2019 MOCK COMPONENT 3 – MARK SCHEME for Part C
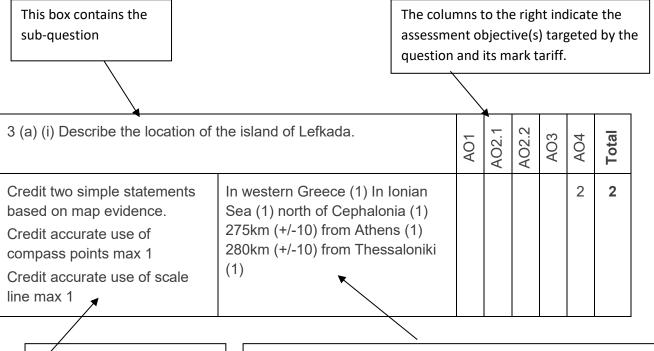
Instructions for examiners of GCSE Geography when applying the marking scheme

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
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)					2	**2**

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.

2 Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen (or using the equivalent online tool. The number of ticks must equal the mark awarded for the sub-question.

The mark scheme should be applied precisely using the expected responses (indicative content) in the mark scheme 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 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, as shown below:

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.

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 Indicative content

Expected responses (indicative content) are provided for point marked and 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.

Part C: The wider UK dimension

3. (a) London is the UK's most important global city. Tick **two** reasons why cities such as London are described as global cities.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	**London has…** Attracted migrants form many other countries over the last 200 years so has a multicultural population (1) Offices of many banks and other trans national companies (1)		2				**2**

3. (b) Heathrow is the UK's largest airport. It is located close to London. Study **Figure 1** on **page 2** of the Resource Folder. Use this map to tick (✓) **two** true statements in the list below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	Heathrow is located inside the M25 at the end of the M3 and M4. (1) Heathrow is about 30km from the City of London and 175km from Birmingham. (1)					2	**2**

3. (c) London is connected to other parts of the UK and the rest of the world by Heathrow airport. A lot of imports and exports go through Heathrow. Study **the table in Figure 2 on page 3** of the Resource Folder. (i) Calculate the median value for imports/exports for these 10 airports. Show you working in the space below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only for one mark. Credit the working for one mark. Credit the correct working with one mark if the answer is incorrect.	<u>Correct answer</u> 51.5 (1) <u>Working</u> (73+30) divide by 2					2	**2**

3. (c) (ii) Study **the graphs in Figure and Graph 4 on page 3** of the Resource Folder. Which of these graphs is the most appropriate way to represent the data in Table 2? Explain why you have chosen this graph.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit the choice of graph with one mark. Credit one valid statement with one mark and its elaboration with further marks. (1+1+1). Allow converse i.e. why the line graph is not appropriate. OR Credit one valid statement about each graph with one mark for each statement and the elaboration of one statement (1+1) + (1)	The bar graph is most appropriate (1). This is discrete data / Bar graphs are used to represent discrete data /line graphs are never used to represent discrete data (1). Bar graphs are useful for comparing amounts (1) and displaying the data in rank order makes comparison easier (1) and makes analysis of range easier (1). Line graphs should only be used to represent continuous data (1)					4	**4**

3. (c) (iii) Give **one** reason why exports are important to business in the UK.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one valid reason for one mark and its explanation for a further mark.	Exports earn (foreign) income (1) *which can be invested in development of new products (1)*			2			**2**

3. (c) (iv) Apart from imports and exports, give **one** other reason why it is important for global cities to have good transport links like airports.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit one valid reason for one mark and its explanation for a further mark.	They allow easy access for business travellers (1) *so they can visit TNC offices/make finance deals (1).* They allow easy access for foreign students (1) *so they can attend universities abroad (1)*			2			**2**

3. (d) The UK Government thinks that Heathrow should expand. This would mean an extra runway and new airport buildings would be built. More flights would be able to take off and land. Explain why the expansion of Heathrow is likely to have positive effects on people and the economy in the South East of England.	AO1	AO2.1	AO2.2	AO3	AO4	Total
		6				**6**

Use a banded mark scheme. Work upwards from the lowest band.	The positive multiplier effect will benefit **people** by:

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

Band	Mark	Band descriptor
3	5-6	Thorough and elaborated understanding of the positive multiplier with balanced reference to people **and** economy.
2	3-4	Elaborated understanding of the positive multiplier with unbalanced reference to people /economy.
1	1-2	Simple, valid statements that demonstrate a basic understanding of the positive multiplier.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

The positive multiplier effect will benefit **people** by:

- Creation of jobs directly at the airport eg security, cleaning, air traffic control so a range of skills and pay levels
- Creation of jobs indirectly in the local area as the airport employs external suppliers and services eg in finance
- Higher wages/greater employment will create benefits for local people e.g more money to save and invest or spend on non-essential items such as holidays.

The positive multiplier effect will benefit the **economy** of SE England by:

- will create greater security in suppliers and service industries which will encourage them to invest and grow.
- economic benefits may trickle down into wider community / ease regional deprivation.
- image of the region is improved nationally and internationally attracting further investment from other companies including TNCs

3. (e) Describe how the size and shape of noise nuisance from Heathrow changed between 1974 and 2014.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Use a banded mark scheme. Work upwards from the lowest band. [See band table and response notes below]					4	4

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

Band	Mark	Band descriptor
2	3-4	Elaborated statements successfully use map evidence to describe changes in shape and area. Meaning is unambiguous. The response has purpose, is organised and well structured.
1	1-2	Valid statements use some map evidence to provide description of the isolines. Meaning is clear. Statements are linked by a basic structure.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Responses will use map evidence such as the spacing and orientation of the isolines lines to provide a description of change of the sphere of influence.

Responses should identify that:
- both isolines have a similar shape which is elongated to the west and east.
- that the 2014 isoline includes a significantly smaller area.
- in 1974 the nuisance affected a large part of western Greater London and 4 towns whereas in 2014 the area of Greater London was reduced and only two towns were affected.

Credit accurate use of scale and/or compass, for example: In 1974 the nuisance extended for 45km from east to west whereas in 2014 it was 26km.

3. (f) Do you think that the expansion of Heathrow should go ahead? Study **Figure 6 and the Fact File on page 5** of the Resource Folder. Use this evidence, and evidence from other parts of the Resource Folder, to support your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer to this question.				12		4	**16**

Use the descriptors in the banded mark scheme below. Work upwards from the lowest to the highest level.

Band	Mark	Descriptor
4	10-12	The candidate writes a comprehensive response that : • reaches a substantiated decision that includes an effective justification. • provides consistently detailed analysis throughout that is substantiated by a range of evidence from the Resource Folder. • provides effective evaluation of the issue(s) • applies a wider geographical knowledge and understanding of the issue to effectively substantiate the chain of reasoning.
3	7-9	The candidate writes a detailed response that: • 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 a wider geographical knowledge and understanding of the issue to support reasoning
2	4-6	The candidate writes a response that: • 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 issue.
1	1-3	The candidate writes a basic response that: • provides a simple but unsubstantiated decision • briefly explores the issue.
	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.