

COMPONENT 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	AO2.1	AO2.2	AO3	AO4	Total
<p>Credit two simple statements based on map evidence.</p> <p>Credit accurate use of compass points max 1</p> <p>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 Thessaloniki (1)</p>					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 examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For full 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.

Part A: Investigating flows through fieldwork

1 (a) Study Photographs 1.1 and 1.2. They show two places where data could be collected about flows. State what data could be collected about flows in each place.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one correct statement per photo. Max1 mark for each photo. The answer must refer to a flow in each case. Do not credit 'flow' if it is not qualified.	<p>Photo 1.1 Flow of water/discharge/channel flow (1) Infiltration rate (1) wind (1)</p> <p>Photo 1.2 Movement /flow of people / pedestrians (1) Traffic (1) wind (1)</p>				2		2
1 (b) (i) Draw a line of best fit on Graph 1.3 to show the relationship between pebble size and distance along the beach.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to two marks: One mark for the correct direction of the line. One mark if the number of points above the line is equal to the number of points below the line. Award zero marks if a diagonal line is drawn through the origin of the graph.	A straight line must be drawn sloping in a negative direction (1) Six points on either side of line (1)					2	2
(ii) Calculate the median sediment size and the inter quartile range (IQR) for each site. Show your workings in the space below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only with no tolerance. If there is a wrong answer indicated on the answer line, check the working in the body of the script, and award any marks appropriate from the mark scheme.	<p>Site A median = 38 (1) Site A IQR = 25 (1) Site B median = 14 (1) Site B IQR = 2 (1)</p> <p>Numbers from Table 1.4 are written in rank order but medians / IQRs are incorrectly calculated award max 1 mark</p>					4	4
(iii) Using your answers to parts (i) and (ii), which of the following two statements about the movement of beach sediment along this beach is true? Place a tick (✓) beside the two correct answers.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	<p>The process of longshore drift is moving pebbles in an easterly direction (from site A to site B) (1)</p> <p>The process of longshore drift has sorted the pebbles so that it is more uniform at site B than at site A (1)</p>				2		2

<p>(c) Another group of students collected data about traffic flows in a small town. They counted the cars going in both directions along three main roads at 8:30am for 5 minutes. They repeated the survey at 5:00pm. The aim of their enquiry was to prove that patterns of traffic are affected by commuter movements.</p> <p>Study the patterns shown on both maps on page 3 of the Separate Resource folder. What conclusion(s) can you reach?</p>			AO1	AO2.1	AO2.2	AO3	AO4	Total																
<p>Use the descriptors below, working upwards from the lowest band.</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>Substantiated conclusion(s) are developed which take into account the aim of the enquiry and the patterns on both maps.</td> </tr> <tr> <td>2</td> <td>2-3</td> <td>Statements are elaborated which take into account the patterns on both maps.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Simple statements based on the direction and width of the arrows.</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	4	Substantiated conclusion(s) are developed which take into account the aim of the enquiry and the patterns on both maps.	2	2-3	Statements are elaborated which take into account the patterns on both maps.	1	1	Simple statements based on the direction and width of the arrows.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>This question requires candidates to apply their understanding of the use of techniques to analyse patterns on the maps and relate the conclusion to the aim stated in the stem of the question i.e. the conclusion relates the patterns of the maps to commuting. Responses might conclude that:</p> <p>The north-south road is always busier than the east-west road which suggests more people live to the north and south than the east.</p> <p>On every road there is more traffic travelling into the town in the morning and less in the evening which suggests that people are commuting into work.</p>					4	4
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<p>(d) This question is about your own experience of collecting data in the field on flows.</p> <p>Explain why it is better to measure flows several times during a day (or over a few days) rather than once when collecting data about flows.</p>		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>This question targets AO3, specifically the candidates' ability to evaluate/identify limitations and strengths.</p> <p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For either valid statement, credit up to two valid <i>elaboration/ development points</i> for one additional mark each (1+3 or 2+2).</p> <p>Or credit one valid statement that is explained by a chain of reasoning (1+1+1+1).</p> <p>Do not award marks for fieldwork which is unrelated to flows.</p>	<p>This question requires candidates to apply their understanding of the use of techniques to evaluate sampling strategies.</p> <p>The responses will depend on the context of the fieldwork. The following are examples only:</p> <p>River flow: Discharge varies constantly, so you need to measure it several times a day / season (1) It will increase after a rainfall event (1) The lag time will be variable depending on the season (1) or intensity of the rainfall (1).</p> <p>Pedestrian flow: The movement of people in any town or city varies constantly, so you need to measure it several times a day or across days of the week / times of the year (1) At commuting times it will be higher as people walk from the bus station (1) lunchtimes are busier as office workers take a lunch break (1) On Sundays many shops are closed so city centres are less busy (1) In the middle of the night people are generally at home asleep (1)</p>				4		4

End of Part A

Part B: Investigating deprivation and inequalities through fieldwork

<p>2 (a) Study Photograph 2.1 and Photograph 2.1 which show two areas of housing in Newham. The photos were taken by students on their fieldtrip. They wanted to show how the well-being of local people can be affected by the environment.</p> <p>Add annotations (explanatory notes) to Photographs 2.1 and 2.2 to show how the environment may affect the well-being of local residents.</p>		AO1	AO2.1	AO2.2	AO3	AO4	Total																
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<p>(b) The students used a bi-polar technique to record how they felt about different parts of Newham. Part of their draft survey is given in Table 2.3.</p> <p>(i) Add two more pairs of bi-polar statements to Table 2.3 that you could use to investigate access to services in a study of inequality.</p>		AO1	AO2.1	AO2.2	AO3	AO4	Total	
<p>Award one mark for each pair.</p> <p>Credit statements that are bi-polar i.e. opposites. The positive statement must be on the left.</p> <p>Credit statements that refer to services only.</p>		<p>The following are examples only:</p> <p>Schools are close by <> there are no local schools (1)</p> <p>Local schools are high achieving <> local schools are failing (1)</p> <p>Regular bus services <> Irregular / no bus services (1)</p>					2	2

(b) (ii) Which of these three sites had the highest mean score and which site had the largest range of scores? Show your working in the space below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only. If there is a wrong answer indicated on the answer line, check the working in the body of the script, and award any marks appropriate from the mark scheme. Award max two marks if the correct responses are given but the candidate does not show working.	Credit working to show mean mark at site B (1) Credit working to show mean mark at site C (1) The highest mean mark is +2.1/at A (1) The largest range is 8/at site B (1)					4	4

(b) (iii) The students calculated the mean bi-polar score for each site. The aim of their enquiry was to see how living next to a busy road or next to a green space or park might affect well-being of local residents. They plotted their results onto a sketch map of their study area. You can see their results on page 4 of the separate Resource Folder. Study page 4 of the separate Resource Folder. What three conclusions can you reach?		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to three separate valid conclusions, each for one mark. NB that the results are 'messy' because they do not necessarily meet the students' expectations. Conclusions must relate directly to the evidence from the sketch map.	This question requires candidates to apply their understanding of the use of techniques to analyse and find connections. The scores for locations near green spaces are always high and positive/well-being is enhanced (1) The scores adjacent to main roads are mostly negative/well-being is harmed (1) The scores near main roads where shops are present are particularly low/ well-being is badly affected (1) The highest scores are close to a school/well-being is enhanced (1)				3		3

<p>(c) Evaluate the use of the internet as a source of secondary data to support fieldwork into inequality.</p> <p><i>You should support your answer by referring to actual examples from your own fieldwork.</i></p>			AO1	AO2.1	AO2.2	AO3	AO4	Total															
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<p>This question requires candidates to apply their understanding of the use of techniques to evaluate the advantages and disadvantages (or strengths and limitations) of using the internet in the candidate's own fieldwork.</p> <p>Inequalities can be social, economic, or environmental.</p> <p>Secondary sources could refer to objective data, for example, census data on unemployment, local authority data on housing need, house price data. It may also be a reference to opinions expressed in, for example, an on-line news article or weblog.</p> <p>Advantages / disadvantages could refer to the validity or accuracy of the evidence, or the reliability of the source of the evidence</p>																							

End of Part B

Part C: The wider UK dimension

3 (a) Inequalities exist at a national scale as well as within local communities. Study Figure 7. It shows the location of the 10 towns and cities which had the UK's highest average wages (2012). (i) Name the town or city located 75km to the south of central London.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	Brighton (1 mark)					1	1

(ii) Describe the distribution of the UK's towns and cities which have the highest weekly wages.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	There is a significant cluster within 100km of London (1) 50% are in the south-east region (1)					2	2

(b) (i) Compare the patterns shown by the map and graph on page 6 of the separate Resource Folder.			AO1	AO2.1	AO2.2	AO3	AO4	Total															
							6	6															
<p>This question targets the skills elements of use of the map and graph and the ability to communicate findings. Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Elaborated statements which make direct comparisons between the regions to the north and south and which make effective use of both sets of data. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Statements which make comparisons between the regions to the north and south. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple valid statements that describe patterns. Meaning is generally clear. 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	Mark	Descriptor	3	5-6	Elaborated statements which make direct comparisons between the regions to the north and south and which make effective use of both sets of data. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.	2	3-4	Statements which make comparisons between the regions to the north and south. Meaning is clear. The response has purpose, is organised and well structured.	1	1-2	Simple valid statements that describe patterns. Meaning is generally clear. Statements are linked by a basic structure.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Responses will use map evidence to make comparisons between population increase with total number of jobs. Some candidates will note that both sets of data are higher to the south of the north/south divide which is marked on the map.</p> <p>Population increase is lower to the north of the line / higher to the south.</p> <p>The lowest area is the North East which has only increased by 63000 whereas London and the South East have the two largest increases.</p> <p>The South East has grown 10 times more than the North East.</p>					
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(b) (ii) Explain why the population of cities in the UK is increasing.		AO1	AO2.1	AO2.2	AO3	AO4	Total														
			6				6														
<p>This question assesses AO2.1 the concept of population change.</p> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Band Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Thorough and elaborated understanding of reasons for population change. Some demonstrate depth of understanding through chains of reasoning.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Elaborated understanding of some reasons for population change which demonstrates breadth of understanding.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple, valid statements demonstrate basic understanding of the reasons for population change.</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>The question does not explicitly ask for push or pull factors but these should be credited if they are given. Do not double credit unless further detail or elaboration is provided that would indicate a higher band has been achieved.</p>		Band	Mark	Band Descriptor	3	5-6	Thorough and elaborated understanding of reasons for population change. Some demonstrate depth of understanding through chains of reasoning.	2	3-4	Elaborated understanding of some reasons for population change which demonstrates breadth of understanding.	1	1-2	Simple, valid statements demonstrate basic understanding of the reasons for population change.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Responses should demonstrate understanding of a range of push factors that are responsible for population change in one major UK city.</p> <p>Migration</p> <p>Booming urban economies attract young adults to find work. Some jobs are better paid than in rural regions (eg London weighting allowance) and other jobs are advertised widely because of skill shortages (eg in health and education services). Some migrants are from within the UK, others are foreign migrants.</p> <p>Responses may focus on pull factors (such as 'bright lights') or push factors.</p> <p>Natural increase</p> <p>Youthful populations, attracted initially by booming urban economies are in the fertile age range and are likely to have young children which leads to further growth of the urban population.</p>				
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(c) Explain why population change puts pressure on access to services in rural locations of the UK.		AO1	AO2.1	AO2.2	AO3	AO4	Total														
				6			6														
<p>This question assesses AO2.2, the relationship between population change and access to services in rural places. Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Elaborated statements which demonstrate a clear understanding of the links between population change and the consequential pressures on a wide range of services.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Elaborated statements which demonstrate an understanding of the link between population change and the consequential pressure on services.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple, valid statements demonstrate a general understanding of how population change may impact on service provision.</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	Mark	Descriptor	3	5-6	Elaborated statements which demonstrate a clear understanding of the links between population change and the consequential pressures on a wide range of services.	2	3-4	Elaborated statements which demonstrate an understanding of the link between population change and the consequential pressure on services.	1	1-2	Simple, valid statements demonstrate a general understanding of how population change may impact on service provision.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Responses should link population change to named services. Credit responses that refer to either population growth or loss (or both) in rural areas.</p> <p>Population change is likely to be based on population growth as the question asks candidates to explain the 'pressure' on the services. Examples will include pressure on the availability of schools (places / class sizes), health services (doctors / maternity services), roads (congestion / new build) and policing. More sophisticated responses may refer to socio-economic aspects of population change and / or demographics. Examples include the inward migration of younger people (maternity provision / school places) or older people (health care / community services).</p> <p>Credit responses which make the link between de-population and the closure of services (isolated rural villages losing post offices / bus services).</p>				
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(d) (i) Describe the location of Lincoln. Use distance and direction to support your answer.		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>Credit up to three valid statements, each with one mark.</p> <p>Max 1 if no use of distance or direction.</p>	<p>It is in Lincolnshire (1) in the west of the county (1)</p> <p>It is 45km (1) south west of Grimsby (1)</p> <p>It is 60km (1) west north west of Skegness (1)</p>					3	3

(d) (ii) Write a letter to Lincolnshire County Council. Explain why your chosen issue should become a priority. Justify your decision using information from pages 7 to 12 of the separate Resource Folder. <i>Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer to this question.</i>	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

Band	Mark	Descriptor
4	10-12	The candidate writes a comprehensive response that: <ul style="list-style-type: none"> reaches a substantiated decision that includes an effective justification provides consistently detailed analysis throughout that is substantiated by a range of evidence in the Resource Folder provides effective evaluation of the issue(s) applies wider geographical knowledge and understanding of the UK to effectively substantiate the chain of reasoning.
3	7-9	The candidate writes a detailed response that: <ul style="list-style-type: none"> 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 wider geographical knowledge and understanding of the UK to support reasoning.
2	4-6	The candidate writes a response that: <ul style="list-style-type: none"> 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 UK.
1	1-3	The candidate writes a basic response that: <ul style="list-style-type: none"> provides a simple but unsubstantiated decision briefly explores some of the issues in one place.
	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.

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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 SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning