Mark Scheme (Results)

June 2011

GCSE Geography B 5GB3H
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	Correct Answer	Acceptable Answers	Reject	Marks
1 (a)	Accept any of: • In north-east Scotland (1) • In Moray and north Aberdeenshire (1) • On the coast between Inverness and Aberdeen (1) • North of Cairngorms (1) 1 mark per correct suggestion.	Accept • 'In north-eastern UK (1)' • 'on the coast (1)' • 'Aberdeenshire (1)' or 'Moray' (1) – does not have to be 'north Aberdeenshire' • 'Between Inverness and Aberdeen (1)' • On the coast (1) between *for instance* Inverness and Aberdeen (1) • Anything inferring remoteness e.g. 'away from major cities' (1)	General statements e.g. 'in Scotland'	2 x 1

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (b)	Look for **comparative** statements – so not 'it is sunny' but 'it is sunn**ier**' Accept any of: • It is drier / less rain in the east / more rain in the west (1) • Fewer rainy days (1) • More sunshine hrs (1) • *plus other points on merit* • any **one** use of data in support e.g. 'the west is wetter (1) with 2280mm of rain (1)' Credit any **one** manipulation of data e.g. 'it is drier than in the west (1) with a difference of 1600mm of rain (1) 1 mark per correct answer; award second mark if statements combine comparisons e.g. 'It is sunnier in July and also warmer.'	Accept general statements e.g. • 'It is warmer' **provided that** the month is stated (as the annual average is the same) • 'It is sunnier'	Award only 1 mark if same feature used twice e.g. 'it is drier in January and in July' Or opposite statements e.g. 'it is drier in the east' followed by 'it is wetter in the west'	3 x 1

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (c)(i)	Accept any of: • Isolated from other areas (1)/ towns and cities (1) **or** • Long distances to major towns / cities (1) • Lack of good transport connections / infrastructure (1) with 1 mark for exemplars e.g. motorways, fast rail (1) and also points relating to broadband (1) • Minor airports (1) • Statements linked to rurality (1) e.g. 'less than 25% of the population is urban' 1 mark for each correct answer	'Isolated' 'Poor transport' 'it has airports but they're only small' Accept negative statements e.g. *'it is not close to any major cities'*	'rural' 'places where there's nothing there'	2

Question	Correct Answer	Acceptable Answers	Reject	Marks
1 (c)(ii)	The response must be framed in terms of communication factors – not cultural remoteness or rurality Any of: • Low density of population / no major towns or cities (1) – plus credit extra mark if developed e.g. 'for a market for products' or 'for workers' (1) • Long distances to cities / markets (1) – plus 1 mark if developed e.g. 'which adds cost to travel and therefore goods' (1) plus 1 mark for examples of cities e.g. Glasgow or London (1) • Time taken – e.g. a full day return trip to Glasgow (1) • Expense of e.g. of travel time (1) ('time is money'), sending people or goods perhaps on overnight journeys or stays (1), or flights to UK cities (1) • Points relating to rural infrastructure e.g. 'poor rural broadband (1)' • Goods / products are more expensive (1) because travel costs are greater (1) • *plus other points on merit* 1 mark per correct suggestion – with a second mark if developed.	Accept general statements: e.g. • 'it is a big area but has few towns' (1) • 'transport routes are not very good' (1) • 'there are few ways to travel' (1) • 'far away from most places' (1)	Vague answers e.g. 'There isn't much there' / 'there'd be no one to work there' • 'It is very remote' (1)	3 x 1

Question	Indicative content
1 (d)	Answers are likely to focus upon some of the following: • Out-migration for work (early 20s onwards), or for university post-18 (this should be tied to a particular age group) • Falling birth rate from 20-30 years ago • The remoteness of the region for young adults • Absence of employment opportunity in the region / decline of traditional employment e.g. fishing and farming • No opportunity to return to for employment post-university • Attraction of other employment outside the region e.g. North Sea Oil • Attraction of city lifestyles for young people e.g. in Edinburgh, Glasgow, London • 'Relatively' can mean relative to other cohorts in the region, rather than the UK. • Gender issue – significant issue for men rather than women High quality answers will develop points (shown in bold); well developed points (with 2 connecting statements or more) will explore geographical relationships e.g. *'There are few employment opportunities **so it would be difficult** for 20-39 year olds to find jobs **and therefore** they leave the area'* 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. One exceptionally well-developed point can go to Level 3. Watch for 'lift' from the Resource Booklet – limit to Level 1 if <u>all</u> the candidate does is directly quote, unprocessed; Level 2 allows minor adaptation with some meaning added. A good Level 3 answer will use selected evidence and – at the top end – will quote evidence and/or data from the Resource Booklet.

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few points about population structure, but these are limited and **mainly described.** Lack detail, and non-specific. Any explanation is thin or non-specific. Generalised answers – e.g. 'there aren't many adults' and often not tied to explanations e.g. 'there are few jobs in the area'. Phrases may be lifted from the booklet without comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of developed statements which **begin to explain** lack of 20-29 year-olds. Uses some data or explains trends e.g. 'there is a decline in younger people as they leave to go to university', though this varies. May include material lifted from booklet but with some adaptation. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with sound use of reasoning to explain how and why the fate of the 20-29s is tied to economic development. Good understanding of reasons, expressed in detail and specific reference to data e.g. spots different reasons for post-18s moving away, and lack of employment as the reason why they stay away. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Section B

Question	Correct Answer	Acceptable Answers	Reject	Marks
2 (a)	Accept any of the following points linked together: • Fishing beyond their sustainable (1) replacement level (1) • No longer produces enough fish (1) • Fishing that results in a fall in fish stocks (1) • Fishing in a way that destroys the marine ecosystem (1) *plus other points on merit*	References to impact e.g. sustainability, or references to what could happen in the future e.g. *'Taking too many adult fish (1) so that there are none left to breed (1)'* *'Ruining the marine ecosystem (1) so there are no fish left (1)'* *'Fishing for one species but catching many others (1)'* *'taking too many fish (1) to allow enough reproduction (1)'*	Economic statements e.g. *'taking more fish than there is demand for'*	2 x 1

Question	Acceptable Answers	Reject	Marks
2 (b)	Accept any of: • Gives UK boats access to European water / fishing grounds (1) plus 1 if developed e.g. 'so if the fish are few in one area they can move to another' (1) • Allows boat owners to buy more quotas from others in the EU (1) plus 1 if developed e.g. 'so they can catch more fish' (1) • If fishing boats go elsewhere it allows local fish stocks to recover (1) • Allows a greater variety of fish to be caught (1) plus 1 for example e.g. in the Mediterranean (1) *plus other points on merit*	Statements without context e.g. 'because you can get more fish' 'there are more fish' 'you can go further'	2 x 1

Question	Indicative content
2 (c)	This ought to outline ways in which modern fishing methods impact on the North Sea. Expect that good answers will use several factors in the Resource Booklet and look at the issue structurally – e.g. shrimp fishing results in bycatch, whereas trawling results in destruction of the sea floor; acknowledge problems caused by EU policies. Weak answers will generalise, sticking to 'taking too many fish', not referring to impact.

Valid reasons include:
- trawling destroys the sea bed, linked to method, e.g. drag net or beam
- shrimp fishing produces huge bycatch
- large nets catch many species which are not intended (1)
- Pressure on increasing size of fishing boats to catch more and make fish cheaper
- Larger boats – catch more fish in shorter period
- Quotas actually increase bycatch
- As well as the intended catch, a lot of young fish get caught and killed
- Fishing methods mean you can't see what you're doing – damage is hidden from view

Allow EU policies / practices as being included in 'modern fishing methods'.

High quality answers will develop points (shown in bold); well developed points (with 2 connecting statements or more) will explore geographical relationships e.g.
*'Trawling drags over the sea bed **so the** physical ecosystem is destroyed **and therefore** demersal fish can't breed'*
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.

Watch for 'lift' from the Resource Booklet – limit to Level 1 if <u>all</u> the candidate does is directly quote, unprocessed; Level 2 allows minor adaptation with some meaning added. A good Level 3 answer will use selected evidence and – at the top end – will quote evidence and/or data from the Resource Booklet. |

Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few problems, but these are limited and described without detail, and non-specific. Generalised answers – e.g. 'too many fish are being taken'. May be lifted from the booklet without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of evidence to show damage to ecosystem. Identifies a few specific problems in some detail, though this varies e.g. describes problem of bycatch – but without full explanation of impact. May include material lifted from booklet but with some adaptation of own. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.

Level 3	5-6	Well structured, with sound use of evidence to show a range of impacts on marine ecosystem. Good understanding of issues, expressed in detail and specific reference to the Resource Booklet. Detailed – e.g. sees link between size of ships and depletion of fish stocks, as well as identifying physical damage. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Question	Indicative content
2 (d)	This answer should have plenty to go on, from evidence in the graphs (pages 14-16) to changes caused by declining employment in fishing and farming. Expect that good answers will use the Resource Booklet specifically to highlight particular issues, and will link causes to impacts (e.g. lack of male employment to out-migration) whilst others may be 'placeless' or generalise, without referring to evidence from the booklet.

Specific employment problems include:
• Remoteness and its impacts
• Low wages – with factory / secondary employment and primary (e.g. fishing and farming) paying lower wages or in decline
• Low spending by people, and low demand / stimulus.
• High percentages of part-time work/decline in full time work – linked to growth in contracting and seasonal employment e.g. fruit-picking
• High male unemployment caused by decline of traditional employment – leading to men seeking work out of the region
• Lack of skilled or high wage / professional and managerial employment – linked to decline of RAF or geographical isolation
• Seasonal unemployment caused by tourism, farming, or fish quotas (laying boats up)
• Declining fish stocks – so employment in fishing is uncertain
• Declining market for traditional products e.g. whisky
• If fishing fails, so will food processing companies in Fraserburgh (e.g. canning, freezing)

High quality answers will develop points (shown in bold); well developed points (with 2 connecting statements or more) will explore geographical relationships e.g.
'Most jobs in the area are low-wage **so that** people have less to spend **which in turn** means there's less demand for goods and fewer jobs'
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.

Watch for 'lift' from the Resource Booklet – limit to Level 1 if <u>all</u> the candidate does is directly quote, unprocessed; Level 2 allows minor adaptation with some meaning added. A good Level 3 answer will use selected evidence and – at the top end – will quote evidence and/or data from the Resource Booklet. |

Level	Mark	Descriptor
Level 0	0	No acceptable response

Level 1	1-3	Lacks structure; identifies 1-2 problems, but struggles to explain these in any detail, and points tend to be non-specific. More description than explanation. Generalised answers – e.g. 'there aren't enough jobs'. May be lifted from the booklet without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	4-6	Some structure with use of evidence to explain how 2-3 employment problems have arisen. Explains a few problems in some detail, though this varies e.g. may not specify particular jobs or causes of the problem. May include material from booklet but with some adaptation of own. Unlikely to link problems together e.g. decline in fishing and threats to food processing. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	7-9	Well structured, with sound use of evidence to explain a range of employment problems. Specific statements made about particular problems and uses data e.g. data from Figures 14-16. Good understanding of issues, expressed in detail and with reference to resources in the booklet. Likely to link problems together e.g. decline in fishing and threats to food processing. Well communicated with good use of geographical terminology, and good quality spelling, punctuation and grammar.

Section C

Question	Indicative content
3 (a)	All six options offer plenty of room for discussion. Any of the options could be considered; 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 2 *'although fishing would decline in the short-term, it would be saved in the long term'*
	Advantages of Option A include: • It allows employment in fishing and commercial food processing to continue by providing raw materials for key industries such as food processing. • It offers economies of scale • Fishing stocks can be taken from further away, making the industry less reliant on the North Sea • It offers potential prosperity by offering employment in key areas of the economy • It allows the essential food industries in the region to help brand the area **Advantages of Option B include**: • Has the greatest value in protecting the North Sea environment from overfishing • It may offer short term pain but for long term gain • It protects fish stocks, and therefore future supplies for the food processing industries. • It offers the only way to guarantee fish supplies at a time when these are declining • It causes employment cuts in an industry which is declining in employment anyway • Protects the ecosystem / prevents further damage to it / allows damaged areas to recover. **Advantages of Option C include**: • It allows the fishing industry to continue for the present • It supports the food processing industries by allowing them to continue • It prevents large fishing boats from having to be sold off by maintaining the status quo • It is politically acceptable because no large cuts have to be planned for • It could be seen as the most realistic policy and more likely to be workable. Some candidates may see **all options** as having problems, but will select one by rejecting all others. Credit reasons that reject others as well as those in support of their choice. High quality answers will develop points (shown in bold); well developed points (with 2 connecting statements or more) will explore geographical relationships e.g. 'Option2 protects fish stocks **which may mean** people problems in the short-term with unemployment in food processing **but in the long term** will raise fish numbers and protect jobs' One well developed point like this can take a candidate into L2 and 4 marks. Look for two developed points to award 5 marks or higher, or more if the points are well developed.

		Watch for 'lift' from the Resource Booklet – limit to Level 1 if <u>all</u> the candidate does is directly quote, unprocessed; Level 2 allows minor adaptation with some meaning added. A good Level 3 answer will use selected evidence and – at the top end – will quote evidence and/or data from the Resource Booklet.
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-3	Lacks structure; identifies a few very general points to justify decision, but these are limited and described without detail, lacking specificity e.g. 'Option 1 is best because it gives jobs'. May focus on just one aspect. May be lifted **directly from the booklet** without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	4-6	Some structure with use of evidence to justify their choice. Identifies a few specific points, with some detail, though this varies in quality. May include material **closely lifted from booklet** but with some adaptation of own. Clearly communicated 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 from the booklet to explain their choice. Specific points made e.g. particular figures or instances. 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	Indicative content
3 (b)	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 such an isolated region. Good answers will evaluate and explain how far under-35s might return; lower-quality responses will generalise. High quality answers will see connections between economic and social opportunities for young adults but balance this against the region's isolation. Other factors outside the Resource booklet can be credited – e.g. a preference by young people for city life, cafe culture etc, which none of the options is likely to provide. Be aware of candidates who do this question under duress and time pressure; do not penalise those who write about which is best for the **region**, and who pay less attention to **under-35s**. A candidate **must** mention under-35s to reach 6 marks. In general, the links between each option and opportunities for young adults are likely to be as follows: • **Option D** could increase tourism and stimulate jobs, though it usually creates low-wage, part-time & seasonal work, so may not benefit under 35s except those wanting part-time work while at college. It is dependent upon the success of the region in attracting film-makers to brand the area, which would provide several benefits as spin-off – e.g. more tourists and an image which might attract younger people. It uses the land and North Sea environment – usable assets which could attract young adults. • **Option E** could help to regenerate tourism which is in decline and increase employment, but this depends upon high-spending year round tourists. 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, as it uses the region's food from both the fishing and farming industries – usable assets. • **Option F** is likely to attract professional / high-income employment – if companies can be persuaded here. It addresses the lack of managerial and professional jobs in the area, and would raise spending power to create demand for services in the region. It makes use of existing property e.g. harbour-front buildings and helps to regenerate these areas. Rural broadband could help to remove problems of geographical isolation. At best, it might improve prospects for employment for under 35s. However, small companies would be most likely to come, and may not generate much employment. Credit candidates who also malign this proposal as being unlikely (e.g. new roads etc) in the current economic climate. Some candidates may see **all options** as having problems, but will select one by rejecting all others. Credit reasons that reject others as well as those in support of their choice.

		High quality answers will develop points (shown in bold); well developed points (with 2 connecting statements or more) will explore geographical relationships e.g. 'Option F uses the image of the area to promote investment **which may attract** young adults back to the region **and could mean** greater spending power to create more jobs' 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, or more if the points are well developed. Watch for 'lift' from the Resource Booklet – limit to Level 1 if <u>all</u> the candidate does is directly quote, unprocessed; Level 2 allows minor adaptation with some meaning added. A good Level 3 answer will use selected evidence and – at the top end – will quote evidence and/or data from the Resource Booklet.
Level	**Mark**	**Descriptor**
Level 0	0	No acceptable response
Level 1	1-2	Lacks structure; identifies a few potential opportunities for young people, but these are limited and described without detail. Generalised answers – e.g. 'Option F will bring new jobs for young adults' – without seeing the overall reasons why young people leave. May be lifted from the booklet without further comment. Basic use of geographical terminology; spelling, punctuation and grammar inaccurate.
Level 2	3-4	Some structure with use of selective evidence from the booklet. Identifies a few specific points in some detail, though this varies in quality. May include material lifted from booklet but with some adaptation. Some points well evidenced e.g. 'under 35s won't benefit from Option D as it creates low wage jobs in tourism'. Clearly communicated but with limited use of geographical terminology, and some errors in spelling, punctuation and grammar.
Level 3	5-6	Well structured, with good use of evidence from the booklet to explain their choice. Specific points made using particular figures or instances, e.g. relates employment of under 35s to the possibilities that new business could bring. 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. **Must refer to under 35s to reach 6 marks.**

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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