

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE in
Geography B (5GB3F)

Unit 3: Making Geographical Decisions
(Foundation)

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General Marking Guidance

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

Placing a mark within a level mark band

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

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

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

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

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

Spelling, Punctuation and Grammar Marking Guidance

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

Question Number	Correct Answer	Reject	Mark
1(a)(i)	C = An island in the Caribbean Sea	All other answers.	1

Question Number	Correct Answer	Reject	Mark
1(a)(ii)	C = Mostly on the coast	All other answers.	1

Question Number	Correct Answer	Reject	Mark
1(a)(iii)	D= People moving from one country to live in another	All other answers.	1

Question Number	Correct Answer(s)	Reject	Mark
1(b)	GDP per capita - (average income) Life Expectancy (or synonym of same) Education levels and/or Literacy rates (accept education)	GDP/income (must have idea of per person) Comments about Jamaica's relative level of development	3 1+1 +1

Question Number	Correct Answers	Acceptable Answers	Reject	Mark
1 (c)	Any of the following. The birth rate is quite high (1) Infant mortality rates are high (1) Birth rate > death rate and/or natural increase (1) Relatively low rate of urbanisation (60%) (1) Graduates leaving (1) Plus other points on merit.	Material from later in RB In debt (1) Not much to spend on health and or education (1) Reducing life expectancy (1) There are many subsistence farmers/primary sector and/or named example – bauxite -important (1) Low GDP per capita (1) Importance of remittances (1) 43% in poverty (1)	People of African origin It is in the Caribbean Equivocal answers e.g. 'Birth rate' 'Life expectancy'	2 1+1

Question Number	Correct Answers	Acceptable Answers	Reject	Mark
1(d)	<p>Allow answers that infer change as in 'the fact that life expectancy has fallen' – they are NOT asked what the impact on the structure would be but just to identify the reason for the change.</p> <p>Natural increase $BR > DR$ (so change in structure) (1)</p> <p>Changes related to falling Life Expectancy (1)</p> <p>Emigration will continue to impact on structure(1)</p> <p>All cohorts carry on growing or equivalent idea (1)</p> <p>Plus other points on merit.</p>	<p>Changing social structure with more women in work (1)</p> <p>Changing gender balance as men migrate more than women (1)</p>	<p>Answers unrelated to structure</p> <p>Simple statements such as 'changes in birth rate' without any development</p> <p>Description of impact on structure</p>	<p>2</p> <p>1+1</p>

Question Number	Correct Answer	Reject	Mark
2(a)(i)	A = Most Jamaicans work in the tertiary sector	All other answers	1

Question Number	Correct Answer	Reject	Mark
2(a)(ii)	D = Remittances	All other answers	1

Question Number	Correct Answers	Acceptable answers	Mark
2(a) (iii)	A two mark answer so the initial point has to be legitimate. It may be that the development of the idea is sound but not the initial idea in which case it should score 0 – ‘Subsistence farming is rapidly declining so they pay out for food to be imported leaving them with no income...’ They borrowed money (1) legitimate motive for same (e.g. to pay for imported food) or may come for Unit 2 K and U (1) from banks and/or international lending institutions overseas (1) and/or legitimate consequence of same e.g. high interest payments (1)	International lenders lent recklessly (1) example of same (1) Poor decisions made in past by government (1) example of same (1) <i>Because they borrowed</i> (1) from other countries (1) Allow as an extension to borrowed money idea - ‘45% of taxes used to pay interest’ or similar as 2 nd mark	2 (1+1)

Question Number	Correct Answers	Reject	Mark
2(b)	Recognises that gap is widening N.B. – may not be clear which is developing faster/slower (1) some periods worse than others – any comment about variation (1) data to support either overall point or variation (1)	Explanations Material drawn from Figure 2c	2 (1+1)

Question Number	Correct Answers	Reject	Mark
2 (c)	Overview - poor performance overall (1) any one category identified e.g Foreign debt (1) detail/data of any one point e.g ...is the worst (1) Limit to 2 is no overview	Explanatory points Material drawn from Figure 2b	3 (1+1 +1) Or (1+1) +1

Question Number	Correct Answers	Reject	Mark
2 (d)	<p>Identifies area of high or low income per person (1) legitimate reason for same (1) as below...</p> <p>City (Kingston) has higher GDP per capita/income (1) better paid jobs/government jobs/ TNCs or any other legitimate reason (1)</p> <p>Coastal areas have higher GDP per capita/income (1) tourism/trade/bauxite exports or any other legitimate reason (1)</p> <p>Interior has lower GDP per capita/income (1) because of subsistence farming or other legitimate reason (1)</p> <p>Allow 1 mark for each legitimate area Allow 1 mark for each legitimate reason</p>	<p>Descriptive points e.g. higher in the cities</p> <p>Tautological statements such as 'because they are more developed'</p>	<p>4 (1+1) + (1+1)</p>

Question Number	Correct Answer	Acceptable	Reject	Mark
3 (a)	<p>Differences in quality of buildings (1)</p> <p>Differences in density of buildings (1)</p> <p>Difference in construction materials used (1)</p> <p>Differences in functions of buildings – homes/ tourist accommodation (1)</p> <p>Differences in location of buildings – coastal/non coastal (1)</p> <p>Differences in topography – lowland plain/hills inland (1)</p> <p>Differences in vegetation – cleared v forested or similar(1)</p>	<p>Differences in wealth (1)</p>	<p>Explanations</p> <p>Do not allow inferences about hygiene/lifestyles etc.</p> <p>Do not double credit – poor quality buildings/low quality buildings – just (1)</p> <p>Points that are not comparative</p>	<p>3 1+1+1</p>

Question Number	Correct Answer	Mark
3 (b)	<p>There needs to be a clear and identifiable impact on the environment to gain any credit. Development points depend on this impact being clear. These points may be in any order – see cruise ships point.</p> <p>Look for environmental impact for 1 mark and legitimate tourist related process that brings this about, for the other mark</p> <ul style="list-style-type: none"> • Damage to the environment from building the resorts (1) which might spoil habitats and/or create sediment in rivers (1) • Clearance of forest/marsh/mangroves by building resorts (1) which can lead to damage of coral reefs (1) • Impact of resorts on water supply/ water waste disposal/sewage (1) which affects water quality (1) • Damage done by poor quality sanitation/sewage in rural communities housing workers (Figure 3b) (1) which affects water quality • Cruise ships may do damage (1) by discharging waste/oil (1) • Damage to coral reefs (1) from overuse diving and/or snorkelling and/or souvenirs/any legitimate tourist damage e.g. 'litter' (1) • Sea level rise caused by CO2 emissions (1) because of air travel for most tourists (1) <p>Allow ideas from Unit 2 and/or Unit 1</p>	<p>6 (1+1) + (1+1)+ (1+1)</p>

Question Number	Correct Answer	Reject	Marks
4 (a)	<p>Description of location of mining – centre/middle or similar (1) data to support- e.g use of scale (1) description of extent of mining areas (1) data to support e.g 20%/1/5th of land area (1) co-location of different parts of the industry – plants/railways/waste etc (1) description of location of ports e.g. 3 on south coast, one on north coast (1) description of plant locations and or rail lines (1) mostly above 750 metres (1) mainly subsistence farming areas (1) inland (1) use of Figure 1b to describe land use in (potential) mining areas (1)</p> <p>Limit to (1) if just names places as in 'The areas of Jamaica affected include Port Kaiser, Nain, Ocho Rios....'</p>	<p>Explanations</p> <p>Ports are on the coast</p>	<p>3 (1+1+1)</p> <p>Or</p> <p>(1+1) +1</p>

Question Number	Indicative content	
*4 (b) QWC i-ii-iii	<p>Good answers will use both Section 4 and knowledge and understanding from Unit 1 and Unit 2 to explain specific/detailed challenges, and will develop points. At the top end, points will be well developed with detail and/or data and information from the booklet e.g. from Figure 4b.</p> <p>Negative environmental impacts</p> <ul style="list-style-type: none"> • Removal of topsoil, so nothing can grow/slow regeneration idea (see 4b) • Removal of rainforest, details of where or further impact of that (see 4b) • Impact on rivers/run-off with siltation so affecting fauna/flora • Impact of plants/factories on air quality so affecting fauna/flora (see 4b) • Possible Impact of siltation on coral reefs • Development of transport system e.g. railways = loss of habitat 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	States at least one simply stated disadvantage without detail. Points will be 'lifted' straight out of the Resource Booklet without comment. No proper description of why these are negative. Limited structure to answer and basic use of geographical terminology.
Level 2	3–4	Describes at least two disadvantages; at least one with developed statements that explain the relationship between the activity and the negative impact on the environment. Resource Booklet used but also some imported K and U from Units 1 and 2. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	5–6	Describes several disadvantages; at least two with developed statements, e.g. <i>'rainforest will have to be removed to get at the bauxite'</i> . Resource Booklet used well with useful imported K and U from Units 1 and 2 as in <i>'soil that remains will lack nutrients so forest cannot regrow/regenerate'</i> . Obvious explanatory links made between mining/processing of bauxite and environment. Clear structure, well communicated and with a good use of geographical; terminology.

Question Number	Indicative content
*5 QWC i-ii-iii	<p>Students will use the RB and their K and U from Units 1 and 2.</p> <p>All three options offer plenty of room for discussion. Any of the options could be considered; there are no preferred/better options. Students are asked to focus on the people of Jamaica – at the very top it might be seen that there will be ‘winners’ and losers’ from both all types of economic development.</p> <p>Broadly, decide levels as follows.</p> <ul style="list-style-type: none"> • Simple, undeveloped statements are limited to Level 1, e.g. <i>‘Option 1 might lead to more jobs’</i>. Level 1 also applies to a single developed point without further comment. • Developed statements start the road to Level 2/3. A single well-developed point can be Level 2 for 3 marks, e.g. <i>‘Option 2 might help provide more jobs for people who live in Kingston’</i>. • An answer can reach the top of Level 3 using three developed points (e.g. from the factors below). Exceptionally, two well-developed points can take a response to the top of Level 3 irrespective of the third point. <p>Advantages of Option 1 include the following.</p> <ul style="list-style-type: none"> • It provides economic growth by providing a large number of jobs – 90,000 • Tourism is one of the world’s fastest growing industries so there is a demand • It provides jobs primarily for young people where the need is greatest • Jamaica has much available coastline that has not yet been developed • Links could be established with local suppliers creating ‘secondary’ jobs • It might stimulate arts and crafts industries • Higher incomes might allow environmental issues to be addressed <p>Allow;</p> <ul style="list-style-type: none"> • It is better than the alternative – not so many disadvantages. <p>Advantages of Option 2 include the following.</p> <ul style="list-style-type: none"> • It provides employment by providing a number of jobs – 4000 • These jobs likely to be better paid than alternatives (tourism) • Might provide some jobs for graduates • Possibility of developing an aluminium industry in future (value-added idea) • Links could be created with aluminium using industries • Always going to be a demand • Higher income generated may permit environmental issues to be addressed <p>Allow;</p> <ul style="list-style-type: none"> • It is better than the alternative – not so many disadvantages

	<p>Advantages of Option 3 include the following.</p> <ul style="list-style-type: none"> • Jamaica has no choice – economy in such a mess • Offers details of economic situation to support above idea • Most jobs created – 90,000 + 4000 • Impact of multiplier on other sectors • They operate in different areas of the country so no ‘conflict’ between them • If one sector suffers decline other can take up economic ‘slack’ • Higher incomes generated may allow environmental and issues to be addressed 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–3	States at least one simply stated advantage, but these are described without detail e.g. ‘ <i>Tourism will bring more jobs</i> ’. Points likely to be ‘lifted’ straight out of the Resource Booklet, without comment or qualification. No obvious explanation of why this is beneficial for the people of Jamaica. Limited structure to answer and basic use of geographical terminology.
Level 2	4–6	Sound description of at least two advantages in some detail using evidence to develop statements beyond RB , e.g. ‘ <i>Tourism will bring more jobs both in the resorts and in other industries such as farming</i> ’. Clear attempt to explain why the impacts on people are positive importing a little K and U from Units 1 and 2 as in ‘ <i>higher incomes will lead to an improvement in living standards e.g. health</i> ’. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	7–9	Good description of at least three advantages using evidence to develop statements fully, e.g. ‘ <i>Tourism will bring more jobs both in the resorts and in other industries such as farming as food demand increases</i> ’. Strong attempt to explain why the impacts on people are positive importing good K and U from Units 1 and 2 as in. ‘ <i>higher incomes will increase tax revenues for the government leading to an improvement in health and education</i> ’. May introduce counter-argument. Clear structure, well communicated and with a good use of geographical; terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do 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> Candidates spell, punctuate and use 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	<i>Intermediate performance</i> Candidates spell, punctuate and use 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	3	<i>High performance</i> Candidates spell, punctuate and use 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.

