

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE in
Geography B (5GB3H)

Unit 3: Making Geographical Decisions
(Higher)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

www.pearson.com/uk

Summer 2014

Publications Code UG038961

All the material in this publication is copyright

© Pearson Education Ltd 2012

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 Answers	Acceptable answers	Reject	Mark
1(a)	<ul style="list-style-type: none"> • An island (1) • In the Caribbean Sea (1) • Position relative to Jamaica channel (1) • Description of relief (1) • Description of rivers – as in many (1) • Description of (natural) vegetation pattern e.g. rainforest and/or marshes and/or dry scrub forests (1) <ul style="list-style-type: none"> • Allow development of any one point through data - estimate of size/length/breadth/distances/height (1) • Allow development through any one location, which may be named, as in marsh and swamp (1) near/on the coast and/or near the Black River (1) • Allow development through use of numeric data e.g distances/altitudes (1) <p>Plus other points on merit</p> <p>One basic point (1) plus legitimate extension (1)</p> <p>Or x4 basic points</p>	<p>Allow inferred physical features as in 'coral reefs' (1)</p> <p>Allow points about climate (1)</p>	<p>Answers unrelated to physical geography e.g. Kingston is largest city</p>	<p>4</p> <p>1+1</p> <p>+1+1</p> <p>or</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1)</p> <p>+1+1</p>

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

Question Number	Correct Answers	Acceptable Answers	Reject	Mark
1 (c)	<p>Causes:</p> <ul style="list-style-type: none"> • Lack of suitable employment (1) example of same e.g. no quaternary jobs in R & D (1) • Low wages (1) compared with US/Europe (or equivalent) (1) • High unemployment (1) either data to detail to extend (1) <p>Plus other points on merit.</p> <p>Consequences:</p> <ul style="list-style-type: none"> • Shortage of key skills/brain drain idea (1) example of same e.g. doctors/teachers (1) • Unattractive environment for investment (or similar) (1) so holds back economic development or equivalent idea(1) • Ageing population and/or changing dependency ratio (1) identify that graduates tend to be young (1) • Falling population (1) data -7 per 1000 (1) • Increasing remittances (1) data to support (1) <p>Plus other points on merit.</p>	<p>Causes:</p> <ul style="list-style-type: none"> • Political instability (1) so unsafe to stay (1) • 'Bright lights' (1) of foreign cities as opposed to Kingston (do NOT accept unless supported by that comparison) (1) 	<p>Answers unrelated to graduates</p> <p>Answers unrelated to international migration</p>	<p>4 (1+1) +(1+1)</p>

Question Number	Correct Answers	Acceptable answers	Mark
2(a)	<ul style="list-style-type: none"> Because the best land is used for export crops (1) e.g. bananas/sugar and/or so not feeding local population (1) Because subsistence landowners are in decline and/or other sectors e.g. tertiary rising (1) so they need to be 'fed' or equivalent idea e.g. not enough food grown (1) Because the population is growing (1) so more needed (1) 	<p>Also allow material drawn from elsewhere in booklet as in;</p> <ul style="list-style-type: none"> Less land for farming (1) because land taken for tourism and/or bauxite (1) 	<p>4 (1+1) + (1+1)</p>

Question Number	Correct Answers	Acceptable answers	Mark
2(b)	<ul style="list-style-type: none"> 45% of tax revenue to interest payments (1) Not much money available for education spending (1) so poor quality of education (1) 45% of tax revenue to interest payments (1) Not much available for health care (1) so high infant mortality and/or falling life expectancy and/or poor health care idea (1) 45% of tax revenue to interest payments (1) living in poverty idea (1) data to support(1) <p>Max 3 if only ONE impact/result e.g poverty/education/health</p>	<ul style="list-style-type: none"> Limited money for welfare/pensions (1) so need for family members to take care of relatives (1) Limited help for job creation (1) so lack of employment opportunities (1) Limited money for infrastructure improvements (1) example of same e.g roads, electricity supply (1) <p>Plus other points on merit that are legitimately related to high interest payments.</p>	<p>4 (1+1) + (1+1)</p>

Question Number	Correct Answers	Reject	Marks
2 (c)	<p>From Figure 2b</p> <ul style="list-style-type: none"> • It is lagging behind in terms of economic growth rates (1) data to support that idea (1) • At no time has it grown as fast as rest of region (1) data to support (1) <p>If just uses Figure 2b allow to max 3 if has comparative overview 'It is lagging behind...'</p> <p>From Figure 2 c</p> <ul style="list-style-type: none"> • It Is performing badly on most of the league table indicators (1) detail/data to support (1) • Best relative performance is GDP per capita (1) <p>If just uses Figure 2c allow to max 2 if simply 'lifts' points from resource with no attempt at an overview.</p> <p>Limit to 3 if only uses one resource Limit to 3 if no data provided</p>	Explanatory points	<p>4</p> <p>(1+1+1+1)</p> <p>or</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1)+1+1</p>

Question Number	Correct Answers	Acceptable answer	Mark
2 (d)	<p>Allow some credit for overview description of pattern as in'</p> <ul style="list-style-type: none"> • Very uneven and/or clustered (1) • Very few areas are average GDP per person or above (1) <p>May relate to land use as in;</p> <ul style="list-style-type: none"> • Low incomes in (some areas of) interior (1) because subsistence farming areas (1) or other legitimate reasons e.g. relief (1) • Higher incomes in coastal areas (1) because of tourism (1) and plantation agriculture (1) or legitimate reasons e.g trade (1) • Higher incomes in Kingston and/or towns (1) because better jobs there (1) because that it where the 'elite' live and/or government is (1) <p>Limit to 3 marks if only one 'type' of location addressed thus no 'pattern' inferred.</p>	<ul style="list-style-type: none"> • Higher incomes because of jobs in bauxite (1) specified location (e.g. around Mandeville) (1) <p>Plus other points on merit.</p>	<p>4</p> <p>(1+1+1+1)</p> <p>or</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>(1+1)+1+1</p>

Question Number	Indicative content	
*3 QWC i-ii-iii	<p>Good answers will use both Section 3 and knowledge and understanding from Unit 1 and Unit 2 to explain impacts that are specific/detailed and linked to processes. At the top end, points will be well developed with detail and/or data and information from the booklet e.g. <i>'poor quality housing (3b) so probably no proper sewage system resulting in environmental damage through processes such as eutrophication'</i>. Or Unit 1/2 Kn and Und as in <i>'because of tourist arrivals by air this increases the ecofootprint of Jamaica'</i>.</p> <p>Examination might be delivered as a reflective comment addressing a wide range of possible issues that arise e.g. short term/long term, the 'inevitability' of environmental impacts or any other legitimate reflection.</p> <p>Obvious impacts include;</p> <p>Environmental impact in Jamaica;</p> <ul style="list-style-type: none"> • Damage to the environment from building the resorts • Clearance of forest/marsh/mangroves • Construction creates waste • Impact of resorts on water supply/ water waste disposal/sewage • Damage done by poor quality sanitation/sewage in rural communities housing workers (Figure 3b) • Cruise ships may do damage • Damage to coral reefs from overuse • May suggest positives as in 'clearing up the local environment' • Have to make environment a priority is sustainability is to be achieved <p>Global impact;</p> <ul style="list-style-type: none"> • 60% arrive by air – large carbon footprint • 40% by cruise ship – significant issues about resource usage 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	Simply states at least one impact without detail. Points will be 'lifted' straight out of the Resource Booklet without added detail. Environmental impact stated <i>'cruise ships will pollute'</i> . Limited structure to answer and basic use of geographical terminology.
Level 2	3–4	Describes at least two impacts; at least one with developed statements. Resource Booklet used but also some imported K and U from Units 1 and 2. Partial explanation of the processes that impact on the environment e.g. <i>'cruise ships may disturb local wildlife'</i> . Some structure, clearly communicated but with a limited use of geographical terminology.

Level 3	5–6	Describes several impacts; at least two with developed statements e.g. <i>building resorts will obviously cause damage to the environment when removing vegetation</i> . Resource Booklet used well with useful imported K and U from Units 1 and 2 e.g. <i>this will reduce habitat for local species</i> . Explanation makes good process links between development of tourism and environmental impact. Examination may address positives or extend beyond Jamaica or similar. Clear structure, well communicated and with a good use of geographical terminology.
---------	-----	---

Question Number	Indicative content	
*4 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>Resource booklet gives more direct 'help' – bullets 3 and 4 in Figure 4a</p> <p>Environmental impacts in Jamaica</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) • Visually unattractive (4d) • Possible Impact of siltation on coral reefs • Possible positive of generating enough income to compensate in some way for environmental damage <p>Global impacts</p> <ul style="list-style-type: none"> • Plants/factories likely to be producing greenhouse gases thus increasing eco-footprint of Jamaica • Alumina transported to factories making aluminium increasing eco-footprint 	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1–2	Simply states at least one impact without detail. Points will be 'lifted' straight out of the Resource Booklet without added detail. Environmental impact stated ' <i>producing bauxite produces toxic waste</i> '. Limited structure to answer and basic use of geographical terminology.
Level 2	3–4	Describes at least two impacts; at least one with developed statements. Resource Booklet used but also some imported K and U from Units 1 and 2. Partial explanation of the processes that impact on the environment e.g. ' <i>rainforest will have to be removed to get at the bauxite which will lead to loss of habitat as well as trees</i> '. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	5–6	Describes several impacts; 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 e.g. ' <i>this will reduce habitat for local species and exporting it will create damage to coastal environments such as coral reefs and mangrove swamps</i> '. Explanation makes good process links between bauxite mining and processing and environmental impact. Examination may address positives or extend beyond Jamaica or similar. 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 four options offer plenty of room for discussion; many candidates will see this a debate between bauxite and tourism. Any of the options could be considered; there are no preferred/better options. Students are asked to focus on the best long- plan term plan to improve Jamaica's economic growth. At the very top it might be seen that there will be 'winners' and losers' from both all types of economic development.</p> <p>Focus on long-term should raise issues surrounding sustainability and conflict between short-term economic goals and longer term environmental, and perhaps, social issues.</p> <p>Broadly, decide levels in terms of;</p> <ul style="list-style-type: none"> • How well is it focussed on economic growth? • Does it address long-term? • How well is the case argued? • Are drawbacks outlined from the chosen option as well as positives? • Does the student offer something about the rejected options? • Does the student see any merit at all in the other options? • Does student extend beyond RB information borrowing ideas from elsewhere? • Does student address long-term and, better, contrast with short-term? • Does student employ geographical terminology with confidence and accuracy?
	<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 if one 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 so plenty of opportunity • Links could be established with local suppliers creating 'secondary' jobs thus helping economic growth • It might stimulate arts and crafts industries thus helping economic growth <p>Disadvantages.</p> <ul style="list-style-type: none"> • Many environmental issues that threaten long-term future of tourism including threat to coral reefs and water quality • Jobs created are frequently poorly paid • Social issues are complex and have unhappy echoes of Jamaica's past • Ownership of resorts of largely foreign hands raises issues about where the money actually goes so much 'leakage'

Advantages of Option 2 include the following.

- It provides employment by providing a number of jobs – 4000
- These jobs likely to be better paid than alternatives (tourism) so multiplier is more significant
- Might provide some jobs for graduates so keeping skills in country which is good for long term economic growth
- Possibility of developing an aluminium industry in future (value-added idea) which would provide base for new industries
- Links could be created with aluminium using industries (as above)
- Always going to be a demand so long-term is assured?

Disadvantages.

- Very damaging to the environment which isn't properly costed
- Clearly not a renewable resource so once gone it is gone for good so obviously not long-term
- TNC involvement suggest limited benefit to Jamaican people as a whole
- Not many jobs created so 'winners and losers'
- Suspicion that a few land-owners might benefit but maybe not widely spread?

Advantages of Option 3 include the following.

- 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

Disadvantages

- Problems of Option 1 and Option 2 are redoubled
- There are conflicts between the two options in that bauxite mining has a negative impact on catchments that deliver water into the resorts

Advantages of Option 4 include the following.

- All of the **disadvantages** for Options 1 and 2
- Global impact improved – a little like Yasuni (Ecuador) idea
- Might call on case-study material from Unit 2 Topics 3 and 4 on development and globalisation

Disadvantages

- All the **advantages** of Option 3
- Problem of 'finding' something 'new'

Level	Mark	Descriptor
Level 0	0	No acceptable response

Level 1	1–4	Makes at least one coherent point for the chosen option and at least one negative point about another, but these are described without detail e.g. <i>'Tourism will bring more jobs than bauxite'</i> . Points likely to be 'lifted' straight out of the Resource Booklet, without comment or qualification. No obvious explanation of why the chosen option is the best for economic growth. Long term stated but not addressed. Limited structure to answer and basic use of geographical terminology.
Level 2	5–8	Sound description of at least two reasons for choice and at least two, briefly outlined, negative points about other options. Offers some detail using evidence to develop statements beyond RB, e.g. <i>'Tourism will bring more jobs (90,000 currently) both in the resorts and in other industries such as farming whilst bauxite will creates fewer jobs (4000)</i> . Clear attempt to explain impact on economic growth importing a little K and U from Units 1 and 2 as in <i>'more employment will generate higher spending through the multiplier'</i> . Long-term mentioned but without comment. Some structure, clearly communicated but with a limited use of geographical terminology.
Level 3	9–12	Good description of at least three reasons for choice 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> and at least three well developed reasons why some of the other options are poor. Strong attempt to explain impact on economic growth 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 which will lay the basis for future economic growth'</i> . Long-term central to most parts of the answer. 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.
-----------------	---	--

