GCSE MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE GEOGRAPHY
SPECIFICATION A and SPECIFICATION B

COMPONENT 3

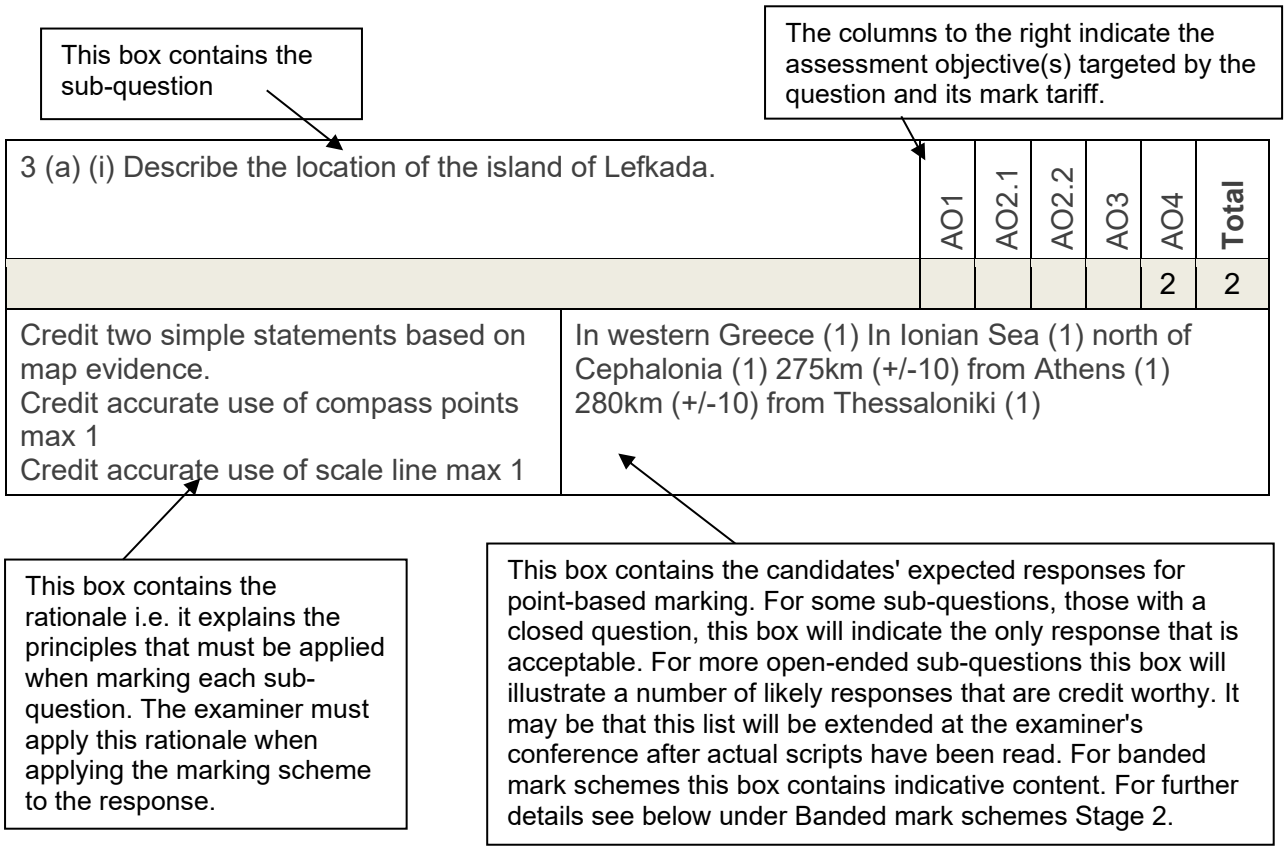
SUMMER 2024 MARK SCHEME

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:



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) Tick (✓) two correct statements in the table below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.4				2			**2**

Credit these answers only.

More than two ticks = 0 marks

	Tick (✓) two
Scotland has many of the lowest temperatures.	✓
The coolest places are all along the coastline	
The highest temperatures are in Wales	
The hottest places are inland	
The south-east of the UK has the highest temperatures.	✓
The highest temperatures are in the west of the UK	

1 (b) Give two strengths of this recording sheet.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.6				2			**2**

One mark for each correct answer.
Credit other valid answers

Space to write temperatures (1)
Clearly labelled columns (1)
Space for location (1)
Title (1)
Visually clear / set out clearly / well organised (1)
Units (1)
Dates already written in (1)

1 (c) Circle the correct options in the following statements.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.4					4		**4**

One mark for each correct answer.

- 0.05
- Increases
- South-west
- South-west

1 (d) Calculate the percentage increase in temperature. Show your working.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.4					2		**2**

1 mark for the working 1 mark for the correct answer Credit other correct ways of working	$\frac{15-13}{13}$ X 100 (1) Accept answers that don't include the x100. Answer = 15% (1) Credit 15.4% and 15.38%

1 (e) Suggest one conclusion about how UK summer temperatures are changing. Use data from Graph 1.6 in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.5				2			**2**

1 mark for conclusion about pattern / trend in graph 1 mark for quoted data / years, that supports the answers	4 / 40% / nearly half of the top ten (1) occurred in the last 20 years on the graph (1) Summer temperatures have fluctuated (1) The trend shows higher temperatures occurring more often (1) The temperatures are getting warmer (1) with an increase of 0.51ºC overall (1)

1. (f) (i) Give one reason why your primary data collection was accurate.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2				2			**2**

Credit one mark for a reason and additional mark for elaboration. Credit other valid answers. Do not credit 'so was accurate' as an elaboration. Maximum 1 mark if no survey or equipment identified.	• Took measurements carefully (1) using standard/reliable equipment (such as flow meter) (1) • Repeated measurements (1) so I could calculate a mean (1) • Learnt how to use equipment/did a pilot survey/calibrated device (1) so I knew what I was doing (1) • Recorded error levels (1) • Identified anomalies (1) • Large sample size (1) reduces bias (1) • Validation against trusting sources (1) • Sampling technique (1)

1. (f) (ii) Explain why secondary data was useful in your investigation into change over time.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.6				4			**4**

Band	**Mark**	**Band descriptor**
2	**3 - 4**	The candidate writes a **detailed** response that: • Uses specific **elaborated** statement(s) for one or more reason(s). • Uses example(s) from the candidate's own fieldwork.
1	**1 – 2**	The candidate writes a **basic** response that: • Uses **simple** statements with limited reasoning. • Is in the context of the candidate's own fieldwork
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

If no secondary data is identified then in the whole response, then maximum 2 marks.

Valid answers may include:

- Explaining primary data patterns / trends
- Backing up primary data
- Providing a context for study / enquiry question / conclusions
- Background information
- Increasing validity
- Linked to temporal changes / see before and after

Less expensive in terms of time / effort / places you can't get to.

END OF PART A

PART B: INVESTIGATING MITIGATING RISK

2 (a) Tick (✓) three enquiry questions that could be chosen in an investigation of mitigating risk in Great Yarmouth	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.1				3			**3**

Credit these answers only.
More than three ticks = 0

Enquiry Question	Tick (✓) three
Have retail opportunities in Great Yarmouth changed in recent years?	
To what extent are the coastal erosion management strategies effective?	✓
Is counter-urbanisation occurring in Great Yarmouth?	
Is Great Yarmouth a safe place to install a new wind farm?	✓
How do the house prices vary between north and south Great Yarmouth?	
How are residents in Great Yarmouth being affected by climate change?	✓

2 (b) (i) Estimate the size of the study area. Tick (✓) one box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					1		**1**

Credit this answer only. More than one tick = 0	$1km^2$

2 (b) (ii) Give a 6-figure grid reference for sample point A	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2					1		**1**

Credit this answer.	097 213 Accept 096 and 214 If using the large print papers, credit 098 213.

2 (c) Draw one line from each sampling technique to a strength	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.6				3			**3**

Credit these lines only.	• Systematic – Useful for measuring features that change within an area or along a road. • Stratified – Takes account of different land uses / traffic. • Random – Everything has an equal chance of being measured within the study area.

2 (d) (i) Complete the table below for sample site B.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					2		**2**

Credit these answers only.	Site B Median = 6.8 Site B Range = 5.1

2 (d) (ii) Which graph would be suitable to present the data in table 2.3? Tick (✓) one.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					1		**1**

Credit this answer only	Dispersion graph

2 (d) (iii) Give one reason why the graph you have chosen is suitable to present this data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					1		**1**

Credit other valid answers. Do not allow why other graphs are not appropriate.	• Useful to compare sets of data (1) • Can show the range / median / extreme values (1) • Shows how clustered / grouped / spread / scattered data is (1) • Shows distribution of a data set (1) • Can see max / min values (1)

2 (e) (i) Suggest one strength of your enquiry question	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
				2		**2**

Credit other valid answers. Statement plus elaboration. (1+1)	• Detailed location (1) allows comparison with other locations (1) • Related to theory / context (1) can be proven or disproven (1) • Focused / testable / manageable size / manageable timewise (1) by collecting a range of data (1) • Allowed sub-questions (1) to cover the full range of the enquiry (1) • Interesting / relevant (1) with implications for area of study (1)

2 (e) (ii) Evaluate one strength and one weakness of your conclusions.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.5/1.6				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	• Provided answers to enquiry question. • Considered the accuracy/range of data collected • Stated the main important results / linkages to location / geographical theory. • Stated the significance of the results for geographical theory / future / relevance / sustainability / personal understanding. • Highlighted outcomes not expected / unusual. • Summarized main points of study & linkages. These areas might be used as weaknesses or strengths.

END OF PART B

PART C: THE WIDER UK DIMENSION

3 (a) Tick (✓) two correct statements in the table below	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**
Credit these answers only.	The highest amount of rainfall was 1430mm. The rainfall trend has increased from 1980 to 2020.						

(b) (i) Tick the correct description of the trend shown in Graph 3.1	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**
Credit this answer only.	The UK population is generally increasing between 1995 and 2023.						

(b) (ii) Draw a line on Graph 3.1 to estimate the projected population growth in the UK from 2023 to 2045	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**
Credit these answers only.	Line joins clearly to the end of the existing line (1) Line ends in 2045 between 70 and 76 million (1)						

(c) Explain why using more land for towns and cities might increase the risk of river flooding in the UK	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		6					**6**

Band	Mark	Band descriptor
3	**5-6**	• **Detailed** response where the candidate shows a clear understanding through relevant chain(s) of reasoning. • Could include a range of reasons or depth of one or more reasons.
2	**3-4**	• **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 elaboration
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Reasons given may include:
- Increased impermeable surfaces.
- Increased peak discharge.
- Increased frequency of flooding due to saturated impermeable land surfaces.
- Increased overland flow.
- Old storm drainage systems, unable to take increased capacity.
- Increased urbanisation up / downstream affecting run-off & ground water flow.
- Lack of funding / resources to alert all the people in the cities / towns of flooding risk.
- Removal of vegetation reduces interception and infiltration rates and decreases lag times.

(d) Explain why hard engineering methods might have limitations when managing flood risk from rivers in the UK	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6				**6**

Band	Mark	Band descriptor
3	**5-6**	• **Detailed** response where the candidate shows a clear understanding through relevant chain(s) of reasoning. • Could include a range of reasons or depth of a couple of reasons.
2	**3-4**	• **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 elaboration
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Reasons given may include:
- Expensive initial and then costs to maintain.
- Harm environment & aquatic biodiversity
- Not aesthetically pleasing.
- Only protects one area of the riverbank.
- Erodes over time needing continuous expensive maintenance.
- Increased likelihood of flooding downstream due to altering the river flow.
- Doesn't provide amenities or add value to social landscapes.

(e) (i) Give two improvements to Diagram 3.2 that would show the data more clearly.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit one mark for each correct improvement. Credit other suitable answers.	Scale for the people / pictograms made proportional / change the number of people drawn (1) Give exact dates (1) Title to explain what the diagram shows (1) Specific number rather than up to (1)

(e) (ii) Give two additional pieces of data that could be included in Diagram 3.2 to help show which people are most at risk from flooding.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit one mark for each correct statement. Credit other suitable answers.	Where they live (1) Which age groups (1) Which gender groups (1) Which ethnicity (1) Which socio-economic groups (1)

(f) Tick (✓) three statements that correctly describe the map.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					3		**3**

Credit these answers only.	Most of the residential land-use in Marlow is out of the flood risk area. Globeside Business Park is at risk of flooding. The schools are outside the flood risk area.

(g) Land use zoning is the best way to sustainably manage river flood risk in the UK. To what extent do you agree with this statement?	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 (argument / counterargument, differing reasons / viewpoints) addressing sustainability concepts. • may use 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 positive(s) **and** negative(s) / alternatives(s) in a **balanced** way. • applies wider geographical knowledge and understanding to effectively **substantiate chain(s) of reasoning.**
3	**7-9**	The candidate writes a detailed response that: • provides **detailed analysis** (reasons with elaboration and linkages / connections between reasons, breadth & depth) which addresses sustainability concept. • may be 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** negative(s) / alternative(s). Does not have to be balanced. • includes relevant chains of reasoning. • applies wider geographical knowledge and understanding to **support reasoning.**
2	**4-6**	The candidate writes a response that: • provides **basic analysis** (elaborated reasons) with some link to the concept of sustainability. • may be supported by **occasional** evidence in the Resource Folder and / or exam paper. • reaches a decision about why the agreement or disagreement has been reached addresses **general** positive(s) or negative(s) / alternative(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. • Simple statements.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Students can follow the route of social, economic and/or environmental sustainability, and consider short and/or long-term solutions.

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.