might not alter too much, especially if new companies are set up by wealthier older people.</li> </ul>

Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	Lacks structure; identifies a few advantages and disadvantages, but these are limited and described without detail, and non-specific. Basic or simple answers – e.g. ‘Option A will bring new jobs’ without tying it to changes in population structure. Paragraph(s) may be lifted <b>directly from the booklet</b> without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
<b>Level 2</b>	3-4	Some structure with use of evidence to show some advantages and disadvantages. Identifies a few specific points, with some detail, though this varies in quality. May include phrases taken from the booklet but with some adaptation of own. Begins to tie into population structure – but only vaguely – ‘it might bring young people back’. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Well structured, with good use of evidence to show a range of advantages and disadvantages for the region. Specific points made, and ties options to changes in population structure – e.g. ‘Option F might attract young adults back to the region and equalise the population age groups’. Good understanding of issues, expressed in detail and specific reference to resources in the booklet. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.





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