GCSE MARKING SCHEME

AUTUMN 2021

GEOGRAPHY SPECIFICATION B
COMPONENT 3
C112U30-1

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
SPECIFICATION B

COMPONENT 3

AUTUMN 21 MARK SCHEME

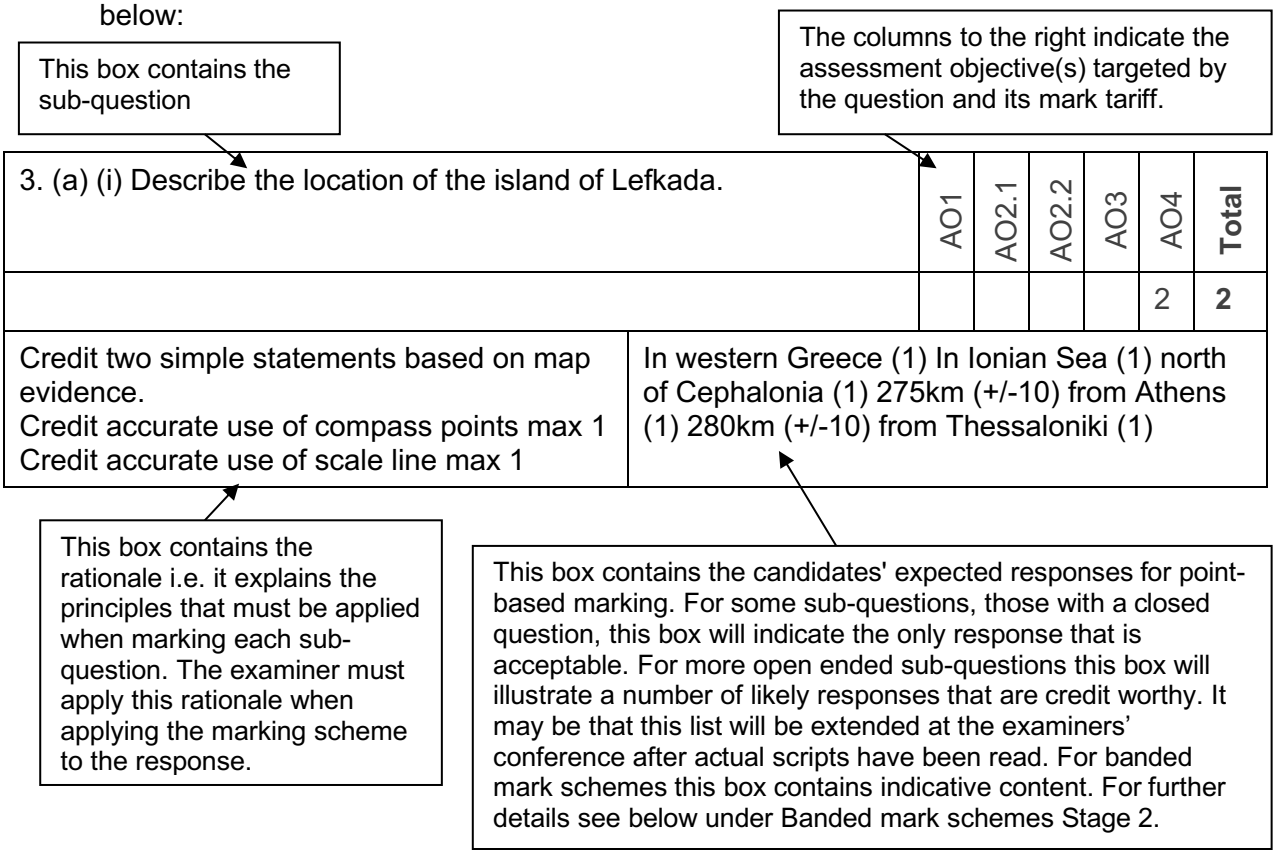
Instructions for examiners of GCSE Geography when applying the marking scheme

1. Positive marking

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

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

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



2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked at the appropriate place on the response. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question, then the examiner should enter a dash (-) or use the not attempted icon on E-marker.

3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks. Examiners should first read and annotate, using the comment bank, a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. **Indicative content is not exhaustive**, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

PART A: Investigating changes over time

1. (a) (i) Calculate the distance the coast has eroded between points A and B, as shown on map 1.1	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (ii) – Collecting data					1	**1**
One mark for correct answer	2.5km (1) Accept between 2km to 3 km					

(ii) Calculate the mean value of coastal erosion for 2014-2018. *Show your working*	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (iii) – Processing and presenting					2	**2**
One mark for working One mark for correct answer	Working: (1.74+5.78+6.03+6.30+3.80) *23.65* /5 (1) =4.73 (1) accept 4.7					

(iii) Tick (✓) two advantages of using the mean to analyse this data.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (vi) – Reflecting critically					2	**2**
Credit these answers only. More than 2 ticks – award zero.	Range of the data set is small (1) Allows comparison of the data between time periods (1)					

(iv) Tick (✓) the only appropriate graph that could be used to present the data in Table 1.2.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (iii) – Processing and presenting					1	**1**
One mark for correct answer	Line graph					

(v) The students used the mean data in Table 1.3 to draw conclusions about the coastal erosion at Mappleton. What are the limitations of using only this data?	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (v) - Drawing evidenced conclusions and (vi) – Reflecting critically				4		4

Band	**Mark**	**Band descriptor**
2	3-4	• Thorough and elaborated response where the candidate shows a clear understanding of limitations (two or more) in showing change over time.
1	1-2	• Simple statements based on general limitations.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Question is related to using the means – not the data set. Possible answers may include:

Band 2
- Data from a short period so difficult to measure change
- Mean data includes outliers that may distort change/ large changes may happening one year
- Small amount of data – other factors that need to be considered – geology, wave energy

Band 1
- is the source reliable?
- Not enough data
- Only shows mean (no link to change)

(b) Give two disadvantages of using these photographs to investigate change over time	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (vi) – Reflecting critically				2		**2**

One mark for each disadvantage	• Doesn't show scale • Can be dangerous to take photographs in areas of erosion • Original position of photograph could be eroded away so not possible to compare later photographs • Photographs can be misleading with how they have been taken to exaggerate effects of coastal erosion • Fence could have been changed/rebuilt so different markers

PART B: Cycles and Flows

2. (a) Tick one enquiry question that could be chosen to study cycles and flows in this area	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (i) – Understanding fieldwork questions				1		**1**

One mark for correct tick If more than one tick zero marks awarded	How has the population in this village changed in the last 20 years? (1)

(b) (i) What are the strengths of this sampling strategy?	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (ii) Data collection and (vi) – Reflecting critically				3		**3**

One mark for reason and one mark for development (1+1) Must be more than one strength for full marks. NB: More accurate not given, as can apply to all sampling methods.	Stratified • Gives a range of ages/gender (1) which means the data is representative (1) • Data is grouped (1) so that it correctly represents the whole population (1) Random By asking random people is easy for areas with small populations (1) this means you can get a good sample size (1) removes all bias (1) Systematic • Equal intervals make it easier to organise (1) • Every set number of people means that it is a fair test/not biased (1) therefore our data is more reliable (1)

(ii) Give two advantages of using an online questionnaire.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Fieldwork knowledge, skills and understanding (ii) Data collection and (vi) – Reflecting critically				2		**2**

One mark for each correct answer	• Wider range of respondents • Larger sample size • Easy to collate the data online • Collect information from people who might have been at work/on holiday during the fieldwork day • Get responses from younger people who might have been at school • Quicker as feedback is instant • Cheaper as no cost with online programs such as Forms.

(c) (i) Complete table 2.2 above by adding a suitable pair of statements.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (ii) Data collection					2	**2**

Question is about perceptions of counter-urbanisation, so pair of statements must relate to this for the first mark. One mark for a relevant perception. One mark for direct opposite. Do not accept statements that are already in the table.	Possible answers: More services / less services More community spirit/ less community spirit More welcoming/ less welcoming

(c) (ii) Give one reason why the students gave an even number, rather than an odd number, of possible responses (1) AO4	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (ii) Data collection and (vi) – Reflecting critically					1	**1**

Credit other worthy responses.	Forces people to make a decision (1) People can't sit on the fence (1)

(d) (i) Calculate the percentage of people who travel between 31 and 60 minutes.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (iii) – Processing and presenting					2	**2**

One mark for working out One mark for correct answer	Correct figure/correct total (1) 36/75 (1) x100 Answer: 48% (1)

(d) (ii) Suggest why collecting the data in time intervals is a suitable method for this data collection (1) AO4	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
Fieldwork knowledge, skills and understanding (ii) Data collection and (vi) – Reflecting critically					1	**1**

One mark for correct answer	• It groups data ready for data presentation • Avoids overlap of times • People will find this easier to answer than a specific time/distance • Some people may give their answer in time others in distance – not comparable

END OF PART B

PART C: The wider UK dimension

3. (a) Using map 3.1 in the Resource Folder, tick the three statements that correctly describe the information on the map.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					3	**3**

One mark for each correct answer Maximum three marks If more than three ticked zero marks awarded	There are four towns and cities on the south coast of England experiencing positive growth Four towns and cities are experiencing negative net migration in Scotland Newport is the only city in Wales with negative net migration.

(b) (i) Suggest one improvement to Graph 3.2 to show the data more effectively.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					1	**1**

One mark for any valid answer.	Label axis Have the dates separated with the correct intervals Shorter time intervals on the graph More recent data

(b) (ii) Complete graph 3.3 for the year 2011. Use the data in the Table 3.1.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					1	**1**

One mark for correctly completing the line	Line complete to 3900 directly above 2011

(iii) Give two reasons why a line graph is a suitable method of data presentation for this data.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	**2**

One mark for each correct reason Max two marks	Possible reasons • Continuous data over time • Easy to see trends between the years • Can read off exact data • One variable is continuous eg time • Suitable to see large changes

(iv) Tick the three statements that are correct.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					3	**3**

One mark for each correct statement Max three marks	The mean growth per year between 1971-1991 was 63 people There was a decrease in population 1851 -1901 Between 1991 and 2011 the population grew by 205 people

(v) Calculate the percentage increase of population between 1801 and 2011 (2) AO4 *Show your working*	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**

One mark for correct answer One mark for working out	3900-445 = 3455 3455/445 = 7.76 7.76x100 = 776.40

(vi) Some villages in the UK are experiencing an increase in population. Explain why.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
			6			**6**

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

Band	Mark	Band descriptor
3	5-6	• Thorough and elaborated response where the candidate shows a clear understanding through a chain of reasoning. • Must include more than one with detail.
2	3-4	• Elaboration in the response shows a clear understanding. • Should refer to one or more reason but may not be detailed.
1	1-2	• Valid but basic points are made with no elaboration.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Limit to Band 1 answers related to UK population increase, rather than specifically villages.

Possible answers include:

- Counterurbanisation
- Push factors from city: high crime, poor schools, congestion, air/noise pollution, no sense of community, smaller houses and gardens
- Pull factors: perceived sense of community, larger houses with gardens and driveways, quieter, better schools
- High car ownership
- Good transport links via A roads/by passes
- Possible access to public transport
- Telecommuting
- New housing developments on greenfield sites
- Businesses relocating to suburbs/rural urban fringe

(vii) Give two reasons why population growth can cause positive impacts in rural areas	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
			4			**4**

One mark for reason and up to two additional marks for elaboration (1+1)(1+1) (1+1+1) +1	Possible answers include: • Increased shops and services (1) as the threshold population is met (1) • Greater investment from local council (1) as greater number of people paying council tax (1) • More facilities provided (1) eg sports teams, community groups as the needs of the new population are met (1) • Better healthcare (1) as more doctors and medical facilities can be afforded with a higher population (1) • Entertainment can increase (1) bars and dining will be built to meet the needs of the new population (1) with higher disposable incomes (1)

(c) Some people think that new housing should be built on brownfield sites. Give one reason why. (2) AO2	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
			2			**2**

One mark for reason and one mark for elaboration	Possible answers include: • Better for the environment (1) as it reduces commuting (1) • Doesn't damage greenfield sites (1) and uses up unsightly land in the city (1) • Doesn't take away farmland (1) so less imports are required (1) • Incentives from the government (1) can make building cheaper (1) • Access to existing services eg water and electricity (1) make the build possibly cheaper (1)

(d) Should the housing development at Dunholme be built? Justify your decision. Use information in the Resource Folder and your wider understanding of the UK to support your answer. *Your ability to spell, punctuate and use specialist terms accurately will be assessed in your answer to this question.*	AO1	AO2.1	AO2.2	AO3	AO4	**SPAG**	**Total**
				12		**4**	**16**

Band	Mark	Descriptor
4	**10-12**	The candidate writes a comprehensive response that: • provides **comprehensive** analysis (argument/counter-argument, differing reasons/view-points) throughout • that is substantiated by a **range of evidence** in the Resource Folder and/or exam paper • reaches a decision that **fully justifies** whether the development should be built • addresses positive(s) **and** negative(s) in a **balanced** way. • applies wider geographical knowledge and understanding to effectively **substantiate the chain of reasoning.**
3	**7-9**	The candidate writes a detailed response that: • provides **detailed analysis** (reasons with elaboration and linkages/connections between reasons, breath & depth) • that is supported by **some** evidence in the Resource Folder and/or exam paper • reaches a decision that **justifies in detail** whether the development should be built addresses **specific** positive(s) **and/or** negative(s) • applies wider geographical knowledge and understanding to **support reasoning.**
2	**4-6**	The candidate writes a response that: • provides **basic analysis** (reasons without elaboration, breath or depth) • that is supported by **occasional** evidence in the Resource Folder and/or exam paper. • reaches a decision why the chosen strategy should be built • addresses **general** positive(s) or negative(s) • states some limited geographical knowledge/understanding.
1	**1-3**	The candidate writes a basic response that: • provides a simple but **unsubstantiated decision** • uses/quotes mostly accurate information about management of woodlands.
	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