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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE (NEW)  
GEOGRAPHY - UNIT 3 NEA  
3110U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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.

**WJEC GCSE Geography Summer 2019**  
**Mark Scheme - Unit 3 NEA**

**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.

<p>3 (a) (i) Describe the location of the island of Lefkada.</p>	AO1.1	AO1.2	AO2	AO3	SPAG	<b>Total</b>
<p>Credit up to <b>two</b> valid statements based on map evidence.                  Credit accurate use of compass points max 1.                  Credit accurate use of scale line max 1.</p>	<p>In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)</p>			2		<b>2</b>

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.

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 learner 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 a range of 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 learner'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 learners 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.

#### 4. Assessing Writing

The quality of writing is assessed through two separate strands:

- (i) Communicating and organising
  - (ii) Writing accurately
- (i) **Communicating and organising** is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

**Meaning:** to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

**Purpose:** the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

**Structure:** well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

- (ii) **Writing accurately** takes into account the candidate's use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

## UNIT 3: MARK SCHEME

### SECTION A

<p>1. (a) There are a number of factors to consider when designing a qualitative survey, including;</p> <ul style="list-style-type: none"> <li>• the number of questions/statements used</li> <li>• relevance of the questions/statements to the aim of your investigation</li> <li>• use of different question type e.g. open/closed questions</li> <li>• sampling</li> </ul> <p>Choose one of these factors that you used when designing one of your qualitative surveys.</p> <p>Explain why this factor was important when designing your survey. (4)</p>	<b>AO1.2</b>	<b>AO2</b>	<b>AO3</b>	<b>Accuracy</b>	<b>Total</b>												
	4				4												
<p>Use the descriptors below, working upwards from the lowest band.</p> <p>Award 0 marks if the answer is incorrect or wholly irrelevant.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Band</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td>The response provides a clear and specific explanation of the importance of the chosen factor</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td>Basic and general explanation of importance of the chosen factor</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Marks	Descriptor	2	3-4	The response provides a clear and specific explanation of the importance of the chosen factor	1	1-2	Basic and general explanation of importance of the chosen factor		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Answer could consider;</p> <ul style="list-style-type: none"> <li>- Sample size</li> <li>- Number of questions</li> <li>- Relevance of question being asked in relation to the aim</li> <li>- Closed/open questions</li> <li>- Sampling technique</li> <li>- Pilot survey</li> <li>- Ease of completion in the field</li> <li>- Suitability of questions</li> <li>- Risk assessment</li> <li>- Ethically sound</li> </ul>				
Band	Marks	Descriptor															
2	3-4	The response provides a clear and specific explanation of the importance of the chosen factor															
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	0	Award 0 marks if the answer is incorrect or wholly irrelevant.															

1. (b) Select one set of primary data that you collected. Draw a table to show the information			<b>AO1.2</b>	<b>AO2</b>	<b>AO3</b>	<b>Accuracy</b>	<b>Total</b>															
(i) From the data table, draw a graph or map to represent the set of primary data that you collected.					<b>6</b>		<b>6</b>															
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<p>No table – the examiner cannot credit accuracy.</p> <p>Quantitative data selected – max band 1. All 'SAC' credited for 2 marks.</p> <p>Effective – eg. A radial graph is more effective than a bar chart to represent data from a bi-polar survey.</p>																						

<p>(ii) Explain why you selected this particular type of graph or map to represent your data.</p>	<b>AO1.2</b>	<b>AO2</b>	<b>AO3</b>	<b>Accuracy</b>	<b>Total</b>								
			<b>4</b>		<b>4</b>								
<p>Use the descriptors below, working upwards from the lowest band.</p> <p>Award 0 marks if the answer is incorrect or wholly irrelevant.</p> <table border="1" data-bbox="193 647 935 987"> <thead> <tr> <th data-bbox="193 647 301 692"><b>Band</b></th> <th data-bbox="301 647 432 692"><b>Marks</b></th> <th data-bbox="432 647 935 692"><b>Descriptor</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="193 692 301 801" style="text-align: center;">2</td> <td data-bbox="301 692 432 801" style="text-align: center;">3-4</td> <td data-bbox="432 692 935 801">A clear and elaborated explanation of one or more reason(s) for the selected data</td> </tr> <tr> <td data-bbox="193 801 301 911" style="text-align: center;">1</td> <td data-bbox="301 801 432 911" style="text-align: center;">1-2</td> <td data-bbox="432 801 935 911">Simple statements that give basic reason(s) with little (or no) elaboration</td> </tr> <tr> <td data-bbox="193 911 301 987"></td> <td data-bbox="301 911 432 987" style="text-align: center;">0</td> <td data-bbox="432 911 935 987">Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p>Credit reasons why other types of graph may not have been chosen.</p> <p>Credit answers that refer to graph from 1bi even if it is using quantitative.</p> <p>Appropriate graphs could include;</p> <ul style="list-style-type: none"> <li>- bar and line charts, pie charts, proportional circles, pictograms, histograms, star and radial graphs, kite diagrams, triangular graphs, dispersion graphs and scatter graphs</li> </ul> <p>Appropriate maps could include;</p> <ul style="list-style-type: none"> <li>- sketch maps, choropleth maps, flow-line maps</li> </ul>	<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>	2	3-4	A clear and elaborated explanation of one or more reason(s) for the selected data	1	1-2	Simple statements that give basic reason(s) with little (or no) elaboration		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>A good answer will focus on the suitability or appropriateness for the type of graph/map for the chosen data.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Radial graphs are good as they are visually clear (maybe coloured). Enables you to compare three or more variables in different locations. Enables to compare individual elements within a location.</li> </ul>
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1. (c) Evaluate the qualitative techniques you used to collect your primary data.  <i>Include relevant tables, graphs, diagrams or maps from your portfolio.</i>		A01.2	A02	A03	Accuracy	Total																	
			8		4	12																	
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After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 4).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
High	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
Intermediate	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
Threshold	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**End of Section A**

## SECTION B

<p>2. (a) Give <b>two</b> reasons why you selected your fieldwork locations to investigate the concept of place.</p>	<b>AO1.2</b>	<b>AO2</b>	<b>AO3</b>	<b>Accuracy</b>	<b>Total</b>												
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2. (b) Analyse the trends and patterns shown by the data you collected.			<b>AO1.2</b>	<b>AO2</b>	<b>AO3</b>	<b>Accuracy</b>	<b>Total</b>															
Include and refer to relevant tables, graphs, diagrams and maps from, your fieldwork portfolio that represent this data.				<b>8</b>			<b>8</b>															
Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.			This is an AO2 question – candidates have to apply their knowledge and understanding when analysing their data.																			
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	0	Award 0 marks if the answer is incorrect or wholly irrelevant.  Meaning may lack clarity in parts. Statements are linked by a basic structure.	
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<p>2. (c) Explain why the conclusions of your fieldwork investigation did or did not match your initial predictions.</p> <p>Refer to examples of primary and secondary evidence you have collected to support your answer.</p>			<b>A01.2</b>	<b>A02</b>	<b>A03</b>	<b>Accuracy</b>	<b>Total</b>
			<b>6</b>				<b>6</b>
<p>Use the descriptors below, working upwards from the lowest band.</p> <p>Award 0 marks if the answer is incorrect or wholly irrelevant.</p>			<p>Responses should offer an explanation of the extent to which the study was able to match the predicted outcomes. Essential that reference is made to reasons why some outcomes <i>may have proved successful or unsuccessful</i>.</p> <p>This may develop into an explanation of the limited nature of some places selected or the quality or limited nature of surveys that were undertaken. The latter may be in response to time related factors, location or weather.</p> <p>Do not credit responses that suggest how the investigation could have been improved.</p>				
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>					
3	5-6	<p>The reasons why conclusions did or did not meet initial predictions are explained with elaboration.</p> <p>Reference to primary and/or secondary evidence is purposeful and well considered.</p> <p>Meaning is unambiguous. The response has purpose, is organised and well structured.</p>					
2	3-4	<p>The reasons why conclusions did or did not meet initial predictions are explained with some detail.</p> <p>Reference to primary and /or secondary evidence is useful and adds support.</p> <p>Meaning is clear. The response has purpose and structure.</p>					
1	1-2	<p>Limited attempt to explain why conclusions did or did not meet initial predictions.</p> <p>Reference to primary and / or secondary evidence is limited and lacks purpose.</p> <p>Meaning is generally clear. The response is structured.</p>					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

**End of Section B**