



GCSE MARKING SCHEME

SUMMER 2024

**GEOGRAPHY SPECIFICATION B
COMPONENT 1
C112U10-1**

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.

EDUQAS GCSE GEOGRAPHY B – COMPONENT 1

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:

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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
						2	2
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)						

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. 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 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.

Theme 1, Question 1

1 (a) (i) Study Figure 1.1 Expected location of the world's largest cities between 2050 and 2100 Describe the pattern of expected changes in the location of the world's largest cities shown in Figure 1.1		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						4		4
Credit four simple statements. Answers must refer to change and location, not size or number.	Examples of responses - None in North America (1) or South America (1) - More in Africa (1) - More south of the Equator (1) - Fewer in Asia (1) - More concentrated / Less spread out (1) - Most / all in Africa and Asia (1)							

(a) (ii) One of the fastest growing cities is estimated to be Lagos in Nigeria. Calculate the % population increase for Lagos between 2022 and 2035. Show your working in the box below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit working for one mark. One mark for correct response.	Working $24 - 15 = 9$ $\frac{9}{15} \times 100$ (1) = 60 Answer: % increase = 60 (1)							

(a) (iii) Explain two reasons why cities in LICs and/or NICs are growing so rapidly.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit two reasons with up to two additional marks for elaboration. (1+1) (1+1) or (1+1+1) +1 Do not allow opposites.	- natural increase in population / where birth rate exceeds death rate (1) increased access to health care (1) means people live longer (1) - rural to urban migration (1) because of poor standards of housing / health care / education (1) - rural to urban migration (1) more job opportunities in cities (1) - higher paid jobs (1) - location & Investment from MNC's (1) so higher paid jobs / increase in jobs results (1) - less access to contraception (1) so larger families result (1) - Do not allow 'population increase' on its own.							

(b) Describe how a city in a LIC/NIC you have studied is tackling housing problems.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4						4
Use a banded mark scheme. Work upwards from the lowest band.			Responses will depend on chosen city. To reach Band 2 it should be clear that they are referring to a specific area and not just making generic points. Responses are likely to refer to poor quality housing clearance schemes or self-help projects.						
Band	Mark	Band descriptor							
2	3-4	Clear description through some elaborated statements. Must be some specific reference to the chosen city							
1	1-2	Simple valid statement (s) that may be generic in nature. Lacks elaboration.							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							
Responses must refer to a LIC/NIC city. If no name Max Band 1									

(c) (i) Trade plays a very important role in the development of a country. Complete the sentences using words from the box		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Credit these responses only.	Exports (1) Imports (1) Tariffs (1) Trade blocs (1)							

(c) (ii) Fair Trade products are often seen in shops and online. Study Figure 1.2 Complete the pie chart to show the following products. Coffee 50% Tea 21%		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
1 mark correct line 1 mark for correct shading of both sectors	Line at 50% or 21% (1) Correct shading as per key for both (1)							

(c) (iii) Explain why trade can help to reduce global inequalities.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit valid reasons with further marks for elaboration. (1+1+1) +1 (1+1) (1+1) (1+1+1+1) (1+1) +1+1 Maximum 2 for simple reasons only.	Possible responses include: - producers get a fair price for goods (1) allowing them to help provide food / education for their families (1) - prices are agreed and stable (1) so producers can plan for the future (1) - technical advice may be available (1) so producers can be more efficient (1) and better able to compete in global markets (1) - Profit from trade helps development (1) as this can be used for local projects such as water supply or education (1) which can improve health / job opportunities (1)							

(d) Multinational companies (MNCs) locate all over the world. One example is Unilever. Study Fig 1.3 MNC's, like Unilever, bring more advantages than disadvantages to the countries they locate in. How far do you agree?			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8		4	12
Use a banded mark scheme. Work upwards from the lowest band.			This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this to analyse advantages and disadvantages. <u>Possible advantages</u> - Creates jobs / more skilled jobs - May provide a more reliable / higher income - More money spent in local shops and other businesses - Local infrastructure such as roads, ports and airports may be improved - Government receives more tax which can be spent on improving health and education services. - Positive multiplier effect <u>Possible disadvantages</u> - May be lower wages and few workers' rights - MNC may pull out at any time causing negative multiplier effects - Controversial issues such as sweatshops and use of child labour - Environmental impacts such as water or air pollution						
Band	Mark	Band descriptor							
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider understanding of both advantages and disadvantages. • Clear evidence of analysis. • Clear indication of a detailed level of agreement/disagreement with the statement.							
3	5-6	Thorough application of knowledge and understanding. • Relevant chain(s) of reasoning provide detailed/elaborated analysis • Wider geographical understanding of both advantages and disadvantages but may not be balanced. • Evidence of analysis • There is a 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 analysis • Limited appraisal from wider geographical understanding to support points • May refer to just advantages or disadvantages • May be little evidence of agreement/disagreement. with statement							
1	1-2	Some basic application of knowledge and understanding. • Limited and weak appraisal of the arguments • May be generic with little evidence of analysis							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							
Do not credit copied statements from the resources.									

After awarding a level and mark for the geographical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

Band	Marks	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

END OF QUESTION 1

Theme 2: Changing Environments

Q2 (a) (i) Add the correct labels from the box to complete Fig 2.1		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
Credit these responses only.	Saltation (1) Suspension (1) Traction (1)							

(a) (ii) Name ONE coastal landform created by the process of deposition.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit one mark for a correct landform	Beach Spit Bar Sand dune Tombolo							

(a) (iii) Give one reason why rock type (geology) can affect the rate of coastal erosion.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
Credit simple statements or one statement with elaboration.	Hard rock / more resistant rock (1) erodes more slowly (1) Soft rock / less resistant rock (1) erodes more quickly (1)							

(b) (i) For one country you have studied, describe the impacts of climate change on coastal communities.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Use a banded mark scheme. Work upwards from the lowest band.		To reach Band 2 it should be clear they are making elaborated reference to a community / country. Examples could be the UK, SIDS, or delta areas such as Egypt and Cambodia. Possible impacts include: - rising sea levels will increase the rate of coastal erosion, leading to loss of houses and farmland - greater risk of damage to properties by more extreme and more frequent storms - More money will be needed to be spent on coastal defences - Possible loss of revenue from tourism - Growth of environmental refugees if people have to leave their homes.						
Band	Mark	Band descriptor						
2	3-4	Thorough and elaborated response where the candidate shows detailed specific knowledge. Refers to two or more impacts.						
1	1-2	Valid but basic points made. May only refer to one impact. Response is generic.						
	0	Award zero marks if answer is incorrect or wholly irrelevant.						
Max Band 1 if no name.								

(b) (ii) Give two reasons why 'hold the line' is not always popular when managing coastlines.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4					4
Credit valid reasons with further marks for elaboration. (1+1+1) +1 (1+1) (1+1)	- Costs a lot of money (1) and need maintenance (1) which could be spent on other things such as infrastructure or schools (1) - Defences can be an eyesore (1) which could deter tourists from visiting the area (1) leading to negative impact on local businesses (1) - Can affect other areas of coast (1) by increasing erosion / reducing transport of sediment (1) - May use environmentally unfriendly materials (1)							

(c) (i) Give one reason why urbanisation causes flooding		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2				2
Credit valid reason with further marks for elaboration. (1+1)	- Impermeable surfaces used such as tarmac (1) so increased surface run-off (1) - Little vegetation so less rainfall is intercepted (1) so water gets to rivers quickly (1)							

(c) (ii) The town of Slough has suffered from river flooding many times in recent years. Study Fig 2.2 and the OS Map in the Resource Booklet. Use the information in both Fig 2.2 and the OS Map to decide if each of the following statements are True or False.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						4		4
Credit one mark for each correct response.							True (T) /False (F)	
	The Academy at 965794 is in a high-risk flood zone						F	
	The hotel at 962797 is not at risk of flooding						T	
	The greatest risk of flooding is in the west of Area A						F	
	The houses at 963793 are at a lower risk of flooding than those at 967796						T	

(c) (iii) Study Figure 2.3 Some important buildings in Slough at risk of flooding. Complete Figure 2.3 by drawing bars to show the data for care homes and schools.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit one mark for each correctly drawn bar. They do not have to be shaded in.	Schools 35 Care homes 2							

(c) (iv) Suggest TWO other appropriate techniques that could be used to display the data in Fig 2.3		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit one mark for each correct response.	Pie chart (1) Divided bar graph (1) Pictogram (1)							

(d) (i) Study Fig 2.4 Slough Flood Relief Scheme Suggest why this scheme could be described as a sustainable solution to Slough's flood problem.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						4			4
Band	Mark	Band descriptor	Possible responses; - Uses a green technology - Storage underground reduces environmental impact as not visible - Water can pass through the road surface preventing flooding - Future proofing as will cope with possible increase in rainfall due to climate change - Stops flooding and the stored water could be used in times of drought - Environmentally sensitive as vegetation will provide habitats for wildlife and maintain biodiversity.						
2	3-4	Clear understanding of sustainability through some elaborated statements. Makes detailed specific reference to elements of the scheme							
1	1-2	Limited understanding of concept of sustainability. Simple valid statement (s) that may be generic in nature with little reference to the scheme							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							

(d) (ii) Study Area B on the OS Map in the Resource Booklet. Analyse the economic consequences if Area B on the map was to flood. Use map evidence in your answer.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						4			4
Band	Mark	Band descriptor	<u>Economic consequences</u> - Works (at 983801 and 988802) could lose money if production/equipment affected - Tourism in the area as shown by the Museum (at 977799) and the Motel (at 987797) loss of revenue. - Transport affected such as the motorway, A412 and B416, railway station and bus station would mean problems getting to work. - Several areas of housing affected with impact of losing possessions and flood damage						
2	3-4	Clear analysis of economic consequence(s) through elaborated statements. Use of map evidence to support argument.							
1	1-2	Limited analysis. May not refer to more than one consequence. Limited/no use of map evidence							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							

END OF QUESTION 2

Theme 3: Environmental Challenges

Q3 (a) (i) One major global biome is the hot semi-arid grassland. Study Figure 3.1 Distribution of hot semi-arid grasslands. Describe the distribution of hot semi-arid grasslands shown in Figure 3.1		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
Credit one mark for each correct response, Only allow geographical terms, not 'above', 'below', 'left', 'right'. Maximum 2 if just a list of continents	- Greatest amount in Africa (1) - Between the Tropic of Cancer and and Tropic of Capricorn (1) - Some in Australasia (1) - Small area in S Asia (1) - None in Europe (1) - Some in N and NE of South America (1)							

(a) (ii) Describe how vegetation adapts to survive the climate of hot semi-arid grasslands.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
Credit valid statements with further marks for elaboration. (1+1+1+1) (1+1+1) +1 (1+1) (1+1)	E.g., Acacia trees - Large flat canopy (1) reduces water loss (1) - Long tap roots (1) reach deep groundwater (1) - Small waxy leaves (1) reduce transpiration loss (1) E.g., Baobab trees - Some shallow roots (1) collect rain water as soon as it rains (1) - Thick bark (1) which is fire resistant (1) - Few leaves (1) reduce transpiration loss (1) - Large barrel-like trunk (1) can store up to 500 litres water (1)							

(a) (iii) Tick (✓) the box that gives the correct definition of 'biodiversity'		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit this response only.	The variety of living things in an ecosystem (1)							

(a) (iv) For another ecosystem you have studied (other than hot semi-arid grasslands), explain how biodiversity has been affected by human activity.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					4				4
Use a banded mark scheme. Work upwards from the lowest band.			Responses will depend on chosen ecosystem. Likely to be tropical rainforests, tundra, coral reefs. This question requires reference to the impact of human activity and not a description of the chosen ecosystem. Responses could refer to either positive or negative impacts on biodiversity.						
Band	Mark	Band descriptor							
2	3-4	Clear understanding of impact of human activity on biodiversity through elaborated statements. Should be some specific reference to the chosen ecosystem.							
1	1-2	Simple valid statement (s) that may be generic in nature. Lacks elaboration.							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							

(b) Describe the characteristics of a small-scale ecosystem in the UK you have studied.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			3						3
Credit valid statements and with further marks for descriptive elaboration. (1+1+1) (1+1) +1 1+1+1 If outside UK, no marks.		Responses will depend on chosen ecosystem. Could include a pond, sand dunes, small nature reserve, small area of woodland. Characteristics could include the size, description of vegetation and / or wildlife or facilities for the public.							

(c) (i) Study Fig 3.3. Global water consumption 1900 – 2025 Circle the correct answer in each of the following statements.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
							4		4
Credit these responses only.		Oceania (1) 2000(1) 500 (1) Asia (1)							

(c) (ii) Give one reason why a line graph is the most appropriate technique to show the information in Figure 3.3		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit one simple statement. Do not credit generic statements such as 'easy to read' or 'easy to draw'	- Data is continuous (1) - Only one category/is a relationship between the items (1) - Shows changes over time (1) - Allows comparisons (1)							

(c) (iii) Explain why population growth leads to increased demand for water.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit valid reasons with further marks for elaboration. (1+1+1+1) (1+1+1) +1 (1+1) (1+1) (1+1) +1+1 Maximum of two for simple reasons only	- Increased demand for domestic use / increased use of showers / baths (1) - More houses built with gardens (1) which need watering (1) - Increased leisure facilities / more swimming pools / golf courses (1) which need watering (1) - Increased need for food production (1) so crops may need irrigation (1) - Increased use to generate electricity (1) so new reservoirs may be needed (1)							

(d) Study Fig 3.4 The Itaipu Dam and Hydroelectric (HEP) Project in Paraguay and Brazil. Should a project like the Itaipu Scheme be used as the best option for water management in other countries? Justify your views. You may also use examples you have studied to support your answer.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Use a banded mark scheme. Work upwards from the lowest band.			This question requires candidates to synthesise links between different areas of knowledge and understanding and apply this to come to conclusions about the view expressed. Candidates could argue for or against the suitability of this project to be used elsewhere. They could make reference to examples of particular projects they have studied. To reach Bands 3 and 4 there should be clear evidence of justification of an expression of a view. To reach Band 4 there must be a reference to its suitability for other countries. Arguments for - meets future demands for water and electricity for a large area - multipurpose scheme which is environmentally friendly - protects endangered species by replacing lost habitats - achieved international recognition by becoming a Biosphere Reserve - local communities have a sense of ownership - encourages new technology and agricultural practices through use of organic methods Arguments against - required co-operation between two countries which is not easy to achieve - could lead to conflict of interest over amounts of water / electricity used - expensive to set up such a project from scratch and may not be possible to adapt existing reservoirs. - Requires agreement of local communities who may not want to change their traditional methods - Project did destroy large areas of forest which could have an impact on climate change if replicated on a large scale elsewhere.						
Band	Mark	Band descriptor							
4	7-8	Exceptional application of knowledge and understanding of sustainability. • Comprehensive chain(s) of reasoning provide sophisticated response. • Balanced and coherent appraisal draws together wider understanding of arguments for and against. • Clear evidence of justification about suitability for other countries.							
3	5-6	Thorough application of knowledge and understanding of sustainability. • Relevant chain(s) of reasoning provide detailed/elaborated justification. • Wider geographical understanding of the arguments for and against but may not be balanced.							
2	3-4	Sound application of knowledge and understanding of sustainability. • Some connections provide valid but limited justification. • Limited appraisal from wider geographical understanding to support points • May refer to arguments either for or against.							
1	1-2	Some basic application of knowledge and understanding. • Limited and weak appraisal of the arguments. • May be generic points with little evidence of justification.							
	0	Award zero marks if answer is incorrect or wholly irrelevant.							

END OF QUESTION 3