



GCSE MARKING SCHEME

AUTUMN 2021

**GEOGRAPHY SPECIFICATION B
COMPONENT 2
C112U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 SPEC B – COMPONENT 2

AUTUMN 2021 – 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 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:

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. 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 marks. Examiners should first read and annotate a learner's answer, using the comment bank, 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

(a) (i) Study Figure 1 on page 2 of the Resource Folder. Identify one similarity and one difference between the location of Nissan and Mercedes car factories across the world.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
						2	2
This is a skills-based question. Award one mark for each separate observation.		Illustrative answers Similarity: There are clusters of both in Asia / Europe / N America (1) Neither company has factories in Australasia (1) Both have the majority of their factories in the northern hemisphere (1) Difference: The headquarters of each company is in a different continent (1) Nissan has a stronger association in Africa than Mercedes (1). Allow other worthy observations.					

(ii) The map lists the countries as being at different levels of development, i.e. LIC, NIC and HIC. What do these initials stand for? Write your answers in the spaces provided.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		3					3
This is a knowledge-based question. Only award marks as shown.		LIC – Low income country (1) NIC – Newly industrialised country (1) HIC – High income country (1)					

(iii) List four factors that attract multi-national companies to LICs or NICS.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		4					4
This is a knowledge-based question. Award one mark for each correct response.		Good reputation for hard work (1) Lack of regulation (1) No/weak trade unions (1) Wages low (1) Low tax (1) Fewer environmental concerns (1) Open up new markets (1) Cheap land (1) Incentives (1)					

(iv) Explain why there are both advantages and disadvantages for the host country where an MNC has built a new factory or office.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total															
				6			6															
This is a question that explores the candidates' understanding of the relationship between MNCs and the host country. Use the descriptors below, working upwards from the lowest band. <table><tr><th>Band</th><th>Mark</th><th>Descriptor</th></tr><tr><td>3</td><td>5-6</td><td>There is a clear and detailed understanding of both the advantage(s) and disadvantage(s) for the host country.</td></tr><tr><td>2</td><td>3-4</td><td>Both advantage(s) and disadvantage(s) are explored but one is stronger in terms of the depth of understanding.</td></tr><tr><td>1</td><td>1-2</td><td>A basic appreciation is shown for either the advantage(s) and/or the disadvantages for the host country.</td></tr><tr><td></td><td>0</td><td>Award 0 marks if the answer is incorrect or wholly irrelevant</td></tr></table> No ticks to be used when marking. Use the menu of annotations available. State the Band awarded at the base of the response.		Band	Mark	Descriptor	3	5-6	There is a clear and detailed understanding of both the advantage(s) and disadvantage(s) for the host country.	2	3-4	Both advantage(s) and disadvantage(s) are explored but one is stronger in terms of the depth of understanding.	1	1-2	A basic appreciation is shown for either the advantage(s) and/or the disadvantages for the host country.		0	Award 0 marks if the answer is incorrect or wholly irrelevant	The following illustrates a top of Band 1 response: An advantage for the host country is that many local people can get jobs. A disadvantage is that jobs can be dangerous. The following illustrates a top of Band 2 response: There are lots of advantages for the host country. Workers can get proper paid jobs; which means they can support their family. Taxes can be spent on improving the country, such as schools. A disadvantage is that the environment can suffer because of pollution. The following illustrates a top of Band 3 response: The advantages include having workers in formal work. They receive a regular income so they can support their family with food, housing and schools. Formal workers pay taxes so the government can spend more money on infrastructure projects which helps the economy work well. Disadvantages can include harm to the environment such as pollution of water sources if the company doesn't have tight controls. Many of the top jobs are taken by workers from the MNC headquarter location.					
Band	Mark	Descriptor																				
3	5-6	There is a clear and detailed understanding of both the advantage(s) and disadvantage(s) for the host country.																				
2	3-4	Both advantage(s) and disadvantage(s) are explored but one is stronger in terms of the depth of understanding.																				
1	1-2	A basic appreciation is shown for either the advantage(s) and/or the disadvantages for the host country.																				
	0	Award 0 marks if the answer is incorrect or wholly irrelevant																				

(b) (i) The Malaysian Government explained that it introduced a tax on all foreign-made cars.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
What is the correct name for a tax which is charged on goods entering a country? Tick the correct answer.							
		1					1
Factual recall. No marks should be awarded if more than one term is ticked		Import tariff (1)					

(ii) Give two reasons to explain why tariffs may not be popular.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		4				4
This assesses an understanding of the concept of trade and tariffs. Additional marks (up to 2) for each reason must show a development from the starting point provided. (1+1) (1+1) (1+1+1) +1	Two illustrative ideas. Allow other worthy responses. Reason 1: The price of the product will be higher in the shops (1) so that consumers might not be able to afford them (1). Reason 2: The foreign companies that are trying to sell the product will sell fewer goods (1), this will mean their profits suffer (1) and they will have less money for future investment (1)					

(c) (i) Describe the trend shown on the graph from 1990 to 2020. Use data from the graph to support your answer.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
					4	4
Reserve one mark for the overall trend (increase/up). One mark should be reserved for any accurate use of data from the graph. Do not award marks for the period after 2020. When data is used to support the response, the candidates must refer to the figures in 000s (thousands).	An illustrative response worth 4 marks is provided. Reward other worthy answers: The overall trend is upwards (1) the growth is 315 000 (1) (tolerance 310 000–320 000) For the first 10 years the growth rate was slow (1). The most rapid increase started in the year 2010 (1).					

(ii) Complete the graph to show the predicted growth up to the year 2025.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
					2	2
Assessing skill of extrapolation.	Award one mark for each - follow directly on from the pre-drawn 2020 plot, using a straight line, dashed in the style of the key (1) - with the line ending at 730 000 in 2025 (1)					

(iii) MNCs started to build new car factories in Malaysia as early as 1995. Suggest why car production remained low for the next five years.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
					2		2
One mark each for two simple statements. 1+1 or Allow two marks for a developed statement. (1+1)	Illustrative ideas. Allow other worthy responses. Local people might prefer to buy cars made by Malaysian manufacturers (1) Time taken to construct factories (1) It will take time for the workers to build up new skills (1) The MNC car makers will not want to produce too many cars until they know how popular they will be (1) as it is expensive to have huge numbers of cars in storage (1)						

(d) (i) Use your own knowledge to complete the paragraph below about global warming. Only use words selected from the box.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		4					4
Only accept the following.	Quaternary inter-glacial greenhouse accelerated						

Part B

(a) (i) Identify which country is best described by each of the four descriptors below. Write the name of the country in the box. One country will be named twice.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
						4	4
This skills question requires candidates to analyse a wide range of statistical data to best match one of three different African countries Only accept the responses shown here.		Kenya Nigeria Egypt Kenya					

(ii) Economic data is often used to measure development. Explain why it is important to also use human/social data when measuring development.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
			4				4

This question requires candidates to show an understanding of how more effectively ‘development’ can be assessed / ascertained.

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

Band	Mark	Descriptor
2	3-4	Elaborated statements show a clear understanding of why the use of human/social data is important when assessing development.
1	1-2	Simple valid statements show some understanding of why human/social data is used when measuring development.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

These are illustrative examples of response at the top of each Band.

Band 1:
The more data you have about a country’s level of development, the more reliable it is. Data such as life expectancy / education provision (*or other examples*) are helpful as they show important features of ‘development’.

Band 2:
To fully appreciate how ‘developed’ a country is, you need a mixture both economic and human/ social data. Social data reveals info about a country beyond just economic data. You get a clearer idea about the everyday lives of ordinary people and their welfare. Examples include: How educated they are (% attending school), which would open up opportunities in life. Life expectancy figures give clues about the level of access to doctors and medication.

Some candidates may shape part of their response by discussing the negatives of just using economic data. Reward responses at a simple or elaborated level, as appropriate

(b) Figure 4 on page 6 of the Resource folder gives information about current and future electricity production in Egypt, Kenya and Nigeria.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total											
Suggest why environmentalists are concerned about the sources used to produce electricity.					4		4											
The question requires candidates to apply the information about electricity production to evaluate why environmentalists would consider this to be important. Use the descriptors below, working upwards from the lowest band. <table><tr><th>Band</th><th>Mark</th><th>Descriptor</th></tr><tr><td>2</td><td>3-4</td><td>Elaborated statement(s) show a clear understanding of why environmentalists consider the information about power generation to be important.</td></tr><tr><td>1</td><td>1-2</td><td>Simple valid statement(s) show some understanding of why environmentalists consider the information about power generation to be important.</td></tr><tr><td></td><td>0</td><td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td></tr></table>		Band	Mark	Descriptor	2	3-4	Elaborated statement(s) show a clear understanding of why environmentalists consider the information about power generation to be important.	1	1-2	Simple valid statement(s) show some understanding of why environmentalists consider the information about power generation to be important.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	These are illustrative examples of response at the top of each Band. Band 1: Using fossil fuels to make electricity is bad as it makes global warming even worse. They want to see which country is trying to use cleaner energy in the future. Band 2: Using fossil fuels to make electricity is a key contributor to greenhouse gases and climate change. Both of these are causing world-wide problems such as sea level rise and wild weather events. The data in figure 4 shows which countries are committed to using more sustainable sources of power in the future. This is vital as the amount of electricity needed to recharge the new cars is going to increase a lot.				
Band	Mark	Descriptor																
2	3-4	Elaborated statement(s) show a clear understanding of why environmentalists consider the information about power generation to be important.																
1	1-2	Simple valid statement(s) show some understanding of why environmentalists consider the information about power generation to be important.																
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																

(c) 'The problems caused by the growth of traffic in global cities are a price worth paying'. How far do you agree with this statement?			AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
Use Figures 5.1 – 5.4 to support your answer. You may also refer to examples you have studied.						6		6
Use the descriptors below, working upwards from the lowest band.			Candidates are required to analyse the resources provided and make use of any other information from the examination paper in order to reach a conclusion about the degree to which they support the statement. Are the problems caused by the growth of traffic in global cities a price worth paying? On the negative side, most observations will focus on types of pollution (specified by the best candidates); health related issues; congestion and delays / disruption; danger to all road users and pedestrians; global warming and climate change; the potential sprawl of urban areas. On the positive side, most observations will focus on how infrastructure improvements to cope with increased traffic can aid development; provide employment; enable people to commute longer distances from new housing to the CBD; attract inward investment. They will make effective use of the resources and may draw on their wider geography. The response will be well structured.					
Band	Mark	Descriptor						
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated response. • Appraisal draws together wider geographical understanding of issues. • There is discussion of a level of agreement/disagreement with the statement.						
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited response. • Limited appraisal from wider geographical understanding to analyse issues. • Evidence of agreement/disagreement						
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal of issues.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(d) (i) Some global cities in developing countries have built mass transit schemes. Give one reason to explain why such schemes are important for rapidly growing cities.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
			2				2
Only one reason is required. For the second mark there must be elaboration beyond a valid starting point. If two or more reasons are given, mark them all and credit the highest scoring response. The exemplar responses are only illustrative. Credit other worthy ideas.		Growing cities spread outwards (1) commuters need a way of getting to work (1). Many people don't have their own transport (1) so they need a transport system to get around the city (1) Existing transport can't cope (1) in some parts of the world overcrowded trains are dangerous (1) Many people are poor (1) they need a cheap transport system to get around the city (1).					

(ii) Give two reasons why some global cities in LICs/NICs find it difficult to build mass transit schemes.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
			4				4
This question requires candidates to show their understanding of the challenges faced by developing cities in relation to their transport systems. (1+1) (1+1) (1+1+1) +1 Additional marks (up to 2) for each reason must show a development from the starting point provided.		The three exemplar responses are only illustrative. Credit other worthy ideas. The cities are growing at such a rapid rate (1) that construction work can't keep pace (1) Developing cities have so many challenges to deal with (1) such as health (1) they can't afford the funds to create mass transit schemes (1) The transit schemes require a lot of land (1) space is not always available as homes / businesses are in the way (1)					

End of Part B

Part C

On balance, which one of these countries would offer the most sustainable option for both the host country and the MNC? Justify your decision using the information from Parts A and B and the Resource Folder.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	SPaG	Total
Use the descriptors in the banded mark scheme below. Work upwards from the lowest to the highest band. Award max band 1 if the planning page is complete but no report has been written.				12		4	12

Band	Mark	Descriptor
4	10 – 12	The candidate writes a comprehensive response: • which gives a clear and precise decision as to which country should be chosen. • which provides consistently detailed elaboration throughout the response; • where overt reference is made to why the choice is 'best fit' in relation to sustainability; • where some reference has been made as to why the other options would not, on balance, meet the 'best fit' in relation to sustainability; • which uses evidence from the Resource Folder to very good effect; • which shows clear evidence of wider geographical knowledge (e.g. terminology) and understanding (e.g. context).
3	7 – 9	The candidate writes a detailed response: • which gives a clear decision as to which country should be chosen; • which provides some detailed elaboration within the response; • where, in justifying the decision, there is some appreciation as to why the 'best fit' has been applied in relation to sustainability; • which uses evidence from the Resource Folder to good effect; • which shows some evidence of wider geographical knowledge (e.g. terminology) and understanding (e.g. context).
2	4 – 6	The candidate writes a response: • which gives a decision as to which country should be chosen; • which uses relevant but brief commentary throughout the response; • which makes only basic reference for the need to apply 'best fit' in relation to sustainability; • which uses limited, but pertinent evidence from the Resource Folder.
1	1 – 3	The candidate writes a basic response: • which provides a choice of country; • where the rationale is limited and missing in part; • where evidence from the Resource Folder is absent, tenuous or simply lifted.
	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 (over).

Band	Mark	Performance descriptions
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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

Assessment Objectives across Parts A, B and C	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total		
Part A	12	4	10	2	8	36		
Part B	0	10	0	10	4	24		
Part C	0	0	0	12	0	12	SPaG	
Total	12	14	10	24	12	72	4	76
		24						