GCSE MARKING SCHEME

AUTUMN 2020

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

INTRODUCTION

This marking scheme was used by WJEC for the 2020 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCSE GEOGRAPHY
SPECIFICATION A and SPECIFICATION B
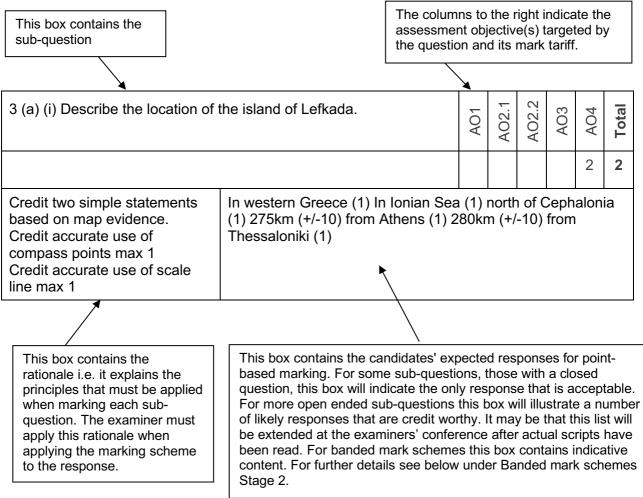
COMPONENT 3

AUTUMN 2020 MARK SCHEME

Instructions for examiners of GCSE Geography when applying the marking scheme

1.   Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks.

Marks must **not** be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

> This box contains the sub-question

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

3 (a) (i) Describe the location of the island of Lefkada.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					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 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 at the appropriate place on the response. 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.

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, using the comment bank, 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: Qualitative surveys

1. (a) (i) Tick the two correct statements to show people's perceptions of this brownfield development.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (iv) – Analysing data				2		**2**

One mark for each correct tick.		Tick (✓) two
	Modern style building is welcoming and attractive to some visitors.	✓
	Air and noise pollution is caused by the building site.	
	Pedestrianised area is safer and friendly for families and shoppers.	✓
	Grey slate pavement and small amount of greenery.	

(a) (ii) Give one advantage and one disadvantage of using this location.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (vi) – Reflecting critically				4		**4**

One mark for one advantage and one for elaboration (1+1) One mark for one disadvantage and one for elaboration (1+1) Do not credit more than one advantage/disadvantage	Possible advantage: • Large number of people to sample from (1) therefore data more representative (1) • Continuous flow throughout the day (1) therefore large sample can be collected (1) • Wide variety of age groups (1) so the results will be representative • Narrow door so asking every 10 people will be easier (1) therefore sampling technique will be appropriate (1) Possible disadvantage: • Only will sample people who use the bus (1) which may create bias in the results (1) • People may be in a hurry to catch a bus and not want to stop (1) so less questionnaires may be asked (1) • Possible large percentage of elderly people (free bus passes) (1) which may skew the results (1) • People may not know the area (as they have just arrived by bus / local) (1) so will not have formed perceptions of the brownfield development (1)

(b) (i) Suggest a suitable technique to represent the data in **Table 1.2**.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (iii) – Processing and presenting					1	**1**

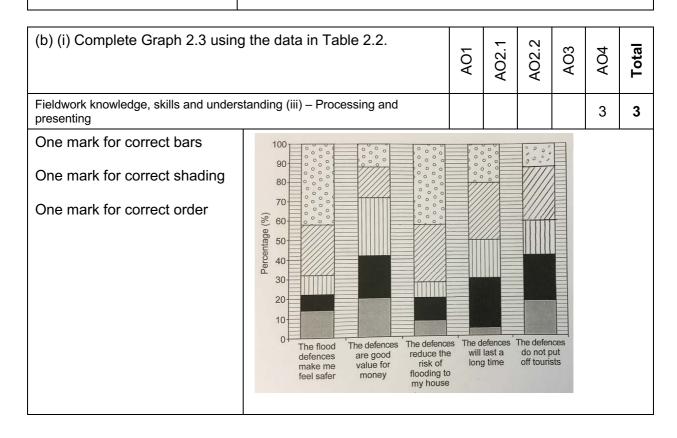| One mark for correct technique Do not credit line graph	Correct answers: • 2 pie charts • Stacked bar graph • Bar graph • Proportional bar graph / segmented / percentage

(b) (ii) Using the data from Table 1.2, calculate the percentage of people who thought the development will have a positive impact on the environment.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (iv) – Analysing data					2	**2**

1 mark for method and 1 mark for correct answer	39/55 (1) x 100 = 70.9% Accept 71%

(b) (iii) Suggest three conclusions that you could make from the data in Table 1.2.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (v) – Drawing evidenced conclusions					3	**3**

One mark per concluding statement	Possible answers: • Most positive response towards the environment • The data is very close for the economy • The greatest difference between the data is for tourism • The most negative impact is for tourism • Most/more people thought the impact was negative

(c) This question is about using your **own** fieldwork experience to collect **qualitative** data. Choose one primary data collection sheet you used. Evaluate the success of the design of your fieldwork data collection sheet.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (vi) – Reflecting critically				6		**6**

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

Band	Marks	Descriptor
3	5-6	The candidate writes a **comprehensive** response that: • Has **detailed** and **specific** statements which address strength(s) and weakness(es) in a balanced way. • **Uses examples** from the candidates own fieldwork data collection.
2	3-4	The candidate writes a response that: • Uses **specific** statement(s) which address strength(s) **and/or** weaknesses of the secondary data • **Uses examples** from the candidates own fieldwork.
1	1-2	The candidate writes a **basic** response that: • Uses **simple** statements based on **general** strength(s) and /or weakness(es) • **Is in the context** of the candidates own fieldwork.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

The answer will depend on the data collection chosen. Expect a wide range of responses.

Possible answers include:
• Clearly set out so that there were no errors of data input
• Uniform sheets were used so all the data was collected the same way by each group/each time
• Space/no space for date and time
• Space/no space for additional notes to aid interpretation
• Used paper sheets which got wet and therefore data was hard to read afterwards
• Used tablet/smart phone data collection app/document

POSITIVES: easy to sync data/draw graphs/didn't have to input data when returned to school/reduced error

NEGATIVES: issue when it rained/didn't sync/issues with lost Wi-Fi/not everyone had access

Part B: Sustainable communities

2. (a) Tick (✓) **two** enquiry questions that could be chosen to investigate the sustainability of flood defences in this area.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (i) – Understanding fieldwork questions				2		**2**

One mark for each correct tick	To what extent do flood defences protect residential areas?	✓
	To what extent do the flood defences have a negative impact on tourism to the town.	✓
Maximum two marks	Is the highest risk of flooding always in Winter?	
If more than two ticks – no marks	Should the flood defences be managed by national or local authorities?	

(b) (i) Complete Graph 2.3 using the data in Table 2.2.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (iii) – Processing and presenting					3	**3**

One mark for correct bars

One mark for correct shading

One mark for correct order

(ii) Tick the three statements that accurately describe the data shown in Table 2.2 and Graph 2.3.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (iv) – Analysing data					3	**3**

One mark for each correct answer		Tick (✓) three
	28% of people agree and strongly agree that the defences are good value for money.	✓
	Over 60% of people agree that the defences will last a long time.	
	42% of people disagree and strongly disagree that the defences make them feel safer.	
	68% of people agree and strongly agree that the defences make them feel safer.	✓
	Overall, residents feel that flood defences have a positive impact.	✓
	Overall, residents feel that flood defences have a negative impact.	

(iii) People such as business owners and tourists also have opinions about flood defences. Suggest how the results were influenced by just asking local residents.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (vi) – Reflecting critically				4		**4**

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

Band	Mark	Band descriptor
2	3-4	• Detailed statements with full elaboration • Different are mentioned and/or different influences are mentioned.
1	1-2	• Valid simple statements • Limited elaboration
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Possible responses:
- Results be biased/unreliable
- Not representative of all groups
- Locals have a vested interest in keeping their homes safe
- The locals are there all year round
- Locals know the risk/consequences of a flood event
- Has a financial impact on the cost of their insurance
- Tourists will care more about the look/aesthetics of the defences rather than the practicality
- Tourists may not be aware of flood risk/severity of risk
- Flood defences may get in the way of photo opportunities

Business owners will not want to put off tourists but will also wish to be flood free

(c) This question is about your own fieldwork on sustainability. Evaluate the strengths and weaknesses of using secondary data in your investigation on sustainability. *You should support your answer by referring directly to your own fieldwork.*	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (vi) – Reflecting critically				6		**6**

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

Band	Marks	Descriptor
3	5-6	The candidate writes a **comprehensive** response that: • Has **detailed** and **specific** statements which address strength(s) and weakness(es) in a balanced way. • **Uses examples** from the candidates own fieldwork on sustainability.
2	3-4	The candidate writes a response that: • Uses **specific** statement(s) which address strength(s) **and/or** weaknesses of the secondary data • **Uses examples** from the candidates own fieldwork on sustainability.
1	1-2	The candidate writes a **basic** response that: • Uses **simple** statements based on **general** strength(s) and /or weakness(es) • **Is in the context** of the candidates own fieldwork
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Possible answers include:

Strengths
• Census data gives a large sample of results on population statistics e.g. illness, growth, deprivation and poverty. Data can be found for wards, SOAs for detailed analysis, allows comparison of areas. Easily accessible via website. Representative data of whole population.

Weaknesses
• Census data is now out of date (last census 2011). Can be difficult to get data for smaller areas e.g. villages. Relies on people giving true responses.

Other secondary data:
• Newspaper articles
• Websites

Photographs

END OF PART B

Part C: The wider UK dimension

3. (a) Tick two statements that correctly describe the map	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**

One mark for each correct answer Maximum two marks If more than three ticked maximum one mark	All coastal areas have experienced gains in population.	
	There is a large positive growth in much of northern Scotland.	✓
	There is no population decline in Northern Ireland.	✓
	Wales has the largest population growth in the UK.	
	The greatest population decline is in the east of England.	

(b) Explain why counter-urbanisation is happening in some parts of the UK.	AO1	AO2.1	AO2.2	AO3	AO4	Total
			6			**6**

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

Band	Mark	Band descriptor
3	5-6	• **Specific and detailed** elaboration response where the candidate shows a clear understanding through a chain of reasoning. • Must include push and pull reasons
2	3-4	• **Specific** elaboration in the response shows a clear understanding. • Should refer to push and/or pull reasons 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.

Suggested answers include:
- Counterurbanisation – due to better infrastructure, personal cars, larger houses, better schools, better environmental quality
- Perceptions – community spirit, less crime, safer
- Negative aspects of urban living
- Telecommuting
- New housing developments on greenfield sites

(c) (i) Identify two disadvantages of showing this data as a pictogram.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**

One mark for each disadvantage	Possible answers • Doesn't show specific numbers as the results need to be rounded up/down • Individual values cannot be read off the graph • The range of the data is large so won't be able to find a suitable scale • Lack of accuracy in reading the exact amount / lack of exact values • Lots of pictures in a row, so takes time to interpret as you have to add up pictures

(c) (ii) Give one reason why a pie chart may be a more effective method of presentation for this data.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**

One mark for reason and one mark for elaboration Max one mark for reason	• Displays the relative proportions of each category of data (1) for easy comparison/analysis (1) • Visually very clear (1) for ease of comparison (1) • Specific data can be read from the graph (1) for more detailed comparison/analysis (1) • Discrete data (1) so the categories can be represented with different colours for easy comparison (1)

(c) (iii) Explain why so many commuters choose to use cars for their journey to work. (6) AO2	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
			6			**6**

Use the descriptors below, working upwards from the lowest band.	Possible answers include:

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Band	Mark	Band descriptor
3	5-6	• **Specific and detailed** elaboration response where the candidate shows a clear understanding through a chain of reasoning. • Must include breath (several) or depth (comprehensive explanation) of reasons.
2	3-4	• **Specific** elaboration in the response shows a clear understanding. • Should refer to breath or depth but might 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:
- Can leave whenever you want, don't need to stick to a timetable
- More disposable income so more car ownership
- Counterurbanisation means many people live in villages so bus services aren't that frequent
- High costs of public transport tickets
- Poor service/delays/cancelled trains
- Rural areas don't have investment in public transport
- Flexi hours mean that sometimes public transport isn't available

NB: Must include breath (several) or depth (comprehensive explanation) of reasons, relating to why the car is a better choice and the negatives of other forms of transport

(d) (i) Using Table 3.3 and the box below. Complete the paragraph.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**

One mark for each correct answer	• Train • 13

(d) (ii) Calculate the mean air pollution for the types of transport in the table. (2) AO4	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**

One mark for correct answer	Total = 421
One mark for method	=421/7 (1)
	=60.14 (1) or 60 (1)

(d) (iii) How useful is the mean when analysing this data? (2) AO4	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**

One mark for reason plus one mark for elaboration (1+1) Or One mark per simple reason	Possible answers • Wide range of data means that it is less useful (1) as it is susceptible to outliers (1) • Easy to calculate (1) • Would be better to sort data into categories of public/private vehicles (1) and then compare the two means (1) • Not useful as doesn't account for relative numbers of people (1) using the types of transport (1)

(e) To what extent do you think Park and Ride schemes will improve sustainability in UK cities such as Cambridge? Justify your decision. *Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer to this question*	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				12		**4**	**16**

Band	Mark	Descriptor
4	10-12	The candidate writes a comprehensive response that: • provides **comprehensive** analysis (argument/counterargument, differing reasons/viewpoints) throughout • that is substantiated by a **range of evidence** in the Resource Folder and/or exam paper • reaches a decision that **fully justifies** their decision. • addresses positive(s) **and** negative(s) in a **balanced** way. • To what extent is addressed in a well substantiated conclusion • applies wider geographical knowledge and understanding to effectively **substantiate the chain of reasoning.**
3	7-9	The candidate writes a detailed response that: • provides **detailed analysis** (reasons with elaboration and linkages/connections between reasons, breadth & depth) • that is supported by **some** evidence in the Resource Folder and/or exam paper • reaches a decision that **justifies in detail** • addresses **specific** positive(s) **and/or** negative(s) • To what extent is partially addressed in a detailed conclusion • applies wider geographical knowledge and understanding to **support reasoning.**
2	4-6	The candidate writes a response that: • provides **basic analysis** (reasons without elaboration, breadth or depth) • that is supported by **occasional** evidence in the Resource Folder and/or exam paper. • reaches a decision • addresses **general** positive(s) or negative(s) • the conclusion is basic and doesn't address to what extent • states some limited geographical knowledge/understanding.
1	1-3	The candidate writes a basic response that: • provides a simple but **unsubstantiated decision** • uses/quotes mostly accurate information about transport/sustainability
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Once a mark (out of 12) has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

Band	Marks	Performance descriptions
High	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2-3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning