



GCSE MARKING SCHEME

SUMMER 2022

**GEOGRAPHY SPECIFICATION B
COMPONENT 2
C112U20-1**

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 SPEC B – COMPONENT 2

SUMMER 2022 – 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:

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. 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 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.

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

(a) Describe the location of Grottole by circling the three correct answers from the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
Award one mark for each correct answer in the following order only. Deduct one mark for every additional response circled over the number stipulated in the question.	Southern Italy East of Naples 350km from Rome						

(b) (i) Study the climate graph below. Describe the climate of Grottole. Use figures in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3		3
Award a mark for each statement. Max 2 if only temperature or rainfall described. Max 2 if no figures.	Peak Temperature 27C / in August or July (1) Peak rainfall 78mm (+or – 1mm) / in November (1) Lowest temperature 8C / in January (1) accept 9C or 4C (1) Lowest rainfall 23mm / in July (1) Temperature range 19C (1) accept 18C or 23C or 27C (1) Dry season May to September (1) Wettest from October to December/January (1).						

(b) (ii) Complete the table below to describe the typical conditions of a high-pressure system by circling the one correct term in each box.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						4
One mark for each correct answer.	Summer		Winter				
	Cloud cover	<u>None</u> / Some / Full	<u>None</u> / Some / Full				
	Weather conditions	Rain/ Windy / <u>Sun</u>	<u>Frost</u> / Windy / Rain				

(b) (iii) Summer tourism in Grottole is encouraged by weather caused by high pressure conditions. Complete the following statements to explain why high pressure encourages summer tourism. Circle the correct term.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4				4
Award one mark for each correct word in the following order only.	Cools (1) Sinks (1) Condensation (1) Settled (1)						

(c) (i) Global warming is causing climate change in many places in Italy, including Grottole. Name two causes of global warming.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Award one mark for each correct cause named. 1+1	Answers may refer to: Burning fossil fuels (1) Deforestation (1) Farming cattle (1) Increased land fill (1) Allow answers that refer to negative feedback loop e.g. permafrost melting (1)							

(c) (ii) Give four effects of climate change.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Award one mark for each correct effect given. 1+1+1+1	Rising sea levels Melting ice Warmer global temperatures Extinction of species Coastal flooding Drought Heatwaves Ocean acidification Change of seasons Wildfires Desertification							

(c) (iii) Explain the consequences of climate change for one of these groups of people. Farmers /Conservationists /Water companies /Tourist hotel owners.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Candidates are expected to show their understanding of how these stake holders will be affected by climate change. No credit for naming group. Use the descriptors below, working upwards from the lowest band.		A top of band 2 answer for illustrative purposes: Climate change will cause worries for water companies because the rainfall they depend upon will be less reliable. Customers will need more water if it is hotter putting more pressure on the water companies supplies. A top band 1 answer for illustration purposes: Conservationists will be concerned about the effect loss of habitat will have on local wildlife and whether it will become extinct.						
Band	Mark	Descriptor						
2	3 - 4	A clear and detailed understanding of the consequences on the chosen group.						
1	1 - 2	A basic understanding of the consequences on the chosen group.						
0		Award 0 marks if the answer is incorrect or wholly irrelevant.						

(d) (i) Name one social indicator, other than HDI, that is used to measure human development.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit any social indicator. Do not credit Human Development Index	Answers might refer to: Birth rate, death rate, doctors per 1000, IMR, life expectancy, primary school leaving age, girls in education, literacy rate							

(d) (ii) Study Figure 3 on page 3 of the Resource Folder Many of the people employed in the primary industry are farmers. They export their products. What does export mean?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Award for clear definition.	Selling goods/services abroad							

(d) (iii) Study the development indicators in Figure 4 on page 3 of the Resource Folder. Compare Grottole's region with Italy as a whole.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Award for accurate use of development indicators Allow accurate extended reasoning (1+1+1) (1+1)+1 1+1+1	<ul style="list-style-type: none"> Grottole is less developed than Italy as a whole (1) HDI is lower in Grottole (1) HDI is similar (1) GNI is much lower in Grottole (1) Unemployment is higher in Grottole (1) 							

(d) (iv) Suggest what these indicators do not tell us about the level of development in Grottole?			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3			3
Band	Mark	Descriptor	<p>Top of Band 2 answer - Indicators can only show so much. What they don't show us include details about individuals rather than averages and unmeasurables such as natural beauty or how pleasant the climate is.</p> <p>Bottom of Band 2 answer - Some wealth statistics don't show how stressed people in employment are or how expensive life is in a place.</p> <p>Band 1 answer- Money isn't everything because we don't know if people are healthy/happy.</p>						
2	2-3	Understanding of limitations of development indicators is clear with the best answers may give examples							
1	1	Basic understanding that level of development can't always be measured completely							

(e) (i) Graph 2 shows the population of Italy over recent years. Use the information in the table below to complete the line graph.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
							2		2
One mark for each accurate plot. 1+1			<p>Total population – between the line</p> <p>Urban population – on the line</p>						

(e) (ii) The proportion of people in rural area is declining. Explain why.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				6					6
Band	Mark	Descriptor	<p>Possible points to be made include reference to push and/or pull factors.</p> <p>Detail of push factors including lack of jobs, schooling, opportunities, entertainment etc</p> <p>Details of pull factors including career opportunities, wider range of opportunities.</p>						
3	5-6	A clear and detailed understanding of the factors leading to rural depopulation. Chains of reason are sophisticated.							
2	3-4	A sound understanding of the factors leading to rural depopulation. Chain(s) of reason evident.							
1	1-2	A basic understanding of the factors leading to rural depopulation.							
0	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

(e) (iii) The population of Grottole has fallen from 1,400 to 300 in the past thirty years. Give two reasons why a decrease in population in a rural area has an effect on those who stay.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4					4
<p>Credit appropriate reasons with up to 2 additional marks with an elaboration. (1+1) (1+1) (1+1+1) +1</p>		<ul style="list-style-type: none"> Landlords will have fewer tenants (1) so might be unable to repair (1) Business owners will have fewer employees (1) so might have to close/move away (1) Schools will have fewer students (1) so might close (1) Builders will have less work (1) so will have less money (1) so might have to move away (1) Service providers e.g. shops/pubs have fewer customers (1) so might close (1) Those that remain will have fewer services/opportunities (1) so might move too (1) Local government will collect less tax (1) so cannot do as much (1) 						

PART B

(a) (i) Study the data table below. Give the difference between households with internet access in Grottolo's region and the UK.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Award this answer only.		26%						

(a) (ii) Give one reason why good communication links can bring economic advantages to an area.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2				2
One mark for valid reason and additional mark for development (1+1)		<p>Responses may refer to</p> <ul style="list-style-type: none"> • publicity for business (1) bigger market (1) • wider catchment (1) so more sales (1) • video calling for work/wfh (1) so wider range of jobs available (1) • internet banking (1) so more money earned (1) • online learning (1) find new opportunities (1) • easier to trade (1) so more money earned (1) • attracts businesses to area (1) providing jobs (1) 						

(b) (i) Grottolo has become a tourist honeypot. The number of holiday homes in the village has increased in recent years. Explain the possible problems this could cause.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					6			6
Band	Mark	<p>Possible points to be made include:</p> <p>Fewer visitors/residents in winter so shops close so more locals move away so local traditions die out forever.</p> <p>Less people working so less tax collected so less spent on infrastructure so more move away.</p> <p>Less services used so no work for young people so forced to move.</p> <p>House prices rise so housing too expensive for young people so forced to move away.</p>						
3	5-6							
2	3-4							
1	1-2							
0	0							
		<p>A clear and detailed understanding of the problems caused. Chains of reason sophisticated.</p> <p>A sound understanding of the problems. Chain(s) of reason evident.</p> <p>A basic understanding of the problems. Some consequence outlined.</p> <p>Award 0 marks if the answer is incorrect or wholly irrelevant.</p>						

(b) (ii) Suggest one advantage an increase in tourism could bring to the village of Grottole?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					3			
One mark for valid advantage and two additional mark(s) for development. (1+1+1) Do not credit more than one advantage as a stem.	<ul style="list-style-type: none"> • More tourists mean more spending (1) so businesses grow (1) so services grow to support this (1) • New ideas (1) so dynamic community (1) so more businesses move in (1) • Landlords make money (1) so buildings maintained (1) leads to further growth (1) • Landlords make money (1) which they spend in local shops (1) preserving jobs (1) • Builders gain work (1) renovating houses (1) so can stay in Grottole (1) 							

(c) (i) Multinational companies [MNCs] have invested in Grottole because it is part of a trading bloc, the EU. Give one reason why governments benefit from investment by MNCs.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
One mark for valid reason and additional mark for development (1+1)	<ul style="list-style-type: none"> • People in work/business pay tax (1) so government has higher income (1) / can do more to help the area (1) • Less money needed to support the unemployed (1) so can do more to help the region (1) • People who are employed are more likely to be happy with them (1) so they get re-elected (1) • Valid reason for More tourists (1) so increased income (1) 							

(c) (ii) Governments sometimes offer industries help to move to an area. Explain one problem this might cause.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2				2
One mark for valid problem and additional mark for development (1+1)	<ul style="list-style-type: none"> • Industry could become dependent on subsidies (1) and so be uncompetitive (1) • Badly arranged deals could be expensive (1) for a very long time (1) / not provide many jobs (1) • Industries might not offer the right jobs (1) for local people (1) /so they have to bring in outsiders (1) • Industry could move away when subsidy stops (1) leaving unemployment (1) • Jobs might be low paid (1) so takes a long time to see a return on the investment (1) • Specific type of pollution (1) causing habitat loss (1) • Pressure on local resources/services (1) 							

PART C

<p>Select a combination of the options that will work together to: stop people leaving; encourage people to move into the area; produce a more sustainable community. Use information in this paper and the Resource Folder, as well as your studies, to help you.</p> <p>Choose no more than three. Justify your choices.</p> <p>Your spelling, punctuation and grammar will be awarded a mark in this section.</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"> reaches a substantiated decision that includes a clear justification for the chosen options and how they meet the requirements of the plan (to stop people leaving, encourage people into the area and produce a more sustainable community); provides consistently detailed elaboration throughout that is substantiated by a range of evidence from the exam paper and the Resource Folder; provides effective analysis of why the chosen options would work well together.
3	7-9	<p>The candidate writes a detailed response that:</p> <ul style="list-style-type: none"> reaches a decision that justifies the choice of the options and how they meet most of the requirements of the plan (to stop people leaving, encourage people into the area and produce a more sustainable community) provides detailed elaboration that is supported by evidence in the exam paper and the Resource Folder; provides some analysis of why the chosen options would work well together.
2	4-6	<p>The candidate writes a response that:</p> <ul style="list-style-type: none"> provides a decision that simply justifies the chosen options but may only meet some of the criteria (stop people leaving, encourage people into the area and produce a more sustainable community) provides some elaboration that is supported by evidence in the exam paper and the Resource Folder; makes limited observations to suggest why the options might work well together.
1	1-3	<p>The candidate writes a basic response that:</p> <ul style="list-style-type: none"> provides a simple but unsubstantiated decision; briefly explores some reasons why the chosen strategies might help.
	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	Mark	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