GCSE MARKING SCHEME

SUMMER 2022

**GEOGRAPHY - COMPONENT 3
SPECIFICATION A and SPECIFICATION B
C111U30-1 and C112U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCSE GEOGRAPHY
SPECIFICATION A and SPECIFICATION B

COMPONENT 3

SUMMER 22 MARK SCHEME

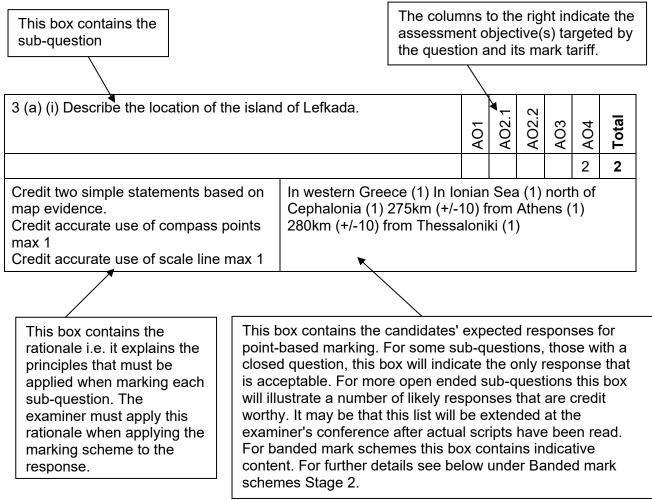**Instructions for examiners of GCSE Geography when applying the marking scheme**

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 must **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:

This box contains the sub-question

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

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 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 (or using the equivalent online tool. The number of ticks must equal the mark awarded for the sub-question.

The mark scheme should be applied precisely using the expected responses (indicative content) in the mark scheme 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 strike through the available dotted lines with a diagonal line.

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, as shown below:

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.

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.

4.   **Indicative content**

Expected responses (indicative content) are provided for point marked and 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.

PART A: INVESTIGATING THE USE OF QUALITATIVE SURVEYS IN FIELDWORK

1. (a) (i) Give one advantage of using a sampling technique to select fieldwork sites in the area shown on Map 1.1.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.2					2			**2**
Credit one point connected to the context of the map / location. Credit one for a reason linked to a sampling technique.	Large area / amount/3km of coastline (1) so sampling useful when not enough labour/equipment/time to measure whole area (1) Some areas / such as rocks are not easy to access (1) so avoids bias in choice of sites (1) Area has different parts e.g. beach and cliffs (1) so sampling is representative of the whole area/population (1) Useful where it is not practical/safe to survey every part of the area (1) Useful for different sections/geologies along coastline (1) comparisons can be made between sites (1) Quick/easy/convenient way of locating fieldwork sites as there is a system to follow (1) Accurately reflects any changes due to regular intervals (1) Sites are more random making data more reliable (1)							

1. (a) (ii) Select the correct pair of statements to complete Diagram 1.2. Tick (✓) one box.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.2						1		**1**

	Increases erosion risk	Decreases erosion risk	Tick (✓) one box
Credit one mark for correct box ticked. Mark writing in diagram 1.2 if candidate has not ticked a box.	Sea defences present.	Sea defences broken or non-existent.	
	Sea defences broken or non-existent.	Sea defences present.	✓
	Sea defences look ugly.	Sea defences look attractive.	

1. (b) (i) Study Graph 1.3. Circle the correct site letters in the table below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.4					3		**3**

Credit one mark for each correct answer. Note that statement three needs both answers correct for the mark. If more than one (or 2 on row 3) circle then zero marks on that statement, unless clear crossing out is seen.	**Risk of erosion due to rock structure**	**Circle the correct site(s)**
	Which site has a very high risk? Circle **one** site.	(A) B C D
	Which site did 8 people think had no risk? Circle **one** site.	A (B) C D
	Which **two** sites have similar levels of risk? Circle **two** sites.	A B (C) (D)

1. (b) (ii) Suggest two improvements that could be made to this part of the questionnaire.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.2					2		**2**

Credit up to two valid improvements	Reference to distance (1) Reference to time (1) Add an option for residents who live <1km/mile. (1) Add an option for residents who live >20km/miles. (1) Ensure categories do not overlap. (1) Increase number of categories (1) Usability of the questionnaire (1) Credit any other valid improvements.

1. (c) Evaluate one strength and one weakness of this field sketch as a method of showing coastal erosion issues.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.6/1.3				4			**4**

Credit one mark for a strength and up to two additional marks for elaboration. Credit one mark for a weakness and up to two additional marks for elaboration. (1+1)(1+1) (1+1+1)+1	The following is illustrative. Other valid strengths and weaknesses must be credited. Strengths • Annotations / labels show features relevant to topic (1) making sketch have more information / better understanding / easy to read (1) • Visual / diagrammatical representation / good drawing so easy to interpret (1) • Lots of detail / pick out detail (1) so easier to evaluate / understand (1) • Visually clear (1) so is easy to analyse / interpret (1) • Detailed annotations (1) Weaknesses • No numerical data (1) so can't evaluate defences / erosion / cost (1) • Time consuming process (1) used over large area (1) / to get lots of detail (1) • One area / limited viewpoint / not whole areas (1) so does not show all area (1) • No scale (1) so difficult to judge comparisons • No orientation / compass direction (1) • Missing information / not accurate (1) as it's a sketch and a photograph would include an actual image (1) • No title / location

PART B: INVESTIGATING PLACE THROUGH FIELDWORK

2. (a) Tick (✓) two enquiry questions that could be chosen in an investigation of place in Lowestoft.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.1				2			**2**

Credit correct answers only. More than two ticks = 0	Enquiry question	Tick (✓) two
	Do flood levels in Lowestoft increase in winter?	
	Does living near the river influence how positively people view Lowestoft?	✓
	Is farming economically sustainable in this area?	
	Does the length of time residents have lived in Lowestoft affect how they view the city?	✓
	Does the velocity of the river change downstream?	

2. (b) Identify and correct the 2 mistakes in the student's description of the location of Lowestoft. Complete the table below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.2				4			**4**

Credit one mark for each mistake AND one mark for each correction clearly identified in the table.	Western (1)	Eastern (1)
	5692 (Grid reference of Lake Lothing) (1)	5392 (1) Accept 5492 / 5292
	If a candidate has identified a mistake as Oulton Broad (5192) and consequently corrected that to 5292, then credit one mark ONLY.	

2. (c) Explain one strength and one weakness of this data recording sheet.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2				4			**4**

Credit one mark for a strength and up to two additional marks for elaboration. Credit one mark for a weakness and up to two additional marks for elaboration. (1+1)(1+1) (1+1+1)+1	Students may use any of the below (or other valid criteria). Possible strengths • Has a **location** shown (1) so you can see where the data was taken (1) • Has a **date / time** (1) on it, so you can see when the data was collected (1) • **Layout** of the environmental quality part of the sheet has plenty of space (1) so that recording can be read easily (1) making it more accurate (1) • Most of the **data** headings are easily understood (1) so that someone else can analyse them in the future (1) • Has a checkbox on Graffiti Survey to **link** to other data e.g. photos (1) so you know you have collected all the data (1) • Show wide variety of data (1) so a lot could be known/more detail about the area (1) • Scoring used for graffiti/environmental quality (1) allows for comparison (1) Possible weaknesses • Doesn't have anyone's **name** on it (1) so you can't check how accurate the data is (1) • Doesn't have space for the daily **context** / what might have been happening on the day (1) so you can't see if anything might have affected the accuracy of the data (1) reliability of the results (1) • In the Graffiti Survey there is not enough **space** to record location (1) so the sheet becomes harder for someone else to read / check data (1) • Unclear/unreadable type of houses (1) as the writing is over the print (1)

2. (d) (i) Complete Map 2.3 for Area B.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.3						1		**1**
Credit one mark for correct shading.	Area B shaded completely (accept grey pencil WITHOUT hatchings)							

2. (d) (ii) Tick one correct conclusion that can be drawn from Map 2.3.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.5						1		**1**
Credit one mark for correct statement.	Area B is a more deprived area than Area A, so people are likely to suffer more crime, barriers to housing and health challenges.							

END OF PART B

PART C: THE WIDER UK DIMENSION

3. (a) Complete the statements below to describe the trend. Use Graph 3.1.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.4					2		**2**
Credit one mark for each correct completion.	Increased / risen / climbed gradually or similar descriptor (1) 18 percent (1) (do not credit nearly 20%)						

3. (b) (i) Explain why retail provision is changing in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6				**6**

Band	Mark	Band descriptor
3	5-6	• Accurate and **detailed** response where the candidate shows a clear understanding through chain(s) of reasoning. • Must include a range of reasons and/or depth of at least one reason.
2	3-4	• **Specific** elaboration in the response shows a clear understanding. • Could refer to more than one reason but may not be detailed.
1	1-2	• Valid **simple** but basic points are made with no/limited elaboration
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Increase in online shopping and out of town shopping centres / retail parks.

Changing customer expectations e.g. expecting a wider range of services on a premises to wrap around the main product.

Examples might include click & collect to link up with e-commerce sector.
Experience shopping e.g. Younger people expecting to mix shopping with socialising, meaning the retail experience is not just about buying the product.

Access to town centres / increased car parking fees changing provision in town centres / Covid 19 / Lockdown.

Lower income rates & redundancy changing people's disposal incomes.

Business rates are becoming more expensive, competition for high street venues from leisure, activities and working hubs driving out smaller retail, unless planning has specifically accounted for this.

Planning decisions which have favoured lower business rates for low-quality retail e.g. fast food, charity shops meaning that bigger brand have been discouraged from moving into an area, therefore segregating experiences and areas of town centres.

Delivery costs reduced

3. (b) (ii) Online (internet) shopping can have social and economic impacts. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			6				6

Band	Mark	Band descriptor
3	5-6	• Accurate and **detailed** response where the candidate shows a clear understanding through chain(s) of reasoning. • Must include a range of reasons and/or depth of a couple of impacts.
2	3-4	• **Specific** elaboration in the response shows a clear understanding. • Could refer to more than one reason but may not be detailed.
1	1-2	• Valid **simple** but basic points are made with no/limited elaboration
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Examples could include:

• More buying from home so that people do not meet each other therefore limits face-to-face contact / people may feel isolated
• Greater range of products can be bought on-line so that people feel more connected to a global community
• Increased delivery jobs from sales / less face-to-face retail sales so skills needed for jobs change
• Job losses of people working in tradition / F2F shops so social exclusion / loss of friends / social contact increased personal and family stress / illness / mental health stress
• More price comparison so that people get a better deal / lower prices. Convenient for people / compare brands easily so that they can save time / effort

3. (c) (i) Calculate the percentage of vacant retail premises in Crompton Place ground floor. Show your working.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Fieldwork enquiry skill 1.3					3		3

Credit other valid ways of working.	Candidates may have approached their response by either area or number of units. $$\frac{\text{vacant}}{\text{total}} \times 100 = \textbf{answer}$$ (or other valid way of working) **Data extraction: vacant** is either 800 *(or 7)* (1) **Data processing: total** is either 6300 *(or between 32 and 42)* (1) **Data accuracy: answer** is either 12.7 *(or between 16.7 and 22)* (1) Accept rounding of the final answer.

3. (c) (ii) Compare the percentage of vacant retail premises in Crompton Place ground floor to the rest of the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3						1		**1**
Mark must be awarded for a comparative statement.	The retail vacancy rate is higher in Crompton place than the rest of the UK (1) The retail vacancy rate is lower in the rest of the UK compared to Crompton place (1) Comparative statement using data – whereas (1)							

3. (d) (i) Give two ways that Diagram 3.3 could be improved to represent the data in Table 3.4a more clearly.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3						2		**2**
Award one mark for each way.	Colour the graphics [1] Add *numbers or* scale [1] Add labels to …e.g. symbols/columns [1] Draw Food Unit graphic to scale (1) Add key (1)							

3. (d) (ii) Select one correct numerical method to compare the amount of Office space with Events space in Table 3.4b.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3						1		**1**
Credit this answer only.	Ratio (1)							

3. (d) (iii) Suggest why a Pie Chart would be a suitable graph to show data for Leisure, Office and Events space.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3						1		**1**
Credit one correct answer.	Easy comparison between use of space/proportions (1) Discrete data / easy to convert to percentages (1) Low number of categories so easy to read (1) Large actual numbers so easier to read as percentages (1)							

3. (e) Suggest why a bar chart is a suitable way to represent this data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					2		**2**
Credit one reason and one elaboration. OR Credit two reasons. (1+1) 1+1	Using categorical data / plots the quantity of qualitative category (1) so that comparisons can be made between categories (1) Using discrete data (1) Shows relative sizes (1) Familiar graph (1) so easier to interpret more quickly than a table (1)						

3. (f) Retail provision is changing in the UK and this is changing our towns and high streets. Study the information on page 6 of the Resource Folder. Changing shopping habits have brought positive new developments to UK towns and high streets. To what extent do you agree with the statement. Justify your decision. Use information in the Exam Paper, Resource Folder and your wider understanding of the UK to support your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				12		4	**16**

Use the descriptors in the banded mark scheme below. Work upwards from the lowest to the highest band.

Band	Mark	Descriptor
4	10-12	The candidate writes a comprehensive response that: • provides **comprehensive** analysis by thorough chain(s) of reasoning (argument/counterargument, differing reasons/viewpoints) throughout • that is substantiated by a **range of evidence** in the Resource Folder and/or exam paper • reaches a conclusion / decision that **fully justifies** why the agreement or disagreement has been reached • addresses specific positive(s) **and** negative(s). • applies wider geographical knowledge and understanding to **support reasoning.**
3	7-9	The candidate writes a detailed response that: • provides **detailed analysis** (some chain(s) of reasoning with elaboration and linkages/connections between reasons, breath & depth) • that is supported by **some** evidence in the Resource Folder and/or exam paper • reaches a decision that **justifies in detail** why the agreement or disagreement has been reached • addresses **specific** positive(s) **and/or** negative(s) • applies geographical knowledge and understanding to **support reasoning.**
2	4-6	The candidate writes a response that: • provides **some analysis** (reasons limited elaboration, breadth or depth) • that is supported by **occasional** evidence in the Resource Folder and/or exam paper. • reaches a decision why the agreement or disagreement has been reached • addresses **general** positive(s) or negative(s) • states some limited geographical knowledge/understanding.
1	1-3	The candidate writes a basic response that: • provides a simple but **unsubstantiated decision** • uses/quotes mostly accurate information from the resource folder.
	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
High	4	• 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
Intermediate	2-3	• 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
Threshold	1	• 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	• 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

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