

CONFIDENTIAL



GCSE MARKING SCHEME

Additional assessment material for 2021 only

**GEOGRAPHY - COMPONENT 3
SPECIFICATION A and SPECIFICATION B**

**EDUQAS GCSE GEOGRAPHY
SPECIFICATION A and SPECIFICATION B**

COMPONENT 3 MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

3 (a) (i) Describe the location of the island of Lefkada.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	2
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)						

This box contains the sub-question

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open-ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.

2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question, then the examiner should enter a dash (-) or use the not attempted icon on E-marker.

3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

PART A: INVESTIGATING CHANGE OVER TIME

1 (a) Evaluate one strength and one weakness of a systematic sampling technique for this questionnaire in Boxpark.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.6				4			4
<p>One mark for one strength and one for elaboration (1+1)</p> <p>One mark for one weakness and one for elaboration (1+1)</p> <p>Do not credit more than one strength and one weakness</p>	<p>Possible strengths:</p> <ul style="list-style-type: none"> • Easy to understand (1) so that people can be selected quickly. • Reduces bias in larger samples (1) so that within 50 people reduces the likelihood of selecting just younger people (1) <p>Possible Weaknesses:</p> <ul style="list-style-type: none"> • Not everyone asked will stop (1) so survey might take longer to reach 50 people (1) • Bias might be picked up (1) as sampling interval might be set too small, so that sampling time might be short. E.g. selecting every 2nd person at lunchtime might pick up students 						

1 (b) (i) The students used a Likert survey used as part of the questionnaire. A Likert survey asks people to say how far they agree or disagree with a statement. Their results are shown in the table on page 2 of the Resource Folder. Give two weaknesses of this Likert Survey.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.6				2			2
One mark for each weakness given.	<ul style="list-style-type: none"> • Some people may not want to seem extreme so do not choose the strongly or totally agree options (1) • Some people may always choose the not sure option and be neutral about their responses (1) • Most of the statements are positive (4 out of the 5). So always give a positive impression, would be good to include more negative statements (1) • Likert surveys don't quantify anything (1) 						

1 (b) (ii) The students wanted to assess more of the impacts of Boxpark on people. Suggest two additional statements for the Likert survey.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.2					2		2
Credit any additional ideas that would give more information about the impacts of Boxpark	<p>Ideas might focus around environmental, economic, social, cultural or political issues. Generic statements or statements linked to the information given on the exam paper would be credit worthy.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Boxpark has improved the diversity of food outlets within Croydon. (1) • Boxpark has been the cause of shutting local food outlets. (1) • People travelling to the music and sports exhibitions: leave litter (1) cause congestion (1) disrupt the locals with noise (1) bring money to other businesses (1). • Boxpark has only been going since 2016 so it is difficult to tell the impacts on the businesses. 						

1 (c) Use the table on page 2 of the Resource Folder to complete Graph 1.1	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total																																				
Enquiry process 1.3					2		2																																				
<p>One mark for plotting correct lines.</p> <p>One mark for correct shading.</p> <p>Credit correct answers if out of order.</p>	<table border="1"> <caption>Approximate data from Graph 1.1</caption> <thead> <tr> <th>Statement</th> <th>Totally agree</th> <th>Agree</th> <th>Not sure</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Boxpark has improved the appearance of Croydon.</td> <td>45%</td> <td>10%</td> <td>15%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>Boxpark has brought more job opportunities to Croydon.</td> <td>5%</td> <td>30%</td> <td>25%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Boxpark provides more opportunities to socialize.</td> <td>55%</td> <td>10%</td> <td>15%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>The council should have provided a £3 million pound loan to help Boxpark set-up.</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>Boxpark has a positive effect on the existing local businesses in Croydon.</td> <td>5%</td> <td>10%</td> <td>15%</td> <td>40%</td> <td>30%</td> </tr> </tbody> </table>							Statement	Totally agree	Agree	Not sure	Disagree	Strongly Disagree	Boxpark has improved the appearance of Croydon.	45%	10%	15%	15%	15%	Boxpark has brought more job opportunities to Croydon.	5%	30%	25%	20%	20%	Boxpark provides more opportunities to socialize.	55%	10%	15%	10%	10%	The council should have provided a £3 million pound loan to help Boxpark set-up.	0%	0%	0%	80%	20%	Boxpark has a positive effect on the existing local businesses in Croydon.	5%	10%	15%	40%	30%
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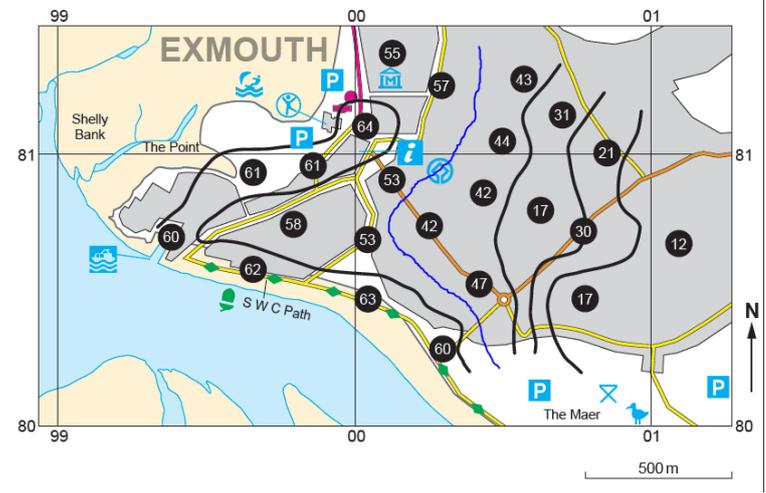
1 (d) Study the table on page 2 of the Resource Folder and Graph 1.1. Tick () two correct conclusions.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.5					2		2
One mark for each correct statement.	<p>Most people agree that Boxpark has brought social advantages, shown by large percentage of people who agree with the improved appearance and opportunities to socialize (1)</p> <p>Under half the people asked thought that Boxpark has brought more job opportunities to the area. (1)</p>						

PART B INVESTIGATING CYCLES AND FLOWS

2 (a) Tick (/) two enquiry questions that could be chosen in an investigation of cycles and flows in Exmouth.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.1				2			2
One mark for each correct statement.	<p>How does the numbers of tourists vary through-out the year? (1)</p> <p>How do pedestrian numbers vary through-out the day? (1)</p>						

2 (b) (i) Compare the movements of inbound and outbound traffic. Use data in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.4					4		4
<p>One mark for each correct comparative statement. These may be similarities and/or differences.</p> <p>Do not double count opposites.</p> <p>Max 3 if no correct use of figures (traffic or specific time).</p>	<ul style="list-style-type: none"> • Most inbound traffics is in the morning / before noon, whereas most outbound traffic is in the afternoon / early evening (1) • Inbound traffic has a higher peak (1) of over 1200 cars (1) outbound traffic has a lower peak of under 1000 cars • Inbound traffic peaks in the morning rush hour around 7am until 9am (1) whereas outbound traffic peaks in the evening (1) rush hour between 4pm and 6pm (1) • Inbound and outbound traffic is at similar levels between midnight and 3am (1) and again in the early afternoon around 3pm to 4pm. (1) 						

2 (b) (ii) Evaluate the strength and weakness of this piece of secondary data in investigating vehicle flows in Exmouth.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.2/1.6						4			4
Band	Mark	Band descriptor	<p>Strengths might include:</p> <ul style="list-style-type: none"> ▪ Collected over a whole day ▪ Inbound and outbound traffic separated ▪ Clearly displayed ▪ Relevant specifically to Exmouth <p>Weaknesses might include:</p> <ul style="list-style-type: none"> - Data only taken on one day - Traffic not split into different types of vehicles. - Don't know who, when, where or how it was collected. 						
2	3-4	<ul style="list-style-type: none"> • Has detailed and specific evaluative statements • Address strength(s) and weakness(es) in a balanced way. 							
1	1-2	<ul style="list-style-type: none"> • Valid simple statements, lacking evaluation • Addresses strength(s) or weakness(es) 							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

2 (c) Study Map 2.2 It shows the numbers of pedestrians in Exmouth.(i) The isolines have been drawn in for 60, 40, 30 and 20. Draw in the line for 50.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.3					1		1
Credit correct line, not touching circles.	 <p data-bbox="678 1019 1444 1064">Allow some tolerance on blue line but not touching circles.</p>						

(ii) Tick () one statement which accurately describes the patterns on Map 2.1	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Enquiry process 1.5					1		1
One mark for the correct statement.	<p data-bbox="805 1355 1444 1489">The greatest numbers of people are recorded along the seafront and around the car parks near The Point. In general the numbers of people recorded increase from East to West.</p>						

Part C: The wider UK dimension

3 (a) Some parts of the UK are experiencing counter-urbanisation. Circle the correct words in the sentence below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
One mark for each correct word.	Urban (1) Rural (1)							

3 (b) Explain the impact of counter-urbanization on rural villages.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			6					6
Band	Mark	Band descriptor		Suggested answers might include: <ul style="list-style-type: none"> House prices pushed higher as people can afford higher prices from selling in urban area, therefore locals can't afford existing housing stock. Housing stock changes as affordable homes are built, spread of the rural urban fringe, former green sites are built on and old properties are modernized. Small industrial sites are built for offices and businesses Decline of public transport as people either work in village or commute Service closing or changing to meet needs of newcomers, social changes, possible resentment & disruption of traditional views Shops change to meet the needs of incomers Traffic congestion and pollution get worst 				
3	5-6	<ul style="list-style-type: none"> Accurate and detailed elaboration response where the candidate shows a clear understanding through a chain of reasoning. Must include either range of possible impacts or depth of a couple of impacts 						
2	3-4	<ul style="list-style-type: none"> Specific elaboration in the response shows a clear understanding. Should refer to more than one impact / area of impact but may not be detailed. 						
1	1-2	<ul style="list-style-type: none"> Valid simple but basic points are made with no elaboration 						
	0	Award 0 marks if answer is incorrect or wholly irrelevant.						

3 (c) (i) Tick () the two correct statements.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
One mark for each correct statement.	<p>The highest temperature of 18.5 °C is in central London.(1)</p> <p>The highest temperature zone is approximately 35 km measured from East to West. (1)</p>						

3 (c) (ii) Tick two negative impacts of high temperatures in cities.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2				2
One mark for each correct statement.	<p>Energy usage for air conditioning and air cooling is expensive.(1)</p> <p>High temperatures are dangerous for older and people with existing health conditions who die from the heat. (1)</p>						

3 (d) Study the graph on page 4 of the Resource Folder.(i) Identify two conclusions you can make from the graph	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
One mark for each correct statement. Credit suitable accurate applicable conclusions.	<ul style="list-style-type: none"> • For all the all the English urban cities the pollution level increases as the deprivation goes up (1) • In the non-cities / rural areas air pollution is high in the most deprived and least deprived areas, (1) • In non-cities / rural areas air pollution is lower than in the UK cities (1) • London has the highest air pollution across all the deprivation areas (1) 						

3 (d) (ii) Suggest two improvements that could be made to the y axis labelled 'Pollution Level'.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
One mark for each correct statement. Credit any suitable accurate applicable improvements.	type of pollution/ air pollution (1) units (1) scale (1)						

3 (e) (i) Identify the correct conclusion that can be made from the data in Table 3.1	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
One mark for the correct statement.	There are more crimes per 1000 population in urban areas compared to rural areas.						

3 (e) (ii) The ratio of rural to urban vehicle thefts is 1 to 2. Calculate the numbers of vehicle thefts per 1000 population in an urban environment.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
One mark for correct working. One mark for correct answer. Accept other ways of working.	Rural: Urban = 1:2 Rural = 4.3 per 1000 population Therefore, Urban is 2×4.3 (1) = 8.6 (1) <i>per 1000 population</i>						

3 (f) Give two reasons why a person might choose to commute into an urban area.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2				2
Credit appropriate reasons – one mark per reason.	Suggested answers might include: <ul style="list-style-type: none"> • House prices differences between urban and rural • Public transport links e.g. fast rail / cheap buses • Costs of public transport and / or fuel (company cars) • Traffic congestion • Flexible working 						

(g) Study the graph on page 4 of the Resource Folder. Compare the population profile pattern in rural areas with urban areas.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
<p>One mark for each correct comparative statement. These may be similarities and/or differences.</p> <p>Do not double count opposites.</p>	<p>Suggested answers might include:</p> <ul style="list-style-type: none"> • In both 2001 and 2015, urban areas had a higher proportion of under 40s living in them than rural areas (1) • More people live in urban areas, in both 2001 and 2015 than rural areas (1) • Between 2001 and 2015 the rural population aged 30-34 decreased but gained people over 50 (1) whereas urban areas gained people aged 30-34 and over 50 in the same timeframe (1) • Rural population has aged more dramatically (1) 						

<p>(h) Some parts of the UK are experiencing counter-urbanization. “Higher temperatures in built up areas (the heat island effect) is the most likely reason for people in the UK to move from a city to a rural area.” To what extent do you agree with the statement? Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer to this question</p>		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					12		4	16
Band	Mark	Descriptor						
4	10-12	<p>The candidate writes a comprehensive response that:</p> <ul style="list-style-type: none"> provides comprehensive analysis (argument/counterargument, differing reasons/view-points) throughout that is substantiated by a range of evidence in the Resource Folder and/or exam paper reaches a decision that fully justifies their decision. addresses positive(s) and negative(s) in a balanced way. To what extent is addressed in a well substantiated conclusion applies wider geographical knowledge and understanding to effectively substantiate the chain of reasoning. 						
3	7-9	<p>The candidate writes a detailed response that:</p> <ul style="list-style-type: none"> provides detailed analysis (reasons with elaboration and linkages/connections between reasons, breadth & depth) that is supported by some evidence in the Resource Folder and/or exam paper reaches a decision that justifies in detail addresses specific positive(s) and/or negative(s) To what extent is partially addressed in a detailed conclusion applies wider geographical knowledge and understanding to support reasoning. 						
2	4-6	<p>The candidate writes a response that:</p> <ul style="list-style-type: none"> provides basic analysis (reasons without elaboration, breadth or depth) that is supported by occasional evidence in the Resource Folder and/or exam paper. reaches a decision addresses general positive(s) or negative(s) the conclusion is basic and doesn't address to what extent states some limited geographical knowledge/understanding. 						
1	1-3	<p>The candidate writes a basic response that:</p> <ul style="list-style-type: none"> provides a simple but unsubstantiated decision uses/quotes mostly accurate information about transport/sustainability 						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

Once a mark (out of 12) has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow

Band	Marks	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

