Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE in
Geography B (5GB3H/01)
Unit 3: Making 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.

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(s)	Marks
1(a)	Birth rate minus death rate (1) Population increase less net migration (1) Or equivalent answers	1

Question Number	Correct Answer	Reject	Marks
1 (b)	Significant increase in elderly population (1) data to support (1). Increased teens (1) data to support (1). Not much change in 60s cohort (1)) data to support (1). Some gender differences in 40s to 50s (1) data to support (1). Data might be a figure drawn from x-axis or a manipulation of that data e.g. double the number of x than y by 2037. **Allow any other legitimate answer.**	Answers about population size	2 (1+1)

Question Number	Correct Answer	Acceptable Answer	Marks
1 (c)	Significant differences/very uneven or equivalent overview comment (1) concentration in England (1) very little in Wales (1) very little in Scotland (1) very little in Northern Ireland (1) recognises concentration in south or south-east (of UK or England) (1) identifies place(s) e.g. London/Manchester/Birmingham (1) data to support as in some attempt to measure possible land cover e.g. London is about 100km 'wide' of similar(1) Locations need to be clear as in 'Midlands of England' as opposed to 'in the midlands' which might be UK or England. South-east works in	Allow 'scattered' given that many towns and cities in most parts of the UK	4 or (1+1) + 1+1 or 1+1+1+1

either.

Limit to 3 marks if no overview of the distribution either explicitly stated or implied through the use of comparative language 'more' 'less' etc.

Allow any other legitimate answer.

Question Number	Correct Answer	Marks
1 (d)	More jobs available (1) because of proximity to ports/continent and/or transport/communication links so better trade (1) leading to in-migration (1) data/detail to support e.g. type of job/figures for growth (1) Education centres/universities (1) therefore population through growth of younger population (1) data/detail to support e.g named town/city (1) Urban sprawl (1) because of proximity to London and/or other major urban centres (1) data/detail to support (1) Mountains and moorlands have low carrying capacity and/or challenging climates/environments (1) therefore few towns and cities grow there (1) Data/detail to support e.g out-migration (1) Lowland areas more likely to have higher population densities (1) and therefore lead to greater urban growth (1) Data/detail to support (1) **Allow any other legitimate reason for uneven distribution**	4 (1+1+1) + 1 Or (1+1) + (1+1) Or 1+1+1+1

Question Number	Correct Answers	Marks
1 (e)	Recognition of current pattern with much more open space in suburban areas and more built up in centre (1) Population growth will lead to greater demand for housing/homes (1) which in turn will lead to more land needed for retail/ education/admin land use (1) likely to lead to more development on suburban margins and/or identifies areas e.g. Richmond Park (accept 'greenbelt') (1) where more land 'available' (1) so loss of woodland and/or vegetation (1) one mark for extension through application of numeric data from RB e.g. reduced from 47% Woodland/other Vegetation and/or reduced from 60% open space and/or national figure houses up from 1% (1) Might intensify land use in the centre with more high-rise development (1) but little change in land use (1) although maybe brownfield sites – old industrial areas becoming residential (1) develops through example(s) from Unit 2 (1) **Allow any other legitimate answer.**	4 (1+1) + 1+1 (1+1+1)+1

Question Number	Correct Answer	Marks
2(a)	Top five are largely southern and eastern (accept south-east) (1) mostly close to London (1) bottom five are more varied/spread out or similar (1) Wales, N Ireland cities (1) and many midland/northern or equivalent idea (1) nearer west coast (1) but also anomalies – Gloucester, Bournemouth (1) so contrasting distributions (1)	3 1+1+1 or (1+1) + 1

Question Number	Correct Answer	Marks
2(b)	Legitimate reason for change in the future (1) resulting changing pattern of jobs (1) leading to internal and/or international migration (1) stimulating further growth/decline through cumulative causation/multiplier (1) examples and/or data to support a point e.g. 17.1 % job increase in London might lead to future growth (1) Examples might include: Brexit impact possible (1) leading to decline in London's economy (1) as finance and business service jobs decline (1) negative multiplier (1) Loss of regional grants from EU might affect infrastructure projects in declining cities (1) so leading to further decline in attraction (1) thus out-migration (1) and negative multiplier effect (1) HS2 or other infrastructure projects may change relative attraction (1) leading to inward investment in some areas/loss in others (1) idea of multiplier effect (1). Declining regions may attract inward investment (1) as land and/or labour costs fall (1) **Allow any other legitimate explanation of changing regional geography**	4 (1+1+1 +1) or (1+1+1) + 1 OR (1+1) +(1+1)

Question Number	Indicative content
*2(c)	Good answers will use both Figure 1c and the economic data from both 2a and 2b as well as knowledge and understanding from Unit 2 to explain different reasons for this relationship. At the top end, points will be well developed with detail and/or data and information from the booklet that help to explain the relationship. Examination might be delivered as a reflective comment addressing a wide range of possible issues raised by this relationship. For example town/city growth might be constrained by planning but surrounding area may be growing fast 1c and 2a/2b suggest a clear relationship between the two variables although it isn't consistent e.g. there are cities in the south and east that are not growing (town east of Brighton) and for which we have no economic information.

	There is, by and large, a very strong explanatory relationship between population growth and economic growth but the explanation is not totally explicit in the RB. Economic growth leads to in-migration as business start-ups – London is far out in front – growth in jobs is also intimately connected to population growth as city-forming jobs lead to growth of city-serving jobs through cumulative causation and multiplier effect. **If the answer shows a 'good understanding of all three resources' (Level 3 descriptor) but has no 'explanatory detail' (Level 1 descriptor) then limit to max 4 marks.**	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Simply describes the relationship but probably just one element from each or one resource the focus, without added explanatory detail. Limited use of data. Text taken from RB. Limited structure to answer and basic use of geographical terminology.
Level 2	3–4	Sound description of the relationship that covers most elements. Explanation of relationship shows some understanding of link between population and economy. Sound use of data. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	5–6	Good understanding of all three resources. Explanation of relationship shows clear understanding of linkages between economic growth and population that goes beyond the RB. Good use of data. Examination recognises reflection on relationship which is not perfect. Clear structure, well communicated and with a good use of geographical terminology.

Question Number	Correct Answer	Marks
3(a)	There are two components that can be considered – the variation in incomes and the variation in house prices. Because of changing population and/or job opportunities and employment (1) which in turn increases or decreases demand (1) e.g in London (1) Variations in incomes across the country (1) because of different types of employment (1) e.g. higher incomes from finance and business services in London (1) Land prices will vary (1) because brownfield sites need clearing up (1) because of toxic ground etc (1)	4 1+1+1+1 or (1+1+1) + 1 Or (1+1) + (1+1)

	Some rural areas attracting the retired and/or second home ownership (1) therefore increasing prices (1) as in south Devon (1)	
	Number of houses being built may vary from place to place and/or over time (1) because of planning – availability of land etc. (1) use of Figure 3 a (1)	
	Quality of housing supply might vary (1) with smaller houses commanding lower prices (1) e.g. old Victorian working class neighbourhoods (1)	
	Impact of foreign buyers (1) reducing supply for local population (1) as in London (1)	
	Allow one mark for data (numeric on non-numeric e.g. place example) to support any one point.	
	Allow answers that explain changes ever time as opposed to place to place	
	Allow any other legitimate explanation of variations in house use of price affordability in England	

Question Number	Indicative content
*3(b)	Good answers will use both information from Section 3 and the economic and population data/ideas from Sections 1 and 2, data from both 2a and 2b, as well as knowledge and understanding from Unit 2 to explain the possible impacts of a shortage of affordable housing. At the top end, points will be well developed with detail and/or data and information from the booklet that explains the resources.

Examination might be delivered as a reflective comment addressing a wide range of possible issues concerning the likely bottleneck effect of lack of housing on economic growth whilst in other areas there is no problem with housing availability but also many fewer jobs!

- If the economy revolves around London where affordability is at its worst (all RB) then there is a serious threat to continued economic growth.

- Costs could rise for businesses if they need to attract workers to work for them which will impair their long-term competitiveness.

- Costs of housing may deter potential workers and thus |

slow down growth of successful firms.

- Foreign competition might do better – German housing much cheaper.

- Significant share of household budget spent on housing costs thus reducing (aggregate) demand.

Do not credit material on the environmental impact e.g. 'building on greenbelts' unless linked to the economy.

Allow any other legitimate impact of housing shortages

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	Describes one impact with perhaps one piece of evidence from the RB. No explanation of the impact on the economy except noting that it isn't positive – no processes explored. Limited structure to answer and basic use of geographical terminology.
Level 2	3–4	Sound description of the impact(s) taking selective points from the RB. Explanation of relationship shows some understanding of processes but limited depth of explanation. Largely dependent on RB. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	5–6	Good description of a range of impacts which are illustrated well from the RB. Explanation of impacts shows clear understanding of linkages between economic growth, population and housing. Goes beyond the RB. Examination offers a reflection on impacts. Clear structure, well communicated and with a good use of geographical terminology.

Question Number	Indicative content
*4 **QWC** **i-ii-iii**	Students will use the RB and their K and U from Units 1 and 2, largely Unit 2. All three options offer plenty of room for discussion. Any of the options could be considered; there are no preferred/better options although 2 is likely to be most popular choice. Students are asked to 'justify their choice' which compels them to address the other two options. They need to address both (supposed) costs and benefits for people but also the environment. Better answers will address the strengths and weaknesses of the other options as part of their justification as in 'this choice is best because of the weaknesses of the other options'.

Broadly, decide levels as follows.
- Simple, undeveloped statements are limited to Level 1, e.g. *'Option 1 will reduce the demand for housing'.* 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. *'Option 1 might help the environment because less land will be needed to build on'.*
- An answer can reach the top of Level 3 using three developed points which are comparative (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 but these points will need to be qualified as in *'Option 1 might, in the long term reduce both the demand for land but also lead to a reduction in the rate of house price increases which will benefit people, and the economy'* . The justification must follow logically from the argument.

Arguments for Option 1 include the following;
- The country is overcrowded (own K and U) and transport systems are choked (own K and U)
- Reducing the population would reduce the demand for housing which (in the long run) might reduce its price (analysis from RB and own K and U)]
- This might free up internal migration that would help solve the skill shortages (analysis from RB)
- There are precedents here – China one child policy (Unit 2 – Topic 1) and controls on Migration (Unit 2- Topic 1)
- There might be other benefits – national identity arguments (own K and U)
- The environment would be less likely to be damaged and certainly greenfield sites would be protected

Counter-arguments;
- How would this actually work? What policies? Is this practical and/or possible?
- This is by far the most draconian of the three options with overtones of nationalism and far-right political perspectives.
- It isn't clear that it would solve the problem which is more to do with supply of land than demand (1% of land under houses?)
- Examination might address unpopularity of such measures – China's one child policy is likely to be quoted in this context
- Falling populations are not a good sign of economic prosperity – quite the contrary
- If the economy shrinks then money for environmental schemes will also shrink

Arguments for Option 2 include the following:
- There is a very large land supply available (RB)
- At current densities another 500 km^2 would be needed to provide enough land for the 2030 housing demand – this is less than 0.2% of the land area of the UK (analysis of RB)
- UK economy revolves around London and South East – it HAS to be allowed to grow (analysis of RB)
- This can be partially but not completely satisfied by brownfield development (RB)
- Not all green belt land is worth preserving – there is a lot of it! (RB)
- So the environment might actually improve with brownfield sites tidied up too (own K and U)
- Farmers are subsidised so if subsidies were removed would this make more land available? (RB)

Counter-arguments:
- The UK countryside is unique and should not be built on (own K and U from Unit 2)
- Building on brownfield sites would not satisfy demand and would simply increase housing densities (analysis of RB)

- Feeding more growth in London and South East does not address regional disparities (RB and own K and U) – London is already too important
- It isn't clear that prices would fall – if price inflation is so high would social housing be provided (analysis of RB and own K and U)
- There would be a significant impact on people living in those areas who have bought properties in leafy greenbelt areas who dislike the environmental impact of lost habitat (RB)

Arguments for Option 3 include the following:
- The UK economy is too dependent on London and the South East (RB and own K and U from Unit 2)
- Regional inequalities are a major issue and are socially divisive in the short- and long-term so need to be addressed (own K and U from Unit 2)
- The UK is too centralised with decision making centred on London and so it benefits from that centralisation (own K and U)
- Communications need to be improved such as HS2 so that peripheral regions can benefit from economic growth of London and South East (own K and U)
- There is large housing stock in regions outside London and the South East which is used to reduce the pressure on housing in London and the South East and increase values elsewhere.

Counter-arguments:
- This is wishful thinking – London is dominant for good reasons (own K and U Unit 2)
- Any attempt to divert resources would not only be a waste of money but also costly if it reduced London's global city role (analysis of RB and own K and U)
- It probably wouldn't work – regional policy has a very uneven track record – improving infrastructure sucks in as much as it devolves - centripetal v centrifugal?
- It would be hugely expensive if government funded in difficult economic circumstances (own K and U from Unit 2)
- Environmental impacts of new infrastructure projects might be negative?

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–4	Outlines at least one simple argument, but this/these is/are described without detail and limited to one of the options. Neither people nor environment are clearly in focus. Points likely to be 'lifted' straight out of the Resource Booklet, without comment or qualification. No obvious justification for choice made other than a simple assertion that 'this is best '. Limited structure to answer and basic use of geographical terminology.

Level 2	5–8	Sound description of at least two arguments in some detail using evidence to develop statements beyond RB. Clear attempt to explain positive effect on either people or environment drawing from RB and K and U from Units 1 and 2. At least one reference to alternative choices or some counter-argument critiquing the choice made. Justification moves beyond simple assertion. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	9–12	Good description of at least three advantages both for people and the environment using evidence to develop statements fully. Strong attempt to explain positive impacts of this option, importing good K and U from Units 1 and 2 as well as full use of RB. Justification addresses at least one of the alternatives explicitly with counter-arguments also clear. 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	*Threshold performance* 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	*Intermediate performance* 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	*High performance* 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.