

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Geography B  
(5GB3F/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	Reject	Marks
1(a)(i)	<b>A</b> It covers more of Nebraska than any other state	All other answers.	<b>1</b>

Question Number	Correct Answer	Reject	Marks
1(a)(ii)	<b>B</b> It gets lower to the east.	All other answers.	<b>1</b>

Question Number	Correct Answer	Reject	Marks
1(a)(iii)	<b>D</b> Mostly in the eastern part	All other answers.	<b>1</b>

Question Number	Correct Answer	Reject	Marks
1(a)(iv)	<b>B</b> Precipitation varies but much of the region is very dry.	All other answers.	<b>1</b>

Question Number	Correct Answer	Reject	Marks
1(a)(v)	<b>D</b> it is thickest in the north	All other answers.	<b>1</b>

Question Number	Correct Answers	Acceptable Answers	Reject	Marks
1(b) (i)	<p>Distribution needs to be clear so accept;</p> <p>They are in wetter areas (1)  They are in east (1)  They are at lower altitudes (1)  They are closer to rivers (1)</p> <p>If links two distributional points then allow to 2 e.g. more in the east (1) because of higher rainfall (1)</p> <p>Reasons might include 'easier to build'/harder to build' (1) better for farming/crops and/or economy (1)</p> <p>Allow other legitimate answers as appropriate</p>	<p>Accept negatives e.g. none at higher altitudes</p>	<p>Answers that ignore distribution – do not credit a 'reason' that isn't clearly tied to the distribution</p>	<b>2 (1+1)</b>

Question Number	Correct Answer(s)	Reject	Marks
1(b) (ii)	As height rises precipitation decreases or vice versa (1) detail of same using data from resource (1) relationship not 'perfect' (1) detail/data of same from resource (1)		<b>2</b> <b>1+1</b>

Question Number	Correct Answer(s)	Reject	Marks
1 (b) (iii)	(Rocky) mountains act as a barrier (1) to weather systems from the west/Pacific (1) in rain shadow (or similar idea) (1)  Data/detail to support one point e.g. named location/town or general area – in the west (1)		<b>2</b> <b>1+1</b>

Question Number	Correct Answer	Acceptable Answer	Reject	Marks
1 (c)	<b>One</b> mark for identifiable change in climate e.g. 'hotter' (1) 'drier' (1)  And second mark for impact on aquifer.  'It gets smaller' (1) It will increase in depth below surface (1) it will reduce in thickness(1) Might disappear (in some areas) (1) slower recharge idea (1)  NB – Allow stand-alone 'reason' without link to change in climate thus 'aquifer reduce in size' scores one mark  Allow other legitimate points as appropriate	Water in aquifer will evaporate/dry up(1)  Allow answers that suggest that climate might get wetter/colder (Figure 1b says 'likely')	All explanations	<b>2</b> <b>1+1</b>

Question Number	Correct Answer	Marks
1 (d)	<p>Any state from the region on Fig 1c is acceptable. Nebraska and Texas most likely but accept other states on merit.</p> <p>Supply side points</p> <ul style="list-style-type: none"> <li>• The aquifer covers more of the state than any other (1)</li> <li>• The aquifer is deeper than anywhere else (1)</li> <li>• There is little rainfall (1)</li> <li>• There are few rivers (1)</li> </ul> <p>Demand side points</p> <ul style="list-style-type: none"> <li>• It uses most water for irrigation to grow crops (1)</li> <li>• It has many feedlots (1)</li> <li>• There are many cities (1)</li> <li>• Population may be greatest/growing (1)</li> <li>• It has industries (1)</li> </ul> <ul style="list-style-type: none"> <li>• Detail/detail to support any <b>one</b> demand or supply point (1)</li> </ul> <p><b>Limit to one mark if no named state</b></p>	<p><b>3</b></p> <p><b>1+1+1</b></p> <p><b>OR</b></p> <p><b>1+</b> <b>(1+1)</b></p>

Question Number	Correct Answer	Reject	Marks
2(a) (i)	<b>C</b> Irrigation is found in many more areas in 2011.	All other answers	<b>1</b>

Question Number	Correct Answer	Reject	Marks
2(a) (ii)	<b>C</b> Mostly cattle ranching	All other answers	<b>1</b>

Question Number	Correct Answer	Reject	Marks
2(a) (iii)	<b>B</b> It allowed areas without surface water to be used for crops.	All other answers	<b>1</b>

Question Number	Correct Answers	Reject	Marks
2 (b) (i)	Something that will not run out (1) however much we use it (1) example of same, e.g. solar power (1)	Non-renewable definition	<b>2</b> <b>(1+1)</b>



Question Number	Correct Answers	Reject	Marks
2 (b) (ii)	<p>Because it will run out (1) The water is not being 'topped up' recharged idea (1)</p> <p>So 'used faster than it can recharge ' scores 2 marks</p> <p>It is fossil water and/or from the Ice Age (1) Needs to be managed (1)</p> <p>Allow a maximum of one mark for data used, e.g. it will take an estimated 600 years to recharge (1)</p>	Answers that misunderstand the nature of non-renewable	<b>2 (1+1)</b>

Question Number	Correct Answers	Marks
2 (c)	<p>It has increased (1) Trend e.g. sharp increase from 2005 onwards (1) Relative/comparative change compared with other uses e.g. 'least to most'/it has risen as animal feed has fallen (1)</p> <p>Any one piece of data to support point, e.g. less than 1 billion in 2001 (1)</p>	<b>3 1+1+1</b>

Question Number	Correct Answers	Marks
2 (d)	<p>It contributes a good deal of production (1) quoting data from Figure 2d (1) much larger than one expects given its area, 1/20<sup>th</sup> of land area, (1) \$20 billion in total (1)</p>	<b>2 (1+1)</b>

Question Number	Correct Answer	Marks
2 (e)	<p>Basic idea (1) plus development (1) allow second development for 3<sup>rd</sup> mark (1)</p> <p>(Increased) demand for ethanol as a biofuel (1) because the US needs more fuel for its many cars (1) and doesn't want to import or idea of shortage of 'cheap' oil globally (1) or biofuels are eco-friendly (1)</p> <p>(Increased) demand for animal feed (1) because Americans like their meat – 'half a pound a day' idea (1) and corn is the key part of their diet on feedlots (1)</p> <p>Because it is profitable and/or farmers make money from it (1) worth \$20billion to US economy (1) subsidised by US government (1)</p> <p>Because irrigation makes it possible (1) and it gives higher yields than other crops or equivalent idea (1)</p> <p>Any other acceptable idea(s)</p>	<p><b>4</b></p> <p><b>(1+1)+</b> <b>(1+1)</b></p> <p><b>Or</b></p> <p><b>(1+1+1)</b> <b>+1</b></p>

Question Number	Correct Answer	Marks
2 (f)	<p>Having been on rangeland (1) it is now in feedlots (1)</p> <p>Having once been fed on (natural) grass (1) they are now fed on corn (1)</p> <p>Once extensive (1) now intensive (1)</p>	<p><b>2</b></p> <p><b>(1+1)</b></p>

Question Number	Correct Answer	Reject	Marks
3 (a)	<b>B</b> Clark and Jolene	All other answers	<b>1</b>

Question Number	Indicative content	Marks
3 (b) (i)	<p>Basic idea (1) plus development (1) allow second development for 3<sup>rd</sup> mark (1)</p> <p>Because some people have jobs based directly on the exploitation of the aquifer (1) example of same, e.g. feedlot worker e.g. Jolene (1)</p> <p>Others do not depend on the aquifer for employment (1) example of same, e.g. teacher e.g. Nancy (1)</p> <p>Because direct employment stimulates indirect employment (1) and example of same ethanol (1)</p> <p>Multiplier effect (1) example of same e.g. shopkeeper (1)</p> <p>Corporations do well (1) but local ranchers not (1) so variation of economic benefit (1)</p> <p>US government does well (1) extension idea e.g. has more money to spend on services (1)</p>	<p><b>4</b></p> <p><b>(1+1)+</b> <b>(1+1)</b></p> <p><b>OR</b></p> <p><b>(1+1+1)</b> <b>+1</b></p>

Question Number	Indicative content	Marks
3 (b) (ii)	<p>Because people have different belief systems (1) which impact on their feelings about the use of resources and/or economic decisions (1) example(s) of same, e.g. religious faith and/or environmentalism (1)</p> <p>Or</p> <p>Because people have different levels of education (1) and therefore understand sustainability better (1)</p>	<b>2</b>

Question Number	Indicative content
*4 QWC i-ii-iii exp	<p>Candidates 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. Candidates are asked to focus on the people of the USA; at the very top it might be seen that there will be 'winners' and losers' from all types of economic development.</p> <p>Broadly, decide levels as follows.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 in the long-run.</i>'</li> <li>• 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.</li> <li>• Some students will 'explain the advantages' by pointing out negatives of other options – reward this but do not make it a condition of a Level 3 response.</li> </ul>
	<p><b>Advantages of Option 1 include the following.</b></p> <ul style="list-style-type: none"> <li>• It will help create jobs in the region</li> <li>• Which will, in turn create a multiplier effect</li> <li>• The US economy depends heavily on this region</li> <li>• It is important for exports e.g. cotton</li> <li>• It helps with their trade balance because they import less oil as a result</li> <li>• Resource shortages might stimulate inventiveness (Boserup)</li> <li>• Higher incomes might allow environmental issues to be addressed</li> <li>• Maybe corn should be exported as well, especially if output increases</li> </ul> <p>Allow:</p> <ul style="list-style-type: none"> <li>• It is better than the alternative – not so many disadvantages.</li> </ul> <p><b>Advantages of Option 2 include the following.</b></p> <ul style="list-style-type: none"> <li>• It is better in the long term</li> <li>• Better to cut back on some consumption now</li> <li>• Much of that consumption is quite unnecessary, eg. corn for meat which is actually not good for general health</li> <li>• So major externalities</li> <li>• Growing corn for ethanol could be cut back and Americans could use smaller vehicles, i.e. not 'Hummers'</li> <li>• Some output could be switched to export corn</li> </ul>

		<ul style="list-style-type: none"> <li>• If usage is not cut back there are costs to the local population as the area becomes unproductive and population has to migrate</li> </ul> <p>Allow:</p> <ul style="list-style-type: none"> <li>• It is better than the alternative – not so many disadvantages.</li> </ul> <p><b>Advantages of Option 3 include the following.</b></p> <ul style="list-style-type: none"> <li>• The only sustainable solution in the long term for the preservation of the aquifer</li> <li>• Places the environment at the top of the agenda</li> <li>• Allows natural landscape to recover</li> <li>• Allows original rangeland economy to re-establish itself</li> <li>• US population are over-consumers and it be very good for the health of the nation to cut back on consumption</li> <li>• So might even be cost-effective if tastes changed</li> </ul> <p>Allow:</p> <ul style="list-style-type: none"> <li>• It is better than the alternative – not so many disadvantages.</li> </ul>
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>'It will bring more jobs'</i> . Points likely to be 'lifted' straight out of the Resource Booklet, without comment or qualification. Focus on chosen option is very uncertain with little grasp of consequences of choice. No obvious explanation of why this is beneficial for the people of the USA. 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 the RB, e.g. <i>'This will allow a long-term recovery'</i> . Focus on chosen option is clear with some limited understanding of implications of choice. Clear attempt to explain positive impact on people (likely to be local people) importing a little K and U from Units 1 and 2 as in <i>'if they sell more abroad then incomes will rise'</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>'Developing agriculture will bring more jobs and this will create further jobs in other industries such as in shops and schools as output rises'</i> . Focus on chosen option is clear and thoughtful with developed understanding of implications of choice. Strong attempt to explain impact on people, including at a national level, 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> . 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.

