GCSE MARKING SCHEME

SUMMER 2023

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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EDUQAS GCSE GEOGRAPHY
SPECIFICATION A and SPECIFICATION B

COMPONENT 3

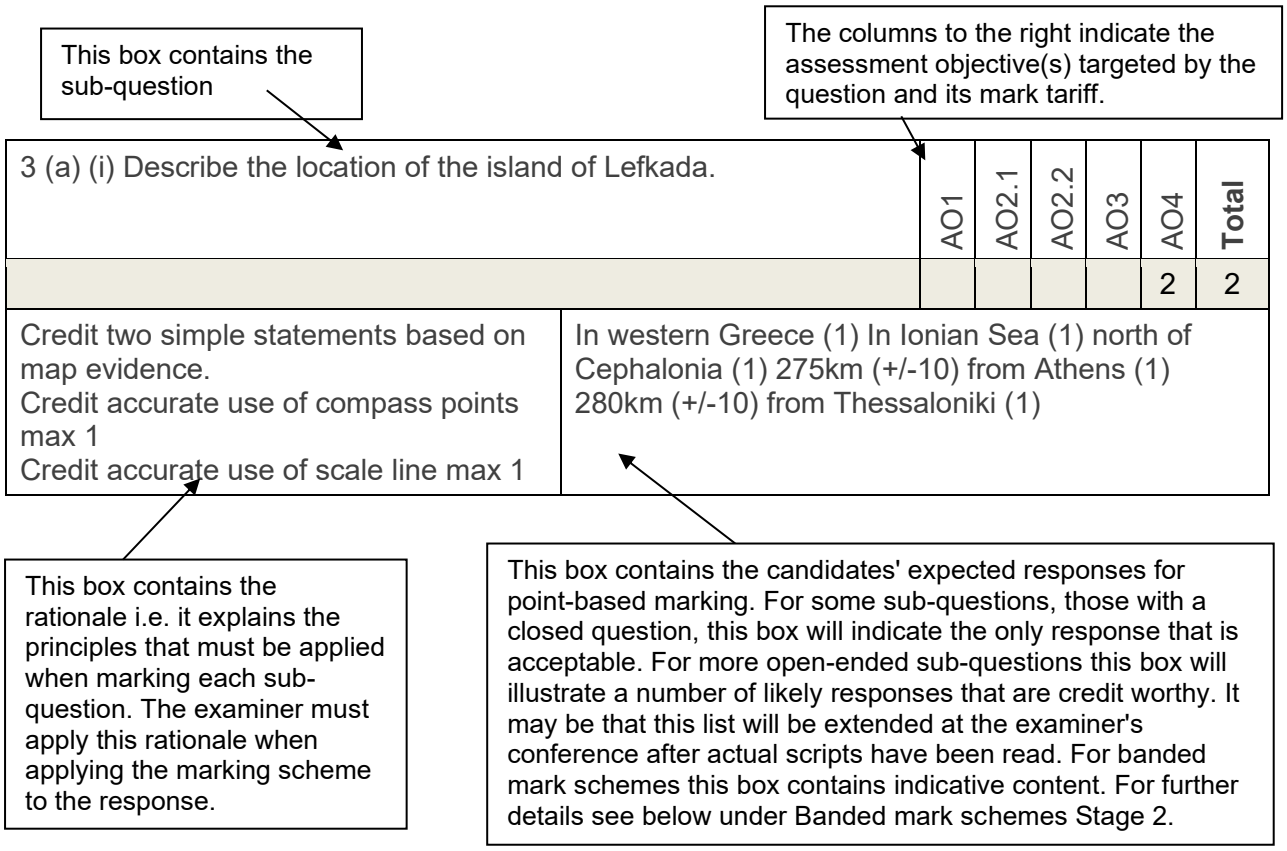
SUMMER 2023 MARK SCHEME

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.

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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.

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Part A: Investigating the use of transect in fieldwork

1. (a) (i) Tick (✓) the correct length of the transect in grid square 9879.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.4						1		**1**
More than 1 tick in each box award zero.	250m							

1. (a) (ii) Tick (✓) the correct direction of the transect in grid square 9879.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.4						1		**1**
More than 1 tick in each box award zero.	South East to North West							

1. (a) (iii) Give the 6-figure grid reference of the start of the transect at point A.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.4						1		**1**
One mark for correct answer	988 793 Accept grid reference of the letter A. Accept one up or down on the 3rd and 6th figure in the Grid Reference.							

1. (a) (iv) Great Bull Hill is found in grid square 9880 on **Map 1.1**. It is a bank of sand and shingle. Estimate the area of Great Bull Hill.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.4						1		**1**
One mark for correct answer	0.2 km^2							

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1. (b) Give **one strength** and **one weakness** of **Sketch Map 1.2** to show the location of the transect.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.6/1.3				2			**2**

One mark for one strength and one mark for one weakness.	This answer is relating to the location of the transect & how clearly the map shows this. Not accepting clear, coloured or easy to read. Strengths might include: • North arrow • Key • Clearly label transect • Most features shown Weaknesses might include: • No named location e.g. Dawlish • No scale • No national location • No road names Do not credit (unless justified) • Drawn badly / not easy to read Strengths - creditable answers for 1 mark • Shows a variety of things • Choose key features to include • Labels • Shows where / location of the transect in relation to other things Weaknesses - creditable answers for 1 mark • Not showing data over large areas • Difficult to get proportions right • No measurements / distances • No labels – must be specific/qualify what is not labelled.

1. (c) State **one advantage** of using systematic sampling to measure vegetation along this transect.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2				2			**2**

1 mark for general advantage of systematic sampling and one mark for development	Advantages might include: • Quick / easy to identify intervals (1) so large area of sand dune can be covered (1) • Equal intervals (1) so will cover the changing vegetation / environmental gradient (1) • Can choose interval distances (1) to ensure all of the sand dune is covered (1) Creditable answers: • Removes bias (1) so it provides reliable results (1) • Improves accuracy (1) as all vegetation is covered (1) • Improves reliability (1)

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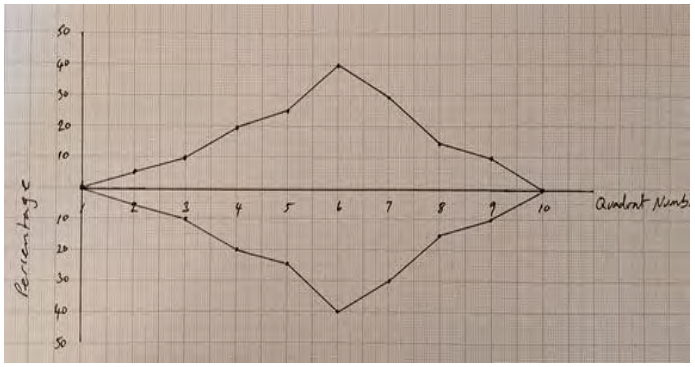
1. (d) (i) Complete **Diagram 1.5** below. Use the data in **Table 1.4**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					2		**2**

One mark for BOTH correct points
One mark for BOTH correct lines
If only one side is completed BUT correctly award 1 mark only.



- One square tolerance for the cross/dot on the graph

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

Credit these answers only. More than 2 ticks award 0.

	Tick (✓) two
The maximum percentage of Marram Grass in a quadrat is 80%.	✓
Gorse and Bramble are the most common plants in the middle of the transect.	
Bare sand is only found in 6 of the sample points.	
Gorse only grows close to the sea at maximum of 30%.	
Brambles are only found further away from the sea.	✓

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1. (e) (i) Give **one strength** and **one weakness** of using a transect to collect your data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.6/1.2				2			**2**

Answer must be in the context of the candidates own fieldwork to gain credit	Strengths may include: • Less time consuming than surveying the whole area • Can be easy to follow route along • Good to look at gradient change in a variable / zoneation Weaknesses may include: • Can only look at what is actually on the transect • Not always easy to identify where to actually place the transect Strengths - creditable answers for 1 mark • Can compare results • Representative of area • Can see changes • Covers a large area • Eliminates bias because of pre-determined intervals • Shows change in sediment size from sea Weaknesses - creditable answers for 1 mark • Not showing data over large areas / not representative of large area • May miss points not on transect / limits data to one route • Not long enough to see change • Can be time consuming to get data / slow

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1. (e) (ii) Explain why a presentation method for your transect data showed some of these strengths.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.6/1.4				4			**4**

Band	**Mark**	**Band descriptor**
2	3-4	The candidate writes a **detailed** response that: • Uses **detailed** statements about several strengths • Related specifically to **transects**. • **Uses examples** from the candidates own fieldwork
1	1-2	The candidate writes a **basic** response that: • Uses **simple** statements based on one area of strength • Related to **general** data presentation methods • **Is in the context** of the candidates own fieldwork
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Clear to interpret:
- Key / symbols
- Colours / shading
- Can see lots of data in a small space

Locational information:
- Maps
- Road names
- Grid references

Relevant Data:
- Land use
- Vegetation
- Patterns / trends
- Comparison with other transects
- Shows zonation

Student exemplification does not have to be linked to specific strength for credit e.g. Comparison with other transect might be under clear to interpret or relevant data.

Do not credit lifted statements of strengths given in question

Band 1: simple statement e.g.
1. labels and scales are used
2. relevant data (*lift)* like sediment size and cliff size
3. compare variables

Band 2: elaborated / detailed statement (shows relationship between description and strength) e.g.
1. Showed a visual difference between transect 1 and transect 2
2. Creating graphs like my bar chart of people is making data clear to interpret making it easy to compare transects in different parts of town
3. Graphs show many variables / lots of data at once, so it was easy to see everything at once

END OF PART A

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Part B: Investigating Inequality

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

Credit these answers only.
More than 3 ticks award zero.

Enquiry Question	**Tick (✓) three**
How does the microclimate vary within York city?	
To what extent do tourist visits influence the provision of car parking spaces in York?	
How does access to services vary between different suburbs of York?	✓
How does the standard of living compare between central York and the suburbs?	✓
How effective are the river defences in York in protecting the cathedral?	
To what extent do York's historic buildings influence its identity?	
To what extent is the quality of life for families better than for students in York?	✓

2. (b) (i) Complete **Table 2.2** to show the high impact score for litter.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2					1		**1**

Credit this answer only.	40

2. (b) (ii) Some local people feel that litter has a greater impact than graffiti on environmental quality. How would you adapt the survey to show this?	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2/1.6					1		**1**

Credit other suitable answers	Answers likely to focus on: • Increase the weighting for litter or decreasing weighting for graffiti • Changing the criteria e.g. lowering the amount of litter found in each 10 metres relative to the graffiti or increasing amount of graffiti found in each 10 metres Accept statements about the relative impacts of graffiti and litter (1) e.g. Likert survey

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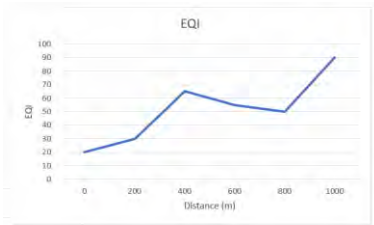
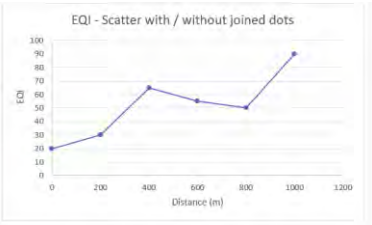
2. (c) Sketch an appropriate graph to display the data in **Table 2.3**. Use the outline below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.3					4		**4**

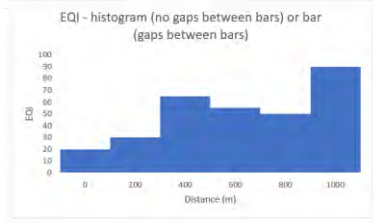
Mark separately up to 4 marks

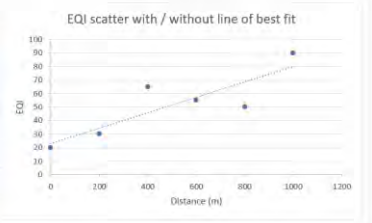
MP1: Axis – Both axes labelled with titles OR correct units (1)
MP2: Axis – Scale shown 0 to 1000 AND 20 to 90 (1)
MP3: Data – representation of either – scatter crosses / circles / blobs OR bars OR pictograms OR line indication (1)
MP4: Data – estimated plotting of each data point to rough scales (1)
MP5: Axis – Most appropriate variable on axis i.e. Distance on x-axis, EQI on y-axis (1)

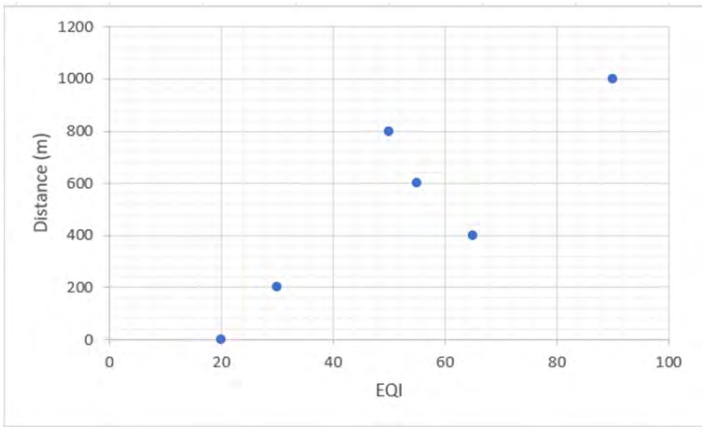
Accept all reasonable graphs even if not strictly appropriate
Inverted axis are OK and creditable
Main creditable graphs seen so far











Example to show where axes have been reversed/inverted.

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2. (d) A student wrote some statements in their investigation report. Circle the correct term for each statement.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2				3			**3**

Credit these answers only.	1. Bias 2. Accuracy 3. Control group

2. (e) (i) This question is about your own fieldwork experience of investigating **inequality**. Give **one reason** why your data collection was reliable.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.6/1.5/1.2				2			**2**

Answer must be in the context of the candidates own fieldwork on inequality to gain credit. One mark for reason and additional mark for development.	Reliability relates to how repeatable the data collection methods are and how reproducible the results are. Answers may include: • the methods easy to repeat (1) so other people could do the survey (which makes it consistent) (1) • the sample size big enough (1) because I measured all of the bus routes over a week (1) • the data collected from the population of interest (1) • Appropriate timing of data collection (1) because I took readings twice a day (1) • Collecting repeated readings (1) so that they could calculate central tendency (1) • identifying anomalies (1) and took repeated results to check them (1) • checked calculations (1) Creditable answers: • Gathered a range of data (1 mark – showing large sample size) through different surveys e.g environmental quality and pedestrian counts (1 mark– elaboration by exemplification) • Used systematic / any type of sampling (1) so my results didn't have bias (1) • Organised data collection sheet (1) • A range/variety of data (1) means that I had less bias (1) my data was more accurate (1) • I used primary and secondary data (1) Do not credit: • "Quick/easy to make comparisons" as this is not about reliability • Recorded what was in front of me • The data collection method on its own

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2. (e) (ii) Evaluate **one strength** and **one limitation** of your conclusions.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.6/1.5				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 addition marks for elaboration. (1+1)(1+1) (1+1+1)+1	**Strengths:** Conclusions answered my aim (1) because the data showed in difference in the two areas compared / support by data (1) and it matches with people living in the best residential places that they can afford / geographical theory (1) I choose to complete a secondary data crime survey / suitable method (1) which meant my conclusions were valid (1) Conclusions were based on all my data (1) My conclusions answer my aim (1) but also suggested more questions (1) **Limitations:** The conclusions might have been bias / not valid / had errors (1) as I only had several questionnaires/ limited data (1) I only got the bus / pedestrian data for one day (1) Do not credit it opposites, a description of results only scores (1) Strengths - creditable answers • Compared two streets (1) so we could see differences (1) • We found people on X street has a better standard of living than Y street (1) • We based our conclusions on lots of different data (1) • We had multiple surveys / data sources / primary and secondary data (1) Weaknesses - creditable answers • Only sampled at one time (1) • More data would have given more reliable results (1) • Didn't use secondary data (1) to see where we had a higher crime rate (1) so we can't fully answer the aim (1) *Credit answers that refer to reliability of the results, or accuracy of data collection methods impacting on the conclusion*

END OF PART B

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Part C: The wider UK dimension

3. (a) Tick (✓) **three** correct statements in the table below. Use **page 2** of the **Resource Folder**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					3		**3**

Credit these answers only.

	Tick (✓) three
The UK's population is projected to reach 70 million by 2031.	✓
Most people in the UK live in towns.	
Town populations have a higher % growth than city populations.	
The UK's population has declined since 1951.	
The highest urban percentage growth in population, between 2001 and 2019, was in inner London.	✓
11 million people lived in the UK in 2019.	
The UK's population grew by over 15 million people between 1951 and 2021.	✓

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3. (b) (i) Explain why some people move from rural to urban areas in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
		6					**6**

Use the descriptors below, working upwards from the lowest band.

Band	Mark	Band descriptor
3	5-6	• **Detailed** response where the candidate shows a clear understanding through a chain of reasoning. • Must include a range of reasons or depth of a couple of reasons.
2	3-4	• **Specific** elaboration in the response shows a clear understanding. • Should 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.

Possible answers include:

- Investment in urban areas, due to high population density, therefore large workforce, so more job opportunities.
- Higher wages, more varied employments, more stable income e.g. technology jobs.
- Higher standard of living, better access to health care and education.
- Commercial farming in rural areas, means less traditional jobs, high unemployment pushes people to urban areas.
- Cultural opportunities and a more varied social opportunities can be a pull factor.

Band 1: simple reason
e.g. better jobs / homes, more leisure activities

Band 2: elaboration (people move because of this and that)
e.g. people move for services like health care / education / jobs so they can provide for family / be closer to work

Band 3: elaboration chain, multiple reasons (people move because of this and that, which means that)
e.g. people move because of access to a range of services like health / jobs so they have easier health care / necessities / more money which means a better standard of living / long life expectancy / better wellbeing.

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3. (b) (ii) Give **two reasons** why rural to urban migration can have an impact on UK urban areas.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			4				**4**

Credit each separate valid reason with one mark and with up to two additional marks for elaboration. (1+1)(1+1) (1+1+1)+1	Examples could include: • Gentrification (1) breaking traditional community spirit (1) making people not able to buy (1) splitting multi-generational families, creating child / old care challenges (1) • Younger working population moving in changing evening cultural entertainments (1) • Redevelopment of derelict areas of the city to provide housing (1) improving quality of the environment (1) • Increased people looking for jobs could impact the labour market (1) so that lower paid jobs are more competitive, which could lower wages even more (1) • People needing more rental accommodation (1) which means different priorities within a community (1) e.g. landlords not upkeeping the environment, leading to disaffection (1) stress (1) or health issues (1) Creditable answers: reason (1) impact (1) • Demand for housing / jobs (1) so some lacking income (1) • Pressure on health care / schools / services (1) • More traffic/ congestion (1) so pollution / lower health / late and stressed (1) • More pollution / litter (1) lowers environmental quality / aesthetics (1) less tourists / international income (1) • Overcrowding (1) *do not accept overpopulation/more people*

3. (c) (i) Complete the pie chart with data for Housing and Environment. Use data from **page 3** of the **Resource Folder**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit these answers only.	Line drawn in correct place (1) Both segments shaded correctly (1)

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3. (c) (ii) Give **one** way a pie chart is a suitable chart to present this data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit other suitable answers	Easy to compare (1) Data already in percentages (1) Low number of categories (1) so easy to read Large percentages (1) so easy to read Creditable answers: • Presents *percentages visually* / allows us to *see percentages* / *clear percentages* / *uses percentages* (1) • Shows multiple variables (1) • Data is discrete (1) Do not credit: • Visually clear / interpret it easily

3. (d) (i) Name an alternative graph that you could use to represent the data on **page 4** of the **Resource Folder**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit other suitable answers	Bar graph (1) Histogram (1)

3. (d) (ii) Graphs should be easy to draw and understand. Give **one** other way the graph you have chosen is suitable.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit other suitable answers	Easily show categories with small and large values (1) Easy to compare (1) Age categories are continuous categories of data (1) Creditable answers: • Represent lots of data at once (1) • Discrete data (1) Do not credit: • Visually clear / interpret it easily

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3. (d) (iii) Give **one reason** why having a minimum hourly wage could reduce deprivation.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			2				**2**

One mark for reason and additional mark for development.	Improve disposable income (1) therefore an increase in access to service provision (1) Increase in money/income (1), so that better quality food is affordable (1) Creditable answers: reason (1) elaboration (1) • Improve disposable income (1) therefore an increase in access to service provision (1) • Increase in money/income (1), so that better quality food is affordable (1)

3. (e) Compare the numbers of food parcels distributed in 2019 with 2020. Use **page 5** of the **Resource Folder**.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					4		**4**

Band	Mark	Band descriptor
2	3-4	The candidate writes a **detailed** response that: • Uses **detailed** statements about similarities **and/or** differences. • Uses specific information from the resource (numbers or months)
1	1-2	The candidate writes a **basic** response that: • Uses **simple** statements • Uses the resource to place answer in context.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Differences
- 2019 having less food parcels distributed in all months than 2020 overall
- 2019 shows a fairly consistent distribution over the year, whereas 2020 shows a marked rise in April, May and Jun / fluctuations
- April, May and June in 2020 were at least double the 2019 figures.
- April and May 2020 were over 60,000 packages which were the most distributed, whereas these were the least months in 2019 with less than 30,000

Similarities
- Feb is the only month in which the figures are similar, both 2019 and 2020 in-between 20,000 and 30,000

Look for comparison words such as however, most, but only, similar etc.

Band 1: simple statement
e.g. In 2020 amount increased / more food in 2020

Band 2: elaboration
e.g.
- Comparison of total numbers: 2020 had more for all months, 61,000 was the most in April 2020, but only 29,000 in April 2019.
- Comparison of distribution: Decrease in summer 2020 / unevenly distributed but similar / same in for summer months in 2019 /

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3. (f) Which of these three strategies do you think is the **most sustainable** way to reduce inequality in the UK? Use the information in the **Resource Folder** and your wider geographical understanding to support your answer. Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Use the descriptors in the banded mark scheme below. Work upwards from the lowest to the highest band.				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) • 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) • 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.

Sustainability - time scales, environment, economic, people

Band 1: means that / because statements e.g.

Band 2: Elaboration related to inequality, covering some aspects of sustainability. Could be vague / imprecise / inaccurate in places, may refer to only 1 strategy e.g.

1. Free food then everyone would have equal standard of living
2. Free bus passes reduces pollution
3. Affordable housing reduces homelessness

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Band 3: At least a limited chain(s) of reasoning, linked specifically to aspects of inequality, likely one strategy e.g. Script A discussed in the lower end of the band and two strategies discussed at the higher end of the band e.g. Script F.

1. Free furniture / more income for necessities / less hunger
2. Free food wouldn't last a long time, money better spent on longer term things like business money
3. Bikes decrease congestion / improve standard of living, health, well-being / reduces greenhouse gases / carbon footprint
4. Lowering crime rate / making area safe / can go to work / helps physical and mental health
5. Building more affordable homes destroys environment / reduces biodiversity

Band 4: linked chains of reasoning, relevant & linked to inequalities, referring to all three strategies & multiple aspects of sustainability e.g.

1. Free bus passes / people can access higher paying jobs / improving standard of living / more tax paid / better services / helps out rural and urban areas
2. Money for business means positive multiplier effect / increased UK revenue / improved infrastructure e.g. green areas / improved health and well-being
3. Building affordable homes / urban sprawl / needs more infrastructure / environmental degradation
4. Transport improvements / long-term independent / promotes positive multiplier through job & service access / increases GDP / international reputation / but doesn't reduce climate change or give equal access
5. Economic / independent incomes / provide for themselves and feed back into community / tackle climate change / provides social contact so improves QoL

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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