



GCSE MARKING SCHEME

SUMMER 2025

**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 B - COMPONENT 2

SUMMER 2025 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.

The city of Cleveland is in the northeastern United States of America (an HIC) in the state of Ohio. In recent years, Cleveland has experienced industrial decline and has suffered as a result. The government of Cleveland has copied ideas from across the country to improve life for its citizens.

This paper is in three parts:

Part A explores some of the issues Cleveland is facing.

Part B looks at how Cleveland is using ideas from other cities that have tried to solve similar issues.

Part C asks you to decide how best to measure Cleveland's potential progress.

PART A

(a) (i) Cleveland is a global city. Tick the box next to the correct definition of a global city.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
1	A city which plays an important role in the global economic system of finance and trade.							

(a) (ii) Study Figure 1 on page 2 of the Resource Folder. It shows median household incomes for different groups within Cleveland, plus overall median household incomes for Cleveland, Ohio and the USA. Give three conclusions about median household incomes in Cleveland that you can draw from this graph.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						3		3
1+1+1	Cleveland is lower than USA (1) or Ohio (1) Incomes for all other ethnicities are all lower than white in Cleveland (1) Black incomes are lowest in Cleveland (1) Even the highest ethnic group in Cleveland is significantly poorer than national (1) All ethnicities except white have lower incomes than the overall median for the city (1)							

(a) (iii) Study Figure 2 on page 2 of the Resource Folder. It shows the population of Cleveland from 1940 to 2020. Describe the trend shown in the graph. You may use figures to support your answer.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
1+1	It decreases (1) from 880,000 to 370,000 (1) Accept 10,000 either way for both figures. Dropped by 490,000-530,000 (1) There was a small rise 1940 to 1950 (1)							
1 mark for trend								
1 mark for elaboration / anomaly								

(a) (iv) Study Figure 3 on page 3 of the Resource Folder. Give two ways the population distribution of Cleveland changed between 2010 and 2020.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
1+1	Declining population in the east (1) CBD has seen growth (1) Furthest southwest from the CBD suburbs have seen growth (1) this growth increases to the west / southwest with distance from the centre (1) There is one anomalous area of growth in the East (1)							

(a) (v) Suburbs across HIC cities have grown rapidly in recent years. Give one reason why suburbanisation has an effect on people that still live in city centres.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2				2
(1+1) Allow facilities as stand in for people	Less people in city centre means less business (1) so shops close (1) Entertainment venues are less popular (1) so tourists stay away (1) Young families tend to move away (1) so schools close (1) Large numbers of houses become vacant / dilapidated (1) so people feel unsafe (1) Services aren't used (1) so are closed (1) More people drive into the city centre (1) so more congestion (1) air pollution (1) Less demand for housing (1) so house prices become more affordable (1)							

(b) (i) Study Figure 4 on page 4 of the Resource Folder. Suggest one negative social consequence of uneven development for Cleveland.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2			2
(1+1) Only credit one stem	Fewer doctors in poorer areas / poor health care (1) so life expectancy decreases (1) Family life difficult (1) due to lack of opportunities for fun and leisure (1) People don't feel safe (1) due to high crime rate (1) People have moved away (1) to find work (1)							

(b) (ii) Give two reasons why there are advantages of using both economic and social data to measure development.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4
(1+1)+(1+1) or (1+1+1)+1 Max two for reasons stated Can write about both together or each as a separate component but max 3 if only one component discussed. Don't credit of definitions of the different types of data.	Gives a bigger / more holistic picture / wider data sets (1) allows better comparison (1) Development is more than just wealth (1) as wealth can hide social inequality (1) Wealth is an important part of development (1) because it implies a lot about health care etc (1) Social data shows how peoples' lives are affected (1) and economic data shows how money is a factor in that (1)						

(b) (iii) Explain why social factors contribute to population movement within HICs.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4					4
Credit chain(s) of reasoning that explain (1+1)+(1+1) or (1+1+1)+1 or (1+1+1+1) Look for qualification (1) then explanation (1) Don't double credit opposites. Only credit economic factors if qualified with a social factor. 'Move away' needs contextualising in relation to people or location.	Fear of crime (1) leads to people leaving the inner city (1) Poor education standards (1) persuade parents to move away (1) High rents force young people to cheaper areas (1) People are attracted to facilities they recognise (1) so cluster by ethnicity (1) Poor health care / risk of illness or disease (1) persuades vulnerable people to move away for a longer life (1) Gentrification (1) can attract wealthier groups (1) and force out others through high property prices (1) Ageing populations want to live in similar communities (1) with better overall health systems (1)						

(c) (i) Give a definition of globalisation.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1						1
1	The interdependence between countries (1) The global flow of people, money, ideas and goods (1)						

(c) (ii) Explain why globalisation may have led to a change in jobs in HICs.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					6				6
Band	Mark	Descriptor	Example of a top Band 3 answer: Globalisation is connecting the whole world, and it has changed the kinds of jobs we see in rich countries. Companies can now set up and sell their goods and services anywhere, not just in their own country. So, some jobs, especially in making things, has moved to places where labour is cheaper. But it's not all bad news. Now we can buy stuff from all over the world, and that means companies need people to figure out how to sell things globally. So, there are new jobs in marketing, international business, and even in technology because everything's so connected. The internet has had a massive effect too. It's made it very easy for people to work online, doing freelance jobs or starting their own businesses. You can be in the U.S. and work on a project for someone in Japan without ever leaving your room. But it's not just about jobs moving around. Global competition is making companies get creative and come up with new things. That's why there are jobs in technology, design, and innovation. So, while some traditional jobs might be changing or moving, there are also many new exciting opportunities popping up.						
3	5-6	A clear and detailed application of knowledge and understanding. Chain(s) of reasoning provide detailed explanation of how globalisation led to a change in jobs.							
2	3-4	A sound application of knowledge and understanding. Some elaboration provides valid but limited explanation of how globalisation led to a change in jobs.							
1	1-2	A basic application of knowledge and understanding. Basic statements of how globalisation led to a change in jobs.							
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.							

(c) (iii) Suggest what might have been one positive social consequence of globalisation in Cleveland.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2			2
(1+1)			People are exposed to more cultures (1) through access to a wider range through the internet etc (1) More people able to take holidays abroad (1) as transport routes / information improves (1) Greater sharing of ideas (1) leads to greater cultural diversity (1) Greater awareness of global issues (1) so more working with others to fix them (1) People have more money / time for leisure (1) because they have a better paid job / work less hours (1)						

(d) (i) Study Figure 5 on page 5 of the Resource Folder. Estimate the percentage of sites that are vacant.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						1		1
1	25% (allow 23% to 27%)							
Do not accept a quarter.								

(d) (ii) Zones of deprivation within HIC cities often have vacant sites. Name four other distinctive features of zones of deprivation.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
1+1+1+1	Low income levels (1) High unemployment (1) Substandard / abandoned / derelict housing (1) Educational disadvantages (1) Limited access to health care (1) Higher crime rates (1) Higher levels of air / noise / visual pollution (1) Higher rates of poverty (1) Low rents (1) Higher concentrations of migrants (1) Facilities for migrants to use (1) Brownfield sites (1) Litter / waste / low environmental quality (1) Low life expectancy (1) Homelessness (1) Food banks (1)							

(e) Suburbanisation in many HIC cities has meant an increased number of car journeys. Explain why more car journeys will affect the global environment.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4
Credit a maximum of two stems (1+1)+(1+1) or (1+1+1)+1 or (1+1+1+1) Be careful not to credit "more car journeys." Pollution must be qualified	More car journeys means more fuel burnt (1) so more CO2 released (1) so GCC made worse (1) More air pollution (1) because more journeys means more traffic jams (1) so GCC made worse (1) More roads will have to be built (1) so more green space built upon (1) so less vegetation to absorb CO2 (1) so accelerated climate change (1)							

PART B

(a) Define the term sustainable community.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
1	A community that meets the needs of today without harming the needs of the future (or similar)							

(b) (i) Tick the correct definition of infill development.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
1	Building on previously unused or underused land in urban areas.							

(b) (ii) Describe two improvements that brownfield development can bring to urban areas.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		4						4
(1+1) + (1+1) or (1+1+1) + 1 Make sure it is about improving a place rather than a benefit for a developer Allow benefit at a variety of scales	Cleans up soil pollution (1) for better health (1) or biodiversity (1) Reduces car journeys (1) which reduces air pollution (1) or similar Reduces visual pollution (1) when it gets rid of derelict buildings (1) Brings people into the area (1) who use services (1) and pay taxes to use for further improvements (1) Cities don't sprawl / re-uses space (1) so greenfield development reduced (1) Creates jobs (1) so people have more disposable income to spend in the area (1) Use of the created buildings e.g. shops or workplaces (1) Might create green space (1)							

(b) (iii) Suggest how developments like Tempe can help reduce the risk of climate change.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					4			4
(1+1)+(1+1) or (1+1+1)+1 Do not credit "less cars"	City centre will be a more attractive place (1) so more shoppers will use public transport not cars (1) so people emit less CO2 (1) More green spaces mean more CO2 absorbed (1) Everything is close by (1) so less car journeys (1) so people emit less CO2 (1) Fewer cars on the road so less jams (1) so less fuel burnt (1) so less CO2 (1) Fewer cars bought (1) so less air pollution from manufacturing (1) Others see an alternative to fossil fuel driven cars (1) so adapt their own lifestyles to be climate friendly (1)							
(c) (i) Study Figure 7 on page 7 of the Resource Folder. Describe the global distribution of battery production shown on Figure 7.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						2		2
1+1 Only allow one negative	Most battery production is in China (1) Production in four other countries in Asia (1) Only the Australian factory not in northern hemisphere (1) Lots of small areas of production in Europe (1) Germany and USA significant producers (1) No factories / production in Africa / South America (1)							
(c) (ii) Suggest how a gigafactory, like the one in Nevada, could bring economic benefits to Cleveland.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					4			4
(1+1) + (1+1) or (1+1+1) + 1	Lots of jobs provided (1) so people earn money which is then spent in local economy (1) Lots of workers means lots of tax paid (1) so government can improve local area (1) Indirect jobs created (1) so people earn money to spend in local services (1) Other businesses have greater confidence in Cleveland (1) so invest / pay tax (1) which can be further spent on developing Cleveland (1)							

(d) (i) Study Figure 6 on page 6 of the Resource Folder. Circle the correct answers in the sentences below:		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
1+1	150km North West							
If more than one answer is circled on a row then no mark awarded on that row.								

(d) (ii) Explain why attracting new investment to HIC cities could help create an economically sustainable urban environment.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4					4
(1+1) + (1+1) (1+1+1) + 1 (1+1+1+1)	New jobs created so taxes can pay for investments in the community (1) such as better infrastructure (1) encouraging further investment (1) New jobs created that create demand for other indirect employment (1) New investment brings innovation (1) which improves peoples' lives (1) New investment can mean new industries / diversification (1) so area is less at risk of economic downturn (1) New investment can attract highly skilled people (1) so more profit made to be reinvested into the city (1) New investment leads to more money in the area so more tax (1) can be spent on public services (1) to ensure business can continue (1)							

PART C

The government of Cleveland is considering the three solutions from Part B to improve life for its citizens. Which solution would you recommend? You must only choose one of the three. Solution A Brownfield development, similar to Culdesac, Tempe. Solution B Paying MNCs to build gigafactories, such as in Nevada. Solution C Attracting new investment by lowering taxes, such as in Detroit. Write a report that explains the reasons behind your recommendation. Consider the social, economic, and environmental aspects of the solutions. Your answer should consider sustainability and may use the resources from this paper as well as your studies.		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 - clearly outlines what will be the social, economic, and environmental effects of the solution chosen - provides consistently detailed elaboration throughout that is substantiated by a range of evidence from the exam paper and the Resource Folder - provides effective analysis of why the chosen solution would be sustainable.						
3	7-9	The candidate writes a detailed response that: - reaches a decision that justifies the choice of the option - outlines what will be the social, economic, and environmental effects of the solution chosen - provides detailed elaboration that is supported by evidence in the exam paper and the Resource Folder - provides some analysis of why the chosen solution would be sustainable.						
2	4-6	The candidate writes a response that: - provides a decision that simply justifies the choice of option - outlines what will be the social, economic, and environmental effects of the solution chosen - provides some elaboration that is supported by evidence in the exam paper and the Resource Folder - makes limited observations of why the chosen solution would be sustainable.						
1	1-3	The candidate writes a basic response that: - provides a simple but unsubstantiated decision - 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
<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