GCSE MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 2018 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**
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)					2	**2**

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 transects in fieldwork

1. (a) (i) Give **two** advantages of using systematic sampling to collect data along a transect.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit each valid statement with one mark. Do not credit generic statements that do not refer to systematic sampling. Allow converse eg Better than … because …	It's simple to select data points (1) Regular spacing gives uniform coverage of the area (1) It gives representative data (1) Less likely to miss anomalies/variations (1)				2		**2**

1. (a) (ii) Circle **two** correct answers below.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit these response only	25 (1) 9 (1)					2	**2**

1. (b) (i) Calculate the percentage of shops that are vacant. Show your working in the space below.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit this response only for one mark. Credit the working/process for one mark. Credit the correct working with one mark if the answer is incorrect.	**Answer (1)** 15% **Working (1)** Number vacant = 3 Number of shops = 20 Working (3/20)x100					2	**2**

1. (b) (ii) Suggest **two** ways that Diagram 1.2 could be improved.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit each valid statement with one mark. Do not credit alternative presentation techniques.	Classify shop type/land use / colour code shop types (1) **and** provide a key (1) Diagram could show actual size of shops/ shop frontage / in proportion (1) North point/ label N and S at end of road (1) Add names of shops (1) Add any other specified data shop related data (1)					2	**2**

1.(b) (iii) Study photographs A and B on **page 2** of the **Resource Folder**. Suggest how a transect could be used to investigate the impact of vacant shops in a high street. Use evidence from the photographs.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					4		**4**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
2	3-4	Elaborated statement(s) about use of transects in the context of the high street.
1	1-2	Valid but generic statement(s) about use of transects
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Accept examples of qualitative data (eg bipolar on litter) or quantitative data (litter count or footfall).

Responses should suggest that a transect of sufficient length is used through or across the retail area to include the pedestrianised and other streets. Data is collected at regular intervals that may show the correlation between the number of vacant shops and at least one other variable such as:

- EQI or bipolar scores for quality of the retail environment/ parking/ dereliction/ graffiti/ litter
- Pedestrian counts
- Questionnaire data on people's opinions of the impact of vacant shops.

May refer to variations in quality of retail environment (eg pedestrian streets), footfall, location of chain stores in some streets and not others.

1. (c) This question is about your **own** experience of **using transects** in fieldwork. Evaluate strengths and weaknesses of using transects to collect data.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
				6		**6**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	Detailed evaluation of strengths **and** weaknesses with specific reference to transects in context of own fieldwork.
2	3-4	Evaluation of strengths and/or weaknesses with limited reference to transects.
1	1-2	Valid but generic statements about strengths and/or weaknesses
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Responses will be influenced by the candidates' own fieldwork. The following is illustrative.

Strengths might refer to:

- Usefulness to collect data across a feature eg across a meander or across a town centre
- Enables patterns to be seen in bivariate data where distance or altitude are important factors eg distance from sea in a sand dune or distance up a slope (wind speed) so shows change/variation eg gradient change/EQI

Limitations might refer to:

- Placement of transect is important or data collected could be misleading
- A specific issue with their location/topic studied
- The width of the transect could miss out important data
- Difficulty in following straight lines through an urban environment
- Problems of access at points along the transect due to land ownership or safety eg at points along a river

Generic statements

- Enables sampling techniques such as systematic sampling to be used
- Allows data to be collected relatively quickly
- Only shows change for that specific area
- Only gives you a snapshot of the area

Part B: Investigating sphere of influence through fieldwork

2. (a) (i) Tick (✓) **two** enquiry questions that could be chosen in an investigation of **sphere of influence** at **this** event.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit these responses only.	To what extent will noise nuisance change during the event? (1) Will the event have a positive or negative economic impact on the neighbouring area? (1)				2		**2**

2. (a) (ii) How useful is Graph 2.2 in understanding the impacts of traffic on the local area? Identify strengths and weaknesses in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
				4		**4**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
2	3 - 4	Detailed evaluation of strength **and** weakness.
1	1 - 2	Valid but limited evaluation of strength and/or weakness.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

For band 2: one side of the evaluation may be stronger than the other. Both sides should be strong for top marks.

Strengths could include:
- colour coded so easy to compare different opinions of locals and visitors
- appropriate style for discrete data
- both are alongside each other so easy to compare
- general trends are easily identified e.g. both groups 'agree' is mode.
- contrasting opinions can be identified e.g. 'strongly disagree'.

Weaknesses could include:
- no numerical data about amount of traffic
- reasons are not identified
- additional calculations are needed to process data as percentages
- types of impact are not identified
- no spatial element so can't see impacts on area.

2. (b) Study Photograph 2.3. Add **two** correct letters from the table below to the boxes in Cross-section 2.4.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit these responses only.	Left: **E** Middle: **C**				2		**2**

2. (c) (i) Complete Graph 2.6 by plotting the results for visitor G.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
One mark for correct completion.	Both direction and length must be accurate for one mark.					1	**1**

2. (c) (ii) Choose **one** method from the list below which would be an appropriate way to present the data in Table 2.7. Tick (✓) **one** box.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit this response only.	Pie chart (1) Bar graph (1)					1	**1**

2. (c) (iii) Give **two** reasons why the method you have chosen is appropriate.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit each valid reason with one mark – max 2 reasons Credit each valid development of reason with one mark Eg. (2+2) or (3+1) Credit why line graph is not appropriate.	<u>Pie chart</u> Data is discrete/in categories (1) and can be converted to percentages (1) so can easily be presented as proportion of the whole (1) Pie charts are widely understood (1) because they are visual/clear/easy to read/easy to see (1) widely used in media (1). <u>Bar chart</u> Data is discrete/in categories (1) so categories can be displayed as separate bars (1). Bars are easily compared (1) so useful for identifying patterns (1) Bar charts are widely understood (1) because they are visual/clear/easy to read/easy to see (1) widely used in media (1).					4	**4**

2. (d) 'It is important to have secondary data to support primary data in your fieldwork on sphere of influence.' To what extent do you agree? You should support your answer by referring to your own fieldwork.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					4		**4**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
2	3-4	Clear links provide detailed evaluation in context of own fieldwork on sphere of influence. Balanced appraisal draws together wider geographical understanding to support decision(s).
1	1-2	Some connections provide valid but limited evaluation. Limited appraisal uses wider geographical understanding to support decision(s).
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Responses will be influenced by the candidates' own fieldwork.

Possible answers could include:

- To explain anomalies/patterns/data
- To add to the validity of their conclusions
- To back up their points
- Background information and context.

The following is illustrative. Other types of secondary data must be credited.

House prices are useful because they are influenced by positive and negative features in the environment. Websites present this data on maps so spatial patterns are easy to see.

One limitation is that house prices are also influenced by size and condition of the house. This makes patterns due to spheres of influence harder to see.

Allow view that sufficient evidence can be collected as primary data as a valid limitation.

End of Part B

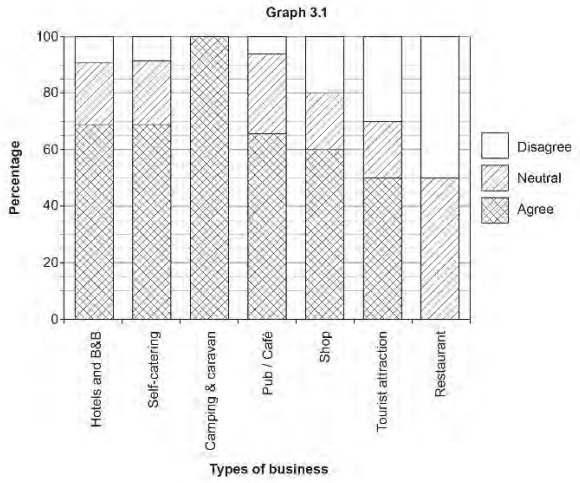
Part C: The wider UK dimension

3. (a) (i) Tick (✓) **three** correct statements about the map in the box below.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit these responses only, each with one mark.	The majority of events were held in England (1) Events held in London are 250km from people in Manchester and 205km from people in Cardiff (1) 30% of the events are located in London (1)					3	**3**

3. (a) (ii) The UK is an attractive location for international (global) sporting events. Tick (✓) **two** reasons for this in the box below.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit these responses only, each with one mark.	Good global transport links (1) English is an international language (1)		2				**2**

3. (a) (iii) Give **two** reasons why the UK government is keen to host these international events.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit each valid reason with one mark – max 2 reasons Credit each valid development of reason with one mark Eg. (2+2) or (3+1)	More tourists visit the UK (1) spending money (1) in hotels/restaurants (1). Jobs are created (1) in service industries (1) The events are broadcast globally (1) creating a positive brand for the UK (1).			4			**4**

3. (b) Tick (✓) the correct cost per kilometre of the road repairs made by Yorkshire councils before the race.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit this response only.	10,000 (1)					1	**1**

3. (c) (i) Complete Graph 3.1 below for tourist attractions and restaurants.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit each accurate bar with one mark. The length of the bars must be accurate to +- 2mm and have the correct shading						2	**2**

3. (c) (ii) Use Graph 3.1 to complete the sentences below.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit these responses only, each with one mark.	Camping and caravan (1) Restaurants (1)					2	**2**

3. (d) (i) Suggest **one** improvement that would show the data more effectively.		AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Credit any valid statement with one mark.	Addition of a vertical scale line (1) Use pictograms/ make the bicycles proportional to the figures (1) Change/adjust age categories (1)					1	**1**

3. (d) (ii) Explain why this international cycle event could have impacts on different groups of people.		AO1	AO2.1	AO2.2	AO3	AO4	Total
			6				**6**

Use a banded mark scheme. Work upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	Thorough and elaborated understanding of a range of reasons that relate to clearly named different groups of people.
2	3-4	Elaborated understanding of the reasons that relate to group(s) of people.
1	1-2	Simple, valid statements that demonstrate a basic understanding.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Credit positive or negative impacts. There is **no requirement for balance**.

Examples of positive impacts:

- multiplier effects within the local economy may benefit local business owners and workers such as those who own/work in hotels, bed and breakfasts, restaurants.

Example of negative impacts:

- increased traffic congestion, parking restrictions, diverted traffic and security measures may have negative impacts on local residents, motorists or local shops (if they have been made inaccessible by traffic restrictions).

3. (e) State which of these graphs is most appropriate to show the number of news articles published. Justify your choice.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit each valid justification with one mark.	<u>If Graph 3.3 is selected:</u> Line graph allows number of articles per day to be presented (1) so this graph is more detailed (1) and daily fluctuations can be analysed (1). Resolution of vertical scale allows number of articles per day to be read to nearest 100 (1). <u>If Graph 3.4 is selected:</u> The block chart allows easy comparisons to be made (1)					3	**3**

3. (f) Do you think that this international cycle event brought greater advantages than disadvantages within the UK? Justify your decision. Use information in the Resource Folder and your wider understanding of the UK to support your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer to this question.				12		4	**16**

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

Band	Mark	Descriptor
4	10-12	The candidate writes a comprehensive response that : • reaches a substantiated decision that includes an effective justification. • provides consistently detailed analysis throughout that is substantiated by a range of evidence from the Resource Folder. • provides effective evaluation of the issue(s) with clear reference to both advantages **and** disadvantages. • applies a wider geographical knowledge and understanding of the issue to effectively substantiate the chain of reasoning.
3	7-9	The candidate writes a detailed response that: • reaches a decision that is justified • provides detailed analysis that is supported by evidence in the Resource Folder • provides some evaluation of the issue(s) with some reference to both advantages **and** disadvantages. • applies a wider geographical knowledge and understanding of the issue to support reasoning
2	4-6	The candidate writes a response that: • provides a decision that is simply justified • provides some analysis that is supported by evidence in the Resource Folder • makes limited evaluation of the issue(s) • applies some limited geographical knowledge/understanding of the issue.
1	1-3	The candidate writes a basic response that: • provides a simple but unsubstantiated decision • briefly explores the issue.
	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.