

UNIT 3 – MARKSCHEME

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:

| 3 (a) (i) Describe the location of the island of Lefkada. | | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | Total |
|---|--|-------|-------|-----|-----|----------|-------|
| Credit up to two valid 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 Thesaloniki (1) | | | | 2 | | 2 |

This box contains the sub-question.

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

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 examiners' 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 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 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.

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.

SECTION A

| <p>1 This question is about your fieldwork which used transects. (a) Describe how you selected the sample. You may refer to the selection of the start and end points of your transect, the size of the sample or the type of sampling.</p> | | | AO1.1 | AO1.2 | AO2 | AO3 | Total | | | | | | | | | | | | | | | |
|---|-------|---|-------|-------|------------|----------|--------------|---|----------|-----|--|----------|---|---|--|---|--|--|--|--|---|----------|
| <p>Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>The response provides a clear and detailed description of a suitable sampling strategy for that could be reliably replicated.</td> </tr> <tr> <td>2</td> <td>2-3</td> <td>The response provides a clear description of a suitable sampling strategy.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Simple statements indicate a sampling method.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p>Responses should refer to sampling strategies along a transect. Responses may focus on the selection of sample intervals (e.g. the use of random or systematic strategies). Equally valid are those responses that describe how sample size or sample location were chosen (e.g. the use of opportunistic sampling to select start and end points of the transect). The response may refer to any context such as a transect through a sand dune, through an urban area or across a river channel.</p> | | | Band | Marks | Descriptor | 3 | 4 | The response provides a clear and detailed description of a suitable sampling strategy for that could be reliably replicated. | 2 | 2-3 | The response provides a clear description of a suitable sampling strategy. | 1 | 1 | Simple statements indicate a sampling method. | | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | 4 | 4 |
| Band | Marks | Descriptor | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | The response provides a clear and detailed description of a suitable sampling strategy for that could be reliably replicated. | | | | | | | | | | | | | | | | | | | | |
| 2 | 2-3 | The response provides a clear description of a suitable sampling strategy. | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | Simple statements indicate a sampling method. | | | | | | | | | | | | | | | | | | | | |
| | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | | | | | | | | | | | | | | | | | |

| 1 (b) Identify the advantages and disadvantages of the sampling that you described in your answer to question 1 (a). | | | AO1.1 | AO1.2 | AO2 | AO3 | Total |
|---|--------------|--|-------|-------|-----|-----|--------------|
| Use the descriptors below, working upwards from the lowest band. | | | | | 10 | | 10 |
| Band | Marks | Descriptor | | | | | |
| 3 | 8-10 | The response provides a clear and detailed description of advantages and disadvantages which is illustrated from the candidate's own fieldwork. Meaning is clear. The response has purpose, is organised and well structured. | | | | | |
| 2 | 4-7 | Elaborated statements which describe advantages / disadvantages and which use illustrations from the candidate's own fieldwork. Meaning is generally clear. The response is structured. | | | | | |
| 1 | 1-3 | Simple statements based on general advantages / disadvantages but which may not be specific to the use of transects. Meaning may lack clarity in parts. Statements are linked by a basic structure. | | | | | |
| | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | | |
| Responses may consider issues of validity, accuracy or reliability. Evidence of the candidate's own experience of using transects must be evident to award band 2 or above. | | | | | | | |

| 1 (c) Represent primary data, collected using transects, using one graphical technique. You must include a table of the primary data as part of your answer. | | | AO1.1 | AO1.2 | AO2 | AO3 | Total |
|--|-------|---|-------|-------|-----|-----|--------------|
| Use the descriptors below, working upwards from the lowest band. | | | | | | 6 | 6 |
| Band | Marks | Descriptor | | | | | |
| 3 | 5-6 | Data is accurately and unambiguously recorded in a table. The response effectively and accurately uses one appropriate numerical, statistical, cartographic or graphical technique. The technique is effectively and accurately adapted to suit the data. | | | | | |
| 2 | 3-4 | Data is clearly recorded in a table. The response uses one appropriate numerical, statistical, cartographic or graphical technique with reasonable accuracy. The technique is adapted with some accuracy and clarity. | | | | | |
| 1 | 1-2 | Data is recorded in a table. The response uses one numerical, statistical, cartographic or graphical technique with limited accuracy. | | | | | |
| | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | | |
| Responses will need to be appropriate to the data set chosen to enter Band 2 or above. Effective and accurate adaptation of the technique (with suitable labels, key, scale etc. where appropriate) will be required to enter Band 3. | | | | | | | |

End of Section A

SECTION B

| <p>1 This question is about fieldwork which investigated the concept of inequality.</p> <p>(a) Explain why it is important to collect data from a number of different places if you want to investigate patterns of inequality.</p> | | | AO1.1 | AO1.2 | AO2 | AO3 | Total |
|---|--------------|---|-------|-------|-----|-----|--------------|
| <p>Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.</p> | | | | 4 | | | 4 |
| Band | Marks | Descriptor | | | | | |
| 3 | 4 | The response demonstrates clear understanding of the concept of spatial patterns of inequality. One or more reasons are elaborated. | | | | | |
| 2 | 2-3 | The response demonstrates understanding of the concept of spatial patterns of inequality. One or more reasons are outlined. | | | | | |
| 1 | 1 | Simple statements demonstrate limited understanding of the concept. | | | | | |
| | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | | |

| <p>1 (b) What conclusions can you draw from your own fieldwork into inequality? <i>You may support your answer by using up to five pages of evidence from your fieldwork portfolio.</i></p> | | | AO1.1 | AO1.2 | AO2 | AO3 | Total | | | | | | | | | | | | | | | |
|--|-------|--|-------|-------|------------|----------|--------------|--|----------|-----|---|----------|-----|--|--|---|--|--|---|--|--|----------|
| <p>Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Accurate and elaborated conclusion(s) are developed which demonstrate clear understanding of the concept of inequality. Conclusions are substantiated by direct reference to evidence in the fieldwork portfolio. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Elaborated conclusion(s) demonstrate understanding of the concept of inequality. Valid statements take into account evidence from the fieldwork portfolio. Meaning is generally clear. The response is structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple statements demonstrate limited understanding of the concept of inequality. Statements may not be substantiated evidence in the fieldwork portfolio. Meaning may lack clarity in parts. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> | | | Band | Marks | Descriptor | 3 | 5-6 | Accurate and elaborated conclusion(s) are developed which demonstrate clear understanding of the concept of inequality. Conclusions are substantiated by direct reference to evidence in the fieldwork portfolio. Meaning is clear. The response has purpose, is organised and well structured. | 2 | 3-4 | Elaborated conclusion(s) demonstrate understanding of the concept of inequality. Valid statements take into account evidence from the fieldwork portfolio. Meaning is generally clear. The response is structured. | 1 | 1-2 | Simple statements demonstrate limited understanding of the concept of inequality. Statements may not be substantiated evidence in the fieldwork portfolio. Meaning may lack clarity in parts. Statements are linked by a basic structure. | | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | 6 | | | 6 |
| Band | Marks | Descriptor | | | | | | | | | | | | | | | | | | | | |
| 3 | 5-6 | Accurate and elaborated conclusion(s) are developed which demonstrate clear understanding of the concept of inequality. Conclusions are substantiated by direct reference to evidence in the fieldwork portfolio. Meaning is clear. The response has purpose, is organised and well structured. | | | | | | | | | | | | | | | | | | | | |
| 2 | 3-4 | Elaborated conclusion(s) demonstrate understanding of the concept of inequality. Valid statements take into account evidence from the fieldwork portfolio. Meaning is generally clear. The response is structured. | | | | | | | | | | | | | | | | | | | | |
| 1 | 1-2 | Simple statements demonstrate limited understanding of the concept of inequality. Statements may not be substantiated evidence in the fieldwork portfolio. Meaning may lack clarity in parts. Statements are linked by a basic structure. | | | | | | | | | | | | | | | | | | | | |
| | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | |
|--|-------------|---|---|-------|-----|-----|----------|-------|
| 2 Fieldwork should be used to test wider geographical patterns and concepts. However, the results of fieldwork do not always match typical or predicted outcomes. To what extent did the results of your own fieldwork help to explain wider geographical patterns and concepts? | | | AO1.1 | AO1.2 | AO2 | AO3 | Accuracy | Total |
| | | | | | 10 | | 4 | 14 |
| Use the descriptors below, working upwards from the lowest band. | | | Responses should offer an evaluation of the extent to which the fieldwork confirmed geographical concepts or patterns. For example, urban models usually predict that the highest standards of living are found in suburban rather than inner urban areas. The response should evaluate the extent to which these predictions were met. | | | | | |
| Band | Mark | Descriptor | Evidence of the candidate's own experience of using transects and investigating inequality must be evident to award band 2 or above. | | | | | |
| 4 | 9-10 | The response effectively evaluates the extent to which the fieldwork helped to explain wider geographical concepts and patterns and offers valid explanations for any similarities/differences between the observations and predictions. The response offers a sophisticated judgement about whether the fieldwork location is typical or atypical and offers a clear and substantiated justification for this judgement. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured. | | | | | | |
| 3 | 6-8 | The response evaluates the extent to which the fieldwork helped to explain wider geographical concepts and/or patterns and offers explanations for any similarities/differences between the observations and predictions. The response offers a sound judgement about whether the fieldwork location is typical or atypical and offers a justification for this judgement. Meaning is clear. The response has purpose, is organised and well structured. | | | | | | |
| 2 | 3-5 | The response links the investigation to wider geographical concepts and/or patterns: the account may not be balanced. Simple explanations for any similarities/differences are suggested. The response makes a statement about whether the fieldwork location is typical or atypical and offers simple reasons. Meaning is generally clear. The response is structured. | | | | | | |
| 1 | 1-2 | Attempts to link their investigation to wider geographical concepts/patterns in an account that is descriptive. Statements are made about the fieldwork location that demonstrate basic understanding of the concept of typicality. Meaning may lack clarity in parts. Statements are linked by a basic structure. | | | | | | |
| | 0 | Award 0 marks if the answer is incorrect or wholly irrelevant. | | | | | | |

GCSE GEOGRAPHY Sample Assessment Materials 98

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.

| Band | Marks | 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 writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |

End of Section B