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# **GCSE MARKING SCHEME**

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**Component 3**  
**GCSE Geography A and B**

**Additional Assessment Material for 2020**

## Part A: Investigating qualitative surveys in fieldwork

1. (a) Study Photo 1.1 on <b>page 2</b> of the <b>Resource Folder</b> .							
Students carried out a survey into people's attitudes to the 2018 heatwave in the UK.							
They used random sampling to select the people to ask.							
(i) State <b>two</b> advantages of using random sampling to select people.		A01	A02.1	A02.2	A03	A04	<b>Total</b>
Credit up to two correct statements	Its easy/simple to use so that you can find people to ask questions quickly (1)				2		<b>2</b>
Answers must be in the context of the resource: Crowds in heatwave in UK	You just pick people based on random numbers so you don't introduce bias / judgement by asking nice/approachable people (1)  There is an equal chance of asking anyone on the beach, so it is a representative sample (1)						

(ii) Complete the table below. Use the information in <b>Table 1.2</b> .							
		A01	A02.1	A02.2	A03	A04	<b>Total</b>
One mark for correct answers in both boxes.	20 40					1	<b>1</b>

(iii) Complete <b>Graph 1.3</b> . Use the information in the table below.							
		A01	A02.1	A02.2	A03	A04	<b>Total</b>
1 mark for the correct plotting of line 1 mark for the both parts correctly shaded	Correct line at 76% or 84%					2	<b>2</b>

(iv) Study Graph 1.3. Tick ( ✓ ) the <b>two</b> correct statements.																					
		A01	A02.1	A02.2	A03	A04	<b>Total</b>														
Credit each correct statement	<table border="1"> <thead> <tr> <th></th> <th>Tick two (✓)</th> </tr> </thead> <tbody> <tr> <td>Most people are in agreement that heatwaves are becoming more common.</td> <td>✓</td> </tr> <tr> <td>30% of people strongly agreed car washes should be closed in heatwaves.</td> <td></td> </tr> <tr> <td>The statement "Melting roads affect my journeys" collected the most neutral views.</td> <td></td> </tr> <tr> <td>Nobody disagreed with the statement about having time off work if it was too hot.</td> <td>✓</td> </tr> <tr> <td>No-one strongly agreed that the melting roads affected their journeys.</td> <td></td> </tr> <tr> <td>Everyone agrees that heatwaves are more common now.</td> <td></td> </tr> </tbody> </table>		Tick two (✓)	Most people are in agreement that heatwaves are becoming more common.	✓	30% of people strongly agreed car washes should be closed in heatwaves.		The statement "Melting roads affect my journeys" collected the most neutral views.		Nobody disagreed with the statement about having time off work if it was too hot.	✓	No-one strongly agreed that the melting roads affected their journeys.		Everyone agrees that heatwaves are more common now.						2	<b>2</b>
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Everyone agrees that heatwaves are more common now.																					

1 (b) (i) Identify which word was most frequently used?		A01	A02.1	A02.2	A03	A04	<b>Total</b>
Credit the correct response	Boiling (1)					1	<b>1</b>

(ii) How useful is this WordCloud for understanding the feelings of people in the heatwave? Identify strengths and weaknesses in your answer.		A01	A02.1	A02.2	A03	A04	<b>Total</b>	
					4		<b>4</b>	
Use the descriptors below, working upwards from the lowest band.		<p>Weaknesses:</p> <ul style="list-style-type: none"> <li>Doesn't display numbers so you don't know when or how many people were asked.</li> <li>Doesn't say when this was done e.g. during the heatwave or just after it.</li> </ul> <p>Strengths:</p> <ul style="list-style-type: none"> <li>Visual so can be easily / quickly interpreted.</li> <li>Open questions so gathers wide opinions / unbiased answers on feelings.</li> </ul>						
<b>Band</b>	<b>Marks</b>							<b>Descriptor</b>
2	3-4							The candidate writes a comprehensive response that : <ol style="list-style-type: none"> <li>Addresses <b>both</b> strength(s) and weakness(es)</li> <li>Uses specific examples from the resource e.g. the WordCloud <b>and/or</b> data collection methods used <b>and/or</b> heatwave</li> <li>Is in the context of peoples feelings on heatwaves.</li> </ol>
1	1-2							The candidate writes a basic response that: <ol style="list-style-type: none"> <li>States strength(s) <b>and / or</b> weakness(es)</li> <li>Uses simple generic statement</li> </ol>
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

1 (c) This question is about your <b>own</b> fieldwork experience of collecting data using <b>qualitative surveys</b> .									
Justify how you avoided bias in <b>one</b> qualitative data collection method that you used.									
							6		6
Use the descriptors below, working upwards from the lowest band.			<p>Students might include sampling strategies, data collection sheet design, external factors happening during the fieldwork such as weather, question/statement/survey design.</p> <p>For example:</p> <p>    Avoided bias in a bi-polar survey by (i) using random sampling to select people to ask (ii) asking people on several days (iii) showing photos of environmental impacts at each end of the bipolar</p>						
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>							
3	5-6	<p>The candidate writes a comprehensive response that:</p> <ol style="list-style-type: none"> <li>1. Examples /ways/strategies in which bias was avoided and how <b>relatively</b> successful this was.</li> <li>2. Uses <b>detailed relevant evidence</b> from the candidate's own fieldwork on qualitative surveys on bias.</li> <li>3. Links evidence to the avoidance of bias through <b>detailed</b> reasons and elaboration.</li> </ol>							
2	3-4	<p>The candidate writes a detailed response that:</p> <ol style="list-style-type: none"> <li>1. Simply justifies using example/way/strategy in which bias was avoided.</li> <li>2. Uses <b>relevant evidence</b> from the candidate's own fieldwork on qualitative surveys on bias.</li> <li>3. Provides basic reasons.</li> </ol>							
1	1-2	<p>The candidate writes a basic response that:</p> <ol style="list-style-type: none"> <li>1. Identifies an example/way/strategy in which bias was avoided.</li> <li>2. Puts the answer in the context of the candidate's own fieldwork on qualitative surveys on bias.</li> </ol>							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

## Part B: Investigating sustainability in fieldwork

2. (a) Tick (✓) <b>two</b> enquiry questions that could be chosen to investigate sustainable tourism in <b>this</b> location.		AO1	AO2.1	AO2.2	AO3	AO4	Total										
One mark for each correct answer	<table border="1"> <thead> <tr> <th>Enquiry question</th> <th>Tick (✓) two</th> </tr> </thead> <tbody> <tr> <td>To what extent do the services meet the needs of the local people?</td> <td>✓</td> </tr> <tr> <td>How and why does the traffic congestion affect people travelling to work?</td> <td>✓</td> </tr> <tr> <td>How does the climate affect the farmers through-out the year?</td> <td></td> </tr> <tr> <td>To what extent are local building materials used in the housing?</td> <td></td> </tr> </tbody> </table>	Enquiry question	Tick (✓) two	To what extent do the services meet the needs of the local people?	✓	How and why does the traffic congestion affect people travelling to work?	✓	How does the climate affect the farmers through-out the year?		To what extent are local building materials used in the housing?					2		2
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2 (b) Tick (✓) the two correct statements. Use Graph 2.2		AO1	AO2.1	AO2.2	AO3	AO4	Total												
One mark for each correct answer	<table border="1"> <thead> <tr> <th></th> <th>Tick (✓) two</th> </tr> </thead> <tbody> <tr> <td>Between 1980 and 2015 nearly 5,000 more visitors visited Buttermere</td> <td></td> </tr> <tr> <td>Between 2001 and 2014, the numbers of visitors increased by 6,000</td> <td>✓</td> </tr> <tr> <td>The graph shows anomalies to the trend for years 1989 and 2001</td> <td>✓</td> </tr> <tr> <td>In 1988 20,000 visitors came to Buttermere</td> <td></td> </tr> <tr> <td>The general trend of numbers of visitors shows a decrease from 1980 to 2015</td> <td></td> </tr> </tbody> </table>		Tick (✓) two	Between 1980 and 2015 nearly 5,000 more visitors visited Buttermere		Between 2001 and 2014, the numbers of visitors increased by 6,000	✓	The graph shows anomalies to the trend for years 1989 and 2001	✓	In 1988 20,000 visitors came to Buttermere		The general trend of numbers of visitors shows a decrease from 1980 to 2015						2	2
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2 (c) (i) Complete the table below. Use <b>Map 2.3</b> on page 3 of the Resource Folder.		AO1	AO2.1	AO2.2	AO3	AO4	Total												
Credit one mark for each correct answer.	<table border="1"> <thead> <tr> <th></th> <th>Tick <b>two</b> (✓) areas with high levels of erosion and visitor numbers</th> </tr> </thead> <tbody> <tr> <td>Non-managed footpaths</td> <td>✓</td> </tr> <tr> <td>Managed footpath</td> <td></td> </tr> <tr> <td>Visitors Centre Carpark</td> <td>✓</td> </tr> <tr> <td>Carpark</td> <td></td> </tr> <tr> <td>Main village</td> <td></td> </tr> </tbody> </table>		Tick <b>two</b> (✓) areas with high levels of erosion and visitor numbers	Non-managed footpaths	✓	Managed footpath		Visitors Centre Carpark	✓	Carpark		Main village						2	2
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2c (ii) Suggest <b>two</b> improvements that would show the data more effectively.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit each correct answer	<p>Make the blue circles proportional (1)</p> <p>Show a graphic of a path, bridge or furniture instead of a circle (1)</p> <p>Make the circles different colours so it shows different things (1)</p> <p>Make the circles into bars which show the numbers on the same scale (1)</p> <p>Place data in context e.g. locations of features / time or money spent (1)</p>					2	2

2 (d) As part of their enquiry students collected secondary data from the internet. Evaluate the reliability of secondary data.			AO1	AO2.1	AO2.2	AO3	AO4	Total
						4		4
Band	Mark	Band descriptor	<p><b>Reliability:</b> For data to be reliable it needs to be collected in a way that if the fieldwork is repeated the data would be consistent.</p> <p><b>Strengths:</b> Might have already been used in similar research into sustainability so will be in a form that can be easily used and understood. Time saving and cost effective, as you have access to a larger amount of data than you would do personally. For example, this means that you could gathered more people’s opinions about sustainability, as you might have visited the place only once, but secondary data could have been collected over a longer period of time. Access to data you would not be able to get yourself, e.g. from a population far away in a town or rural area. Might have data that is collected over a long time frame, which would be unable to do in a school study, this means you would have access to e.g. visitor numbers over years, or how peoples opinions might have changed or how the service provision might have changed over time. Helps improve and inform the selection of methods for primary data, as it narrows the possibilities.</p> <p><b>Weaknesses:</b> Might be out of date or inaccurate, so you don’t know how it was collected. Only a small number of people might have been asked about where they came from or how far they travelled which would lower the reliability. The sampling methods might not have been the same e.g. questionnaires, so the data might not be directly relevant. Data may contain errors which might not be obvious, which would mean if it was collected again it wouldn’t be consistent / the same / repeatable.</p>					
2	3 - 4	<p>The candidate writes a comprehensive response in which they:</p> <ul style="list-style-type: none"> <li>Refer to judgements of both a strength <b>and</b> a weakness (not necessarily balanced).</li> <li><b>Link</b> strengths and/or weaknesses to the <b>reliability</b> of secondary data.</li> </ul>						
1	1 – 2	<p>The candidate writes a basic response in which they:</p> <ul style="list-style-type: none"> <li>Use mostly accurate and relevant <b>generic points</b> about secondary data</li> <li><b>Judge</b> if generic points are a strength and/or a weakness.</li> </ul>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

<p>(e) This question is about your <b>own</b> fieldwork experience of investigating sustainable communities.</p> <p>Name one data collection method you used to investigate sustainable communities. What are the strengths and weaknesses?</p>			AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>															
<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>5-6</td> <td> <p>The candidate writes a comprehensive response that :</p> <ol style="list-style-type: none"> <li>Has detailed and <b>specific</b> evaluation which address strength(es) and weakness(es) of the methods in a <b>balanced</b> way</li> <li>Uses <b>several and detailed</b> relevant illustrations from the candidate's own fieldwork on sustainable communities.</li> </ol> </td> </tr> <tr> <td>2</td> <td>3-4</td> <td> <p>The candidate writes a detailed response that:</p> <ol style="list-style-type: none"> <li>Uses <b>detailed</b> statements which address strength (es) <b>and / or</b> weakness(es) of the methods</li> <li>Uses <b>one or more</b> relevant illustration(s) from the candidate's own fieldwork on sustainable communities.</li> </ol> </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>The candidate writes a basic response that:</p> <ol style="list-style-type: none"> <li>Uses valid statements based on <b>general</b> weakness(es) or strength(es) of the <b>methods</b>.</li> <li>States an example from the candidates own fieldwork on sustainable communities.</li> </ol> </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	<p>The candidate writes a comprehensive response that :</p> <ol style="list-style-type: none"> <li>Has detailed and <b>specific</b> evaluation which address strength(es) and weakness(es) of the methods in a <b>balanced</b> way</li> <li>Uses <b>several and detailed</b> relevant illustrations from the candidate's own fieldwork on sustainable communities.</li> </ol>	2	3-4	<p>The candidate writes a detailed response that:</p> <ol style="list-style-type: none"> <li>Uses <b>detailed</b> statements which address strength (es) <b>and / or</b> weakness(es) of the methods</li> <li>Uses <b>one or more</b> relevant illustration(s) from the candidate's own fieldwork on sustainable communities.</li> </ol>	1	1-2	<p>The candidate writes a basic response that:</p> <ol style="list-style-type: none"> <li>Uses valid statements based on <b>general</b> weakness(es) or strength(es) of the <b>methods</b>.</li> <li>States an example from the candidates own fieldwork on sustainable communities.</li> </ol>		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Strengths and Weaknesses might relate to: (1) accuracy (2) Sampling (3) Ease/time considerations (4) Aims/questions (5) Errors in measurement</p> <p>E.g. Land Use Survey</p> <p>Strengths might relate to the size of the survey grid, smaller allowing greater granularity of data, although too large and data is missed. Sample size could cover a large percentage of area, allowing higher accuracy. However, some parts of the grid surveyed might not be open to the public, therefore missing parts of the data set affecting reliability. Categories might be lacking relevance or too many/too few for the land use in the survey area affecting the results.</p>			6		<b>6</b>
Band	Marks	Descriptor																					
3	5-6	<p>The candidate writes a comprehensive response that :</p> <ol style="list-style-type: none"> <li>Has detailed and <b>specific</b> evaluation which address strength(es) and weakness(es) of the methods in a <b>balanced</b> way</li> <li>Uses <b>several and detailed</b> relevant illustrations from the candidate's own fieldwork on sustainable communities.</li> </ol>																					
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## Part C: The wider UK dimension

3. (a) Creating sustainable urban communities is a key issue for urban areas in the UK. Study <b>Map 3.1</b> on page 4 of the <b>Resource Folder</b> . It shows the location of some large shopping centres in the UK.																					
<b>Tick (✓) two</b> correct statements about <b>Map 3.1</b> in the table below.		A01	A02.1	A02.2	A03	A04	<b>Total</b>														
One mark for each correct answer	<table border="1"> <thead> <tr> <th></th> <th>Tick (✓) two</th> </tr> </thead> <tbody> <tr> <td>They are evenly distributed around Great Britain</td> <td></td> </tr> <tr> <td>They are mainly clustered in the west.</td> <td></td> </tr> <tr> <td>The largest proportion is in England.</td> <td>✓</td> </tr> <tr> <td>Most are distributed along the coast.</td> <td></td> </tr> <tr> <td>There are 5 shopping centres within 50 km of Sheffield.</td> <td>✓</td> </tr> <tr> <td>There are 6 shopping centres in within 50km of Sheffield.</td> <td></td> </tr> </tbody> </table>		Tick (✓) two	They are evenly distributed around Great Britain		They are mainly clustered in the west.		The largest proportion is in England.	✓	Most are distributed along the coast.		There are 5 shopping centres within 50 km of Sheffield.	✓	There are 6 shopping centres in within 50km of Sheffield.						2	<b>2</b>
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3(b)(i) Suggest a graph to present the data shown in Table 3.2.							
	Bar chart	A01	A02.1	A02.2	A03	A04	<b>Total</b>
						1	<b>1</b>

(b)(ii) Give <b>two</b> reasons why the graph you have chosen is appropriate							
		A01	A02.1	A02.2	A03	A04	<b>Total</b>
Credit each valid reason with one mark – max 2 reasons  Credit each development of reason with one mark	Data is discrete / categories (1) so categories can be displayed as separate bars (1)  Bars are easy to compare (1) so useful for identifying patterns between two locations / different categories (1)  Bar charts are widely understood (1) because they are clear/easy to read/see / widely used in media (1)					4	<b>4</b>



3 (b)(iii) Out of town retail centres have advantages and disadvantages for shoppers. Explain why			A01	A02.1	A02.2	A03	A04	Total
Use the descriptors below, working upwards from the lowest band.			Advantages: wide range of retail and services surrounding the retail / landscaped & green environment / no congestions / easy parking / all indoors so weather no problems / free parking / accessible		6			6
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
3	5-6	The candidate writes a comprehensive response that: <ul style="list-style-type: none"> <li>Has detailed and <b>specific</b> reasons which address advantages <b>and</b> disadvantages in a balanced way.</li> </ul>						
2	3-4	The candidate writes a detailed response that: <ul style="list-style-type: none"> <li>Has <b>detailed</b> reason(s) which address advantages <b>and/or</b> disadvantages.</li> </ul>						
1	1-2	The candidate writes a basic response that: <ul style="list-style-type: none"> <li>Has valid reasons based on <b>limited</b> understanding.</li> </ul>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						
			Disadvantages: Only big brands as hard for independents to afford space / very large shops so experience limited / time consuming to get there because its away from residential areas / not accessible to all sections of society					

3. (c) (i) Complete the Graph 3.4 using data from the table.			A01	A02.1	A02.2	A03	A04	Total																			
1 mark for the correct point 1 mark for the line			<table border="1"> <caption>Data for Graph 3.4</caption> <thead> <tr> <th>Year</th> <th>Percentage of retail units in Sheffield city centre</th> <th>Average percentage of retail units in all UK cities</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>39</td> <td>43</td> </tr> <tr> <td>2013</td> <td>37</td> <td>42</td> </tr> <tr> <td>2015</td> <td>34</td> <td>41</td> </tr> <tr> <td>2016</td> <td>32</td> <td>40</td> </tr> <tr> <td>2018</td> <td>28</td> <td>39</td> </tr> </tbody> </table>	Year	Percentage of retail units in Sheffield city centre	Average percentage of retail units in all UK cities	2010	39	43	2013	37	42	2015	34	41	2016	32	40	2018	28	39					2	2
Year	Percentage of retail units in Sheffield city centre	Average percentage of retail units in all UK cities																									
2010	39	43																									
2013	37	42																									
2015	34	41																									
2016	32	40																									
2018	28	39																									

(ii) Complete the sentences below, using the words from the box.		A01	A02.1	A02.2	A03	A04	<b>Total</b>
1 mark for each correct answer	Smaller than Decreased Larger than					3	3

(iii) Types of shops are changing in UK city centres. Explain why.			AO1	AO2.1	AO2.2	AO3	AO4	Total
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>	Reasons might include: Weak wage growth, so more shops are becoming cheaper e.g. pound shops. Shift to online shopping, so shops are having to offer experiences or value to remain attractive on the high street. People's tastes are changing as they can compare goods from across the world more easily, so want to see a wider range of goods on high street. Business rates are becoming more expensive, so only high value shops can afford rates. Big brands are closing some shops to make fewer better, more personal experiences that people are willing to travel too.			4		4
2	3-4	The candidate writes a detailed response that: <ul style="list-style-type: none"> <li>• Has <b>detailed</b> reason(s).</li> <li>• Shows either breath (several reasons) <b>or</b> depth (one reason fully developed)</li> </ul>						
1	1-2	The candidate writes a basic response that: <ul style="list-style-type: none"> <li>• Has valid reasons based on <b>limited</b> understanding.</li> </ul>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(iv) Increasing the variety of shops in town centres could improve the sustainability of the community. Give <b>two</b> reasons why.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit each valid reason with one mark – max 2 reasons  Credit each development of reason with one mark	Wider choice of shops might appeal to more people (1) meaning that people don't have to travel as far to shop (1)  People might walk to shops, lowering their carbon emissions (1)  Diversity of shops may attract a wider selection of services around the shops (1) which improves peoples wellbeing (1)		2				2

<p>Cities in the UK are developing strategies to make access to shops more sustainable.</p> <p>Study the information on <b>pages 5 and 6</b> of the <b>Resource Folder</b>. This shows information about two schemes:</p> <p>(1) Meadowhall – Out of town retail park near Sheffield (2) Heart of the City – Sheffield City Centre retail development</p> <p>Which scheme is more sustainable for the UK? Justify your decision. Scheme (1) Expanding out of town retail parks Scheme (2) Providing more city centre retailing.</p>	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
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	<p>The candidate writes a comprehensive response that:</p> <ul style="list-style-type: none"> <li>reaches a decision that <b>fully justifies</b> why the chosen strategy meets <b>most</b> aspects of sustainability</li> <li>provides <b>comprehensive</b> analysis throughout that is substantiated by a <b>range of evidence</b> in the Resource Folder and/or exam paper</li> <li>Has detailed and <b>specific</b> evaluation which address positive(s) and negative(s) in a <b>balanced</b> way.</li> <li>applies wider geographical knowledge and understanding to effectively <b>substantiate the chain of reasoning</b>.</li> </ul>
3	7-9	<p>The candidate writes a detailed response that:</p> <ul style="list-style-type: none"> <li>reaches a decision that <b>justifies in detail</b> why the chosen strategy meets <b>some</b> aspects of sustainability</li> <li>provides <b>detailed analysis</b> that is supported by evidence in the Resource Folder and/or exam paper</li> <li>Uses <b>detailed evaluation</b> statements which address positive(s) <b>and/or</b> negative(s)</li> <li>applies wider geographical knowledge and understanding to <b>support reasoning</b>.</li> </ul>
2	4-6	<p>The candidate writes a response that:</p> <ul style="list-style-type: none"> <li>provides a decision that <b>simply justifies</b> why the chosen strategy meets <b>some</b> aspects of sustainability</li> <li>provides <b>some analysis</b> that is supported by evidence in the Resource Folder and/or exam paper.</li> <li>Uses valid evaluative statements based on <b>general</b> positive(s) or negative(s)</li> <li>Applies some limited geographical knowledge/understanding.</li> </ul>
1	1-3	<p>The candidate writes a basic response that:</p> <ul style="list-style-type: none"> <li>provides a simple but <b>unsubstantiated decision</b></li> <li>briefly explores some reasons why the chosen strategy might be the most sustainable</li> </ul>
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Accept response that refer to a combination of strategies.

Connective words such as however, because, therefore etc.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	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>
<i>Intermediate</i>	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>
<i>Threshold</i>	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 SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>