GCSE MARKING SCHEME

SUMMER 2024

GCSE (NEW)
GEOGRAPHY - UNIT 3 NEA
3110U30-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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WJEC GCSE GEOGRAPHY UNIT 3 NEA

SUMMER 2024 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.		AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
Credit up to **two** valid 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 Thesaloniki (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 examiners' 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. 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.

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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.

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4 Assessing Writing

The quality of writing is assessed through two separate strands:
(i) Communicating and organising
(ii) Writing accurately

(i) **Communicating and organising** is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

Meaning: to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

Purpose: the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

Structure: well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

(ii) **Writing accurately** takes into account the candidate's use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

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SECTION A

1. (a) Select one set of primary data that you collected using qualitative surveys. Draw a table to show this information. (i) Draw one graph (on page 10) or map (on page 12) that best represents this data.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
				6		

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

Band	Marks	Descriptor
3	**5-6**	All 'SAC' components addressed. The response provides an effective graph or map.
2	**3-4**	A minimum of two 'SAC' components addressed. The response is acceptable but may not be the most appropriate and accurate graph or map that represents information selected.
1	**1-2**	Simple graph or map that may not be wholly accurate or appropriate for selected data. A minimum of one 'SAC' component addressed.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

No table – the examiner cannot credit accuracy. All data from table must be included for accuracy to be credited.
If data is not qualitative, examiner cannot credit suitability.

Examiners should consider the appropriateness, the effectiveness, the completeness, and the accuracy of the technique:

Suitable and effective - S
For example, discrete data should be graphed using a bar chart whereas a line graph is appropriate for continuous data.

Accurate - A
Have values in the table been represented accurately in the graph/map using a scale or axis that can be accurately read?

Complete – C
Title, label; values have been added; that maps have scale lines, north arrows, and legends/keys

Appropriate graphs could include;
- bar charts,
- pie charts,
- proportional circles,
- pictograms,
- star and radial graphs

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(ii) Explain why you selected this type of graph or mapping technique to represent your data.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**

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

Band	Marks	Descriptor
2	**3-4**	A clear and detailed explanation of one or more reason(s) for the selected data
1	**1-2**	Simple statements that give general reason(s) with little (or no) elaboration
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses will depend on the technique used.

For example:

- Radial graphs enable you to compare three or more variables in different locations. They also enable you to compare individual elements within a location.

Credit reasons why other types of graphs may not have been chosen.

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(b) Evaluate the reliability of the qualitative surveys used to collect data in your investigation. You should refer to primary and/or secondary data. The accuracy of your writing will be assessed in your answer to this question.	AO1.1	AO1.2	AO2	AO3	Accuracy	**Total**
			8		4	

Use the descriptors below, working upwards from the lowest band

Band	Marks	Descriptor
4	**7-8**	The response provides a clear and elaborated evaluation through chains of reasoning. Answer gives specific strength(s) and weakness(es) of the reliability of the candidates' data collection method(s). There is specific reference to evidence. Meaning is unambiguous. The response has purpose, is organised and well structured.
3	**5-6**	The response provides a detailed evaluation using chains of reasoning. Answer gives some relevant strength(s) and weakness(es) of the reliability of the candidates' data collection method(s). There is some reference to evidence. Meaning is clear. The response has purpose and structure.
2	**3-4**	The response provides a more general evaluation of one or more data collection method. There is limited or no reference to evidence. Meaning is generally clear. The response is structured. If answer refers explicitly to quantitative data only then maximum mark will be top of Band 2.
1	**1-2**	The response provides a limited evaluation of data collection methods. Meaning may lack clarity in parts. Statements are linked by a basic structure
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Reliability: For data to be reliable it needs to be collected in a way that if the fieldwork is repeated the data would be consistent. Reliability of conclusions is affected by sampling, measurements and data collection & methods of fieldwork.

Negatives relating to reliability might include: lack of volume/numbers of samples to determine the population. Bias in asking questions & equipment errors. Limitations of timing of data collection. Wrong data collected to answer the question / draw conclusions. Different teams collecting group data in different ways.

Positives relating to reliability might be: the use of secondary data of a reputable source. A pilot study might have been carried out so the student could practise with the equipment reducing errors & making more accurate readings. Sticking to a sampling strategy, so that you did ask a range of people in the questionnaire etc. Repeating the data collection on a range of days to avoid the 'snapshot' of the area.

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After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 4).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

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

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1. (c) Analyse the results shown in the data you collected using qualitative surveys. You should refer to evidence in your fieldwork portfolio. Include **relevant** tables, graphs or maps from your portfolio.	AO1.2	AO2	AO3	Accuracy	**Total**
		6			**6**

Use the descriptors below, working upwards from the lowest band.
Award 0 marks if the answer is incorrect or wholly irrelevant.

Band	Marks	Descriptor
3	**5-6**	Detailed analysis includes: • accurate description of the trends and/or patterns by quantifying or qualifying them. • meaningful links between data sets to acknowledge interrelationship. There is specific reference to evidence from the portfolio. Meaning is clear. The response has purpose and structure.
2	**3-4**	Analysis includes: • a clear description of the trends and/or patterns. • some links between data sets. There may be some reference to evidence from the portfolio. Meaning is generally clear. The response is structured. If answer refers explicitly to quantitative data only then maximum mark will be bottom of Band 2.
1	**1-2**	Basic analysis: • some description of trend or pattern. • may begin to make simple, straightforward links or connections between data sets. There is limited or no reference to evidence from the portfolio. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

This is an AO2 question – candidates have to apply their knowledge and understanding when analysing their data.

Analysis may take the form of a detailed description of the data followed of one or more of:

- application of understanding of geographical concept, process or theory
- making meaningful links between data sets

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Section B

<table>
<tr><td>2. (a) Give two reasons why your fieldwork location(s) were appropriate to investigate cycles and flows.</td><td>AO1.2</td><td>AO2</td><td>AO3</td><td>Accuracy</td><td>Total</td></tr>
<tr><td></td><td>4</td><td></td><td></td><td></td><td>4</td></tr>
<tr><td colspan="3">Use the descriptors below, working upwards from the lowest band.

Award 0 marks if the answer is incorrect or wholly irrelevant.

<table><tr><th>Band</th><th>Marks</th><th>Descriptor</th></tr><tr><td>2</td><td>3-4</td><td>The response provides a clear and specific explanation linked to candidates own fieldwork.</td></tr><tr><td>1</td><td>1-2</td><td>A basic and general explanation</td></tr><tr><td></td><td>0</td><td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td></tr></table>
Accept two different reasons for the same location.

Reserve top of Band 2 (4 marks) for candidates who offer two different reasons.</td><td colspan="3">Answer could refer to:
- relevance to the purpose/aims of the investigation
- the importance of access/proximity
- health and safety considerations
- ability to provide contrast or similarity between locations</td></tr>
</table>

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(b) Explain why it is important to collect data at different times, and/or at different sites when investigating cycles and flows.	AO1.2	AO2	AO3	Accuracy	**Total**
	6				**6**

Use the descriptors below, working upwards from the lowest band.
Award 0 marks if the answer is incorrect or wholly irrelevant.

Band	Marks	Descriptor
3	**5-6**	The response provides clear, detailed and specific understanding of why it is important to collect data at different times (same location) and/or different sites when investigating cycles and flows through chains of reasoning. Meaning is clear. The response has purpose and structure.
2	**3-4**	The response provides a general understanding of why it is important to collect data at different times (same location) and/or different sites when investigating cycles and flows. Meaning is generally clear. The response is structured.
1	**1-2**	The response provides a limited understanding of why it is important to collect data at different times (same location) and/or different sites when investigating cycles and flows. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Specific reasons for measuring flows at different times/different places:

- flows vary from place to place and at different times of the day, e.g. across a shopping centre or across a river channel;
- flows vary at different times of a day / week e.g. in response to weather;
- some flows fluctuate over short periods of time e.g. wind speeds or traffic.

Taking further measurements, then taking a mean will take account of these variations in flow.

General reasons for more than one reading might include: - to obtain more data to improve validity - to overcome the danger of 'chance' readings - suitability of the method to answer the intended question.

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(c) What conclusions were you able to drawfrom your fieldwork investigating cycles and flows? Use examples of primary and secondary evidence to support your answer.	AO1.2	AO2	AO3	Accuracy	**Total**
		6			**6**

Use the descriptors below, working upwards from the lowest band. Award 0 marks if the answer is incorrect or wholly irrelevant.

Band	**Marks**	**Descriptor**
3	**5-6**	Accurate and detailed conclusion(s) are developed which demonstrate application of geographical understanding of cycles and/or flows. Selection of supporting primary and / or secondary evidence is purposeful and well considered. Meaning is clear. The response has purpose and structure.
2	**3-4**	Conclusion(s) demonstrate application of geographical understanding of cycles and / or flows. Selection of supporting primary and/or secondary evidence is useful and adds support. Meaning is generally clear. The response is structured.
1	**1-2**	Simple statements demonstrate limited application of geographical understanding of cycles and / or flows. Selection of supporting primary and/or secondary evidence is limited or lacks purpose. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Examiners must be satisfied that the candidate is referring to an actual fieldwork experience to award Band 2 or above.

This question assesses the candidate's ability to apply their geographical understanding of the concept of cycles/flows. Responses will vary depending on the context. For example, candidates who have worked in the context of a river could show understanding of factors such as geology, land use, antecedent weather or river management.

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