



GCSE MARKING SCHEME

SUMMER 2024

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

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 SPEC B – COMPONENT 2

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	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.

PART A

1. (a) Study Map 1 in the Resource Folder. Describe the global pattern of vulnerability to desertification.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
One mark for each correct answer Don't accept a list; max 2 for specific areas e.g. Western USA.	In every continent shown (1) Not in the extreme North (1) Allow highlighting worst areas e.g., A lot in west of USA (1) Concentrated area around Mediterranean (1) Allow scattered/unevenly spread etc (1)							

(b) (i) Circle three features of hot, semi-arid climates.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		3						3
One mark for each correct answer Lose one mark for every extra circle	A short wet season (1) Hot summers (1) Low annual precipitation (1)							

(b) (ii) Describe the location of Bahrain		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
One mark for each correct answer Be careful of the use of 'of' rather than in e.g. SW of Asia wrong, Southwestern Asia right	Western or Southwestern Asia (1) or Middle East (1) On (or very close to/just north of) the Tropic of Cancer (1) East/NE of Africa (1) SE of Europe (1) Northern Indian Ocean (1) Specific direction from named country (1)							

(b) (iii) Bahrain is a NIC. Give two characteristics of a NIC		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
One mark for each simple statement. Do not credit the same characteristic twice. Improvement is a key idea e.g. rapid growth (1) but still areas of poverty (1) MNCs need linking to manufacturing If two different characteristics are in the same line of the answer, then credit should be given for both.	A country that has experienced rapid growth in wealth in recent years / A country that until recently was a LIC (1) An economy based on manufacturing (1) An economy which until recently was based on farming (1) Exports lots of goods (1) Cheap labour (1) but wages rising (1) Improving labour/environmental laws (1) Growing middle class/personal wealth (1) Improving health care/life expectancy/literacy rates etc (1) Development led by MNC investment (1) Dominated by labour intensive employment/manufacturing (1)							

(c) (i) Complete the diagram to show how trees affect the local environment.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						4
Accept these answers only.							
Accept correct letters or words.							

The diagram illustrates the water cycle processes involving a tree. A cloud at the top releases rain, labeled 'precipitation'. The rain falls onto the tree's canopy, labeled 'interception'. From the canopy, some water is lost to the air as 'evapotranspiration'. The water that reaches the ground is labeled 'infiltration' as it enters the soil through the tree's roots. The ground is shown as a green surface with a brown soil layer below it.

(c) (ii) Give one reason why people cut trees down.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2					2
One mark for a correct reason and one mark for elaboration. 1+1	For fuel (1) to heat their homes/cook (1) To clear land (1) for farming (1) To raise livestock (1) to earn money (1) To make things (1) e.g. for paper							

(c) (iii) Circle the correct word in each sentence below, using Figure 2.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Credit these answers only.	increased (1) south (1)							

(c) (iv) Calculate the median for % change in forest cover (2001 to 2021).		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
Mark for correct workings	-21, -16, -16, +200 or (-16 + -16) / 2 (1) Answer = -16 (1)							
Mark for right answer must include negative (-) sign.								

(c) (v) Suggest why the median is more appropriate than the mean for this data.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
Credit responses that focus on strength of median or weakness of mean.	Large range (1) in small sample One outlying number (200) skews mean (1)							

(c) (vi) Explain why using data to measure development has limitations.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit simple explanation for one mark and elaboration for up to 3 additional marks. (1+1)+(1+1) (1+1+1)+1 (1+1+1+1) Do not credit more than two simple statements (it's an explain question) Do not credit positives about data use.		Only gives one/a limited aspect (1) of a complex idea (development) (1) Data becomes out of date quickly (1) Averages hide extremes (1) and inference required (1) e.g. number of doctors is a symptom of wealth, good governance, and investment in health care (1) Collection of data could be inaccurate (1) e.g. result of government manipulation (1) or leads to wrong conclusion (1) There isn't an accurate way to measure (everyone's) happiness (1) There isn't one way to measure development (1) Development is a complex idea (1) and it is hard to fully express it in numbers (1). It requires a high level of expertise to interpret (1)						

(d) (iii) Explain two other ways poor land management can make desertification worse.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit a way/statement for one mark each and elaboration for up to two additional marks. (1+1)+(1+1) or (1+1+1)+1 Credit poor land management knowledge (1) and its application to the question (1) Credit no more than two ways. Do not credit response linked to over abstraction; must be land management, due to wording of the question.		Over-grazing (1) exposure soil to wind / rain (1) Over-cultivation/intensive agriculture (1) removes soil nutrients (1) reducing soil stability (1) Slash and burn (1) leaves soil open to erosion from wind / rain (1) Monoculture (1) exhausts soil (1) leaving it exposed to erosion (1) Deforestation (1) exposures soil to wind / rain (1) Poor irrigation (1) leads to salinisation (1) exposing soil to wind / rain (1) Ploughing parallel to slope (1) accelerates run-off (1) so more erosion (1) No crop rotation (1) removes soil nutrients (1) reducing soil stability (1) Leaving livestock in one area too long (1) allows hooves to erode the soil (1) Over-use of fertiliser / pesticide (1) ruins soil structure (1) reducing soil stability (1) Land clearance (1) exposes soil to wind / rain erosion (1)						

PART B

2. (a) (i) Complete the graph with the forecast data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Credit this only.	1 mark for completed line to 29.						

(a) (ii) Suggest how advanced technology might help California to manage desertification.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2			2
Credit each reason for one mark with additional marks for elaboration. (1+1) 1+1	Satellites can locate water sources (1) so crops might survive (1) Satellites can show exactly where to water (1) so less wasted (1) Satellites can show areas that are dying off (1) so prevention can be put in place (1) Satellites / Drones might identify people taking too much water (1) Drones can monitor conditions so water only goes where it is needed (1) so crops survive meaning that the ground is never exposed (1) and so will be less likely to be eroded (1) Soil moisture sensors mean that exactly the right amount of water is used (1) so over abstraction avoided (1) Genetic engineering could make seeds more resistant to drought (1) so ground is less exposed (1)						

(a) (iii) Suggest why advanced technology is not an option for some farmers.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4			4
Credit each reason for one mark with additional mark for elaboration. (1+1) (1+1) (1+1+1+1) (1+1+1)+1 1+1+1+1	Low income (1) so not enough money to buy it (1) Needs training (1) so too expensive/training not available (1). Needs infrastructure (1) that's too expensive/not available (1) Haven't developed the technology yet (1) so must import it / inventing country refuses to share (1) Can't maintain it (1) so won't take the risk (1) Don't know of its benefits (1)						

(b) Zimbabwe is building more sand dams. Evaluate how sand dams could be considered sustainable.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						6			6
Band	Mark	Descriptor	The best answers might consider the short- and long-term impacts of sand dams and / or a combination of social, economic, and environmental issues. Sand dams work in the short term by providing water for crops and they don't impact the future because there is no pollution. Another aspect of their sustainability is that they are constructed using local materials so everyone can access them at minimal cost or environmental pollution through transport. Maintaining the dams is low tech and easily done with minimal training. The sand dam allows people to improve their wealth and their life without causing visual pollution because it uses local materials to blend in. The solar pump allows the crops to be watered now and in the future without harm being done. However, it has to be manufactured and brought to site which will cause air pollution and more. The pump will also need to be maintained which may require training else it will become obsolete. Credit discussion of how they could be considered unsustainable. River flows could be disrupted downstream. E.g. Interrupting the river's flow might cause problems downstream making the sand dam less sustainable.						
3	5-6	A clear and detailed response reflects an appreciation of the impact of sustainability. Clear understanding through chain(s) of reasoning.							
2	3-4	A sound understanding of the impact of sustainability through elaborated reasoning.							
1	1-2	A basic understanding of the impact of sustainability. Series of simple statements.							
0	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							
Be aware of directing copying from the resource. No evaluation, max 5 marks.									

(c) (i) Give one reason drought-tolerant crops may reduce desertification.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2						2
Credit one reason with additional mark for elaboration. (1+1) Be careful not to credit definition of drought-tolerant crops.			They don't die in drought conditions, so the soil isn't exposed (1) so it is less vulnerable to erosion (1) Able to produce food each year (1) so people don't have to clear more land (1) Able to produce seeds each year (1) so there will be crops next year to protect the soil (1) Less need for irrigation (1) so less damage to soil / so less pressure on ground water (1) Help keep the soil fertile (1)						

(c) (ii) Explain why local communities will benefit from the planting of drought-tolerant crops.		AO1	AO2.1	AO2.2	AO3	AO4	Sag	Total
				4				4
Credit simple explanation for one mark and elaboration for up to 3 additional marks. (1+1)+(1+1) (1+1+1)+1 (1+1+1+1) Do not credit more than two simple statements (it's an explain question) Answers must make a clear link to local communities. Be careful of opposites. Do not credit descriptions of how drought-tolerant crops stop desertification. Don't double credit selling crops and making money.		• People won't go hungry (1) so won't need to move away (1) leaving the community without key workers (1) • Children will be more likely to survive (1) so they can go to school (1) so will help develop the area in the future (1) • They will get income whatever the weather (1) and so can (some qualified example of how to improve their lives) (1) • Being able to survive possible impacts of climate change (1) means the community will be able to stay in the area (1)						

(d) (i) Describe the trend shown on the graph.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
One mark for description	Average temperature goes up (1)							

(d) (ii) Explain why attitudes to climate change vary.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4					4
Credit reason for one mark each and elaboration for up to two additional marks. (1+1)+(1+1) or (1+1+1)+1 Attitudes can include changing behaviours as well as believing in the concept. Credit no more than two reasons.		• It is a global problem (1) so it hard to believe that personal choices can make a difference (1) • Some people are affected, others aren't too much yet (1) so they have no incentive to change (1) • There is too much personal inconvenience/economic impact to change (1) • There is a lot of hope that technology like CC&S or hydrogen will remove the need to do anything (1) But alternatives seem difficult and expensive to implement (1) • Natural factors have led to temperature change (1) leading to doubt/denial that humans cause it (1) • It has changed in the past (1) so people argue that it could change again (1) • Some believe that CC isn't true because influential people tell them so (1) • Some don't believe the news reports because they seem such enormous changes / so far away (1) that they have some responsibility for (1) • Some people are struggling to cope right now (1) and so making changes for the future are hard to justify (1) • Some people in HICs are protected from the impacts of climate change at the moment (1) so they keep doing what they are doing (1)						

PART C

<i>Part C The country of Bahrain has experienced more desertification in recent years than ever before. Which of the three options should Bahrain choose to reduce the effects of desertification: use advanced technology; install sand dams; farm more drought-tolerant crops. Your answer should consider social, economic, and environmental sustainability and may use the resources from this paper as well as your studies.</i>	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: - Reaches a substantiated decision that includes a clear justification for the chosen option over others; provides effective analysis through chains of reasoning of why the chosen option would be sustainable including the social, economic, and environmental effects of the plan; - Provides consistently detailed elaboration throughout that is substantiated by a range of evidence from the exam paper and the Resource Folder.
3	7-9	The candidate writes a detailed response that: - Reaches a decision that justifies the choice of the option; - Provides some analysis through chain(s) of reasoning of why the chosen strategies would be sustainable and outlines some of the social, economic, and environmental effects of the plan; - Provides detailed elaboration that is supported by evidence in the exam paper and the Resource Folder.
2	4-6	The candidate writes a response that: - Provides a decision that simply justifies the chosen option; - Makes limited observations to suggest why the choice could be sustainable and suggests some of the social, economic, and environmental effects of the plan; - Provides some elaboration that is supported by evidence in the exam paper and the Resource Folder.
1	1-3	The candidate writes a basic response that: - Provides a simple but unsubstantiated decision; - Refers to effects; - Briefly explores some effects of the chosen option.
	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	Mark	Performance descriptions
High	4	• Learner spells and punctuates with consistent accuracy. • Learner uses rules of grammar with effective control of meaning overall. • Learner uses a wide range of specialist terms as appropriate.
Intermediate	2-3	• Learner spells and punctuates with considerable accuracy. • Learner uses rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
Threshold	1	• Learner spells and punctuates with reasonable accuracy. • Learner uses rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learner uses 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.