GCSE MARKING SCHEME

SUMMER 2025

GEOGRAPHY - COMPONENT 3
SPECIFICATION A and SPECIFICATION B
C111U30-1 and C112U30-1

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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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EDUQAS GCSE GEOGRAPHY
SPECIFICATION A and SPECIFICATION B

COMPONENT 3

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.

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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 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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PART A:

1(a) (i) Give the six-figure grid reference of site 1.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2 / 1.4						1		**1**
One mark for correct answer	247 863 (accept 248 and 864)							

1(a) (ii) Tick (✓) the correct distance between sites 3 and 6.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2 / 1.4						1		**1**
One mark for correct answer	500m							

1(a) (iii) Give one strength of using an equal distance to select these measurement sites on Hallam Moors.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
Fieldwork enquiry skill 1.2					2			**2**
Credit one point related to the map if specific to map (e.g. grid reference) or landscape. Maximum one mark if no reference to the map Credit one for a reason linked to equal measurement. For 2 marks there must be a statement plus an elaboration.	• Equal intervals means it's easy to follow/quicker to cover (1) a large amount of moorland (1) • Some areas / such as streams / marsh are not easy to access (1) so avoids bias in choice of sites (1) • Quick/easy/convenient way of locating fieldwork sites (1) • There is a system to follow (1)							

1(b) The mean infiltration rate for wet conditions is 1.0 (mm/min). Calculate the mean infiltration rate for dry conditions. Show your working in the box below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
						2		**2**
One mark for calculation One mark for correct answer	Add all values and divide by 10 (1) Answer = 2.8 (1)							

1(c) (i) What is the modal class of the wet measurements shown in Table 1.3?		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
						1		**1**
Accept this answer only. Do not accept 0 or 1.	0 to 1							

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1(c) (ii) Complete Graph 1.4, using data from Table 1.3.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

One mark for correct answer	Column drawn at 3, with no spacing between. Shading not needed for mark.

1(d) Give two conclusions you could draw from the students' results on infiltration rates in wet and dry conditions. Use evidence from the resources in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				4			**4**

Credit one mark for each conclusion Credit one mark for elaboration/use of data (2+2) (3+1) Answer could refer to Map 1.1, Table 1.2, Table 1.3 and Graph 1.4. Don't credit opposites.	Valid answers may include: • Site 5 has the highest infiltration rates (1) • Dry conditions show a larger range of infiltration rates than wet conditions (1) • Comparisons of means from Table 1.2, with data included e.g. Infiltration rates are lower in wet conditions (1) e.g. 1.0 mm/min in wet conditions and 2.8 mm/min in dry conditions (1) • Use of Map 1.1 with Table 1.2 to give answers e.g. Height of land/proximity to water may affect infiltration rates (1) e.g. Site 1 has 0.2 mm/min in wet conditions and 0.4 mm/min in dry conditions (1) compared to Site 5 which has 2.6 mm/min in wet conditions and 4.3 mm/min in dry conditions (1). • Sites closer to rivers have lower infiltration rates (1) e.g. Site 1 is low down by a river junction with a lower infiltration rate (1) of 0.2 mm/min in wet conditions (1) • Use of Table 1.3 for answers e.g. as the infiltration rate increases, the number of wet measurements decreases (1) and at 0 to 1 it is 6 but at 4.1 to 5 it is 0 (1)

1(e) (i) Give one reason your fieldwork location was suitable to investigate geographical flows.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				2			**2**

One mark for reason linked to own fieldwork and second for exemplification.	Examples may include: • Shallow river with safe access (1) because the river was only up to our knees (1) • We had permission from the National Park (1) to study flows of walkers along footpaths (1) • Small / busy enough CBD (1) to measure all the traffic / pedestrian flows we needed in a day (1) • Could study longshore drift (1) as was in a coastal location (1)

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1(e) (ii) Explain why one or more data presentation methods you used were suitable to show your results.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				4			**4**

Band	Mark	Band descriptor
2	**3 - 4**	The candidate writes a **detailed** response that: • Uses **elaborated** statements for method(s) named. • Uses specific example(s) from the candidate's own fieldwork.
1	**1 – 2**	The candidate writes a **basic** response that: • Uses **simple** evaluative statements with limited reasoning. • Is in the context of the candidate's own fieldwork.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Valid answers will be specific to the candidates own presentation method. Likely methods for flows would be:

- Flow diagrams / arrows – magnitude and direction data
- Line graphs (x-axis usually time) – trends in continuous data
- Rose diagrams – orientation of continuous data
- Isolines drawn / overlaid on maps – possible for density of flows
- Located bars – flows or proportional symbols located / overlaid on maps to give a geographical context to the data

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Part B

2(a) Tick (✓) two enquiry questions that could be chosen in an investigation of sustainable communities in Shropshire.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				2			**2**

One mark for each correct answer	How might pedestrianisation of town centres benefit residents in Shropshire? Are the river flood defences maintained well enough to last into the 2030's?

2(b) Give one strength and one weakness of using this secondary data in an investigation on sustainable communities.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				4			**4**

Credit one mark for strength and up to two marks for elaboration Credit one mark for a weakness and up to two marks for elaboration (2+2) (3+1) Maximum 2 marks if no direct reference to the resource.	Strengths may include: Lots of different types of information are covered (1) so that a range of sustainable issues can be looked at (1) meaning that conclusions can be valid (1) Image gives a clear impression of what the area was like (1) and shows potential for redeveloping (brownfield) sites (1) Weaknesses may include: Information is from the developer's website (1) so may be biased (1) Information is not quantified (1) so may not be ideal for forming conclusions (1) No date is given (1) so it may not be reliable (1)

2(c) (i) Suggest one improvement students could make to this sampling method.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

One mark for improvement, second mark for elaboration.	Use random numbers to select people (1) this reduces bias (1) Use systematic sampling / ask every 10th person (1) so it avoids bias(1) Use stratified sampling (1) to get different numbers in certain groups e.g. age or gender (1) Check that they are local to the area before asking questions (1) Repeat at different times / locations (1) to make the sample more representative / improve reliability (1)

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2(c) (ii) Complete the statements below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
						3		**3**
Credit other appropriate wording e.g. employment for the final answer.	74% (accept 73 to 75%) Bus stops and train stations Jobs							

2(c) (iii) Tick the correct alternative graph that could be used to represent the data in Graph 2.3		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
						1		**1**
One mark for correct answer	Pictogram							

2(d) This question is about your own fieldwork experience of investigating sustainability. Evaluate the strengths and weaknesses of your data collection methods.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				6			**6**

Band	**Mark**	**Band descriptor**
3	**5-6**	The candidate writes a **comprehensive** response that: • Uses detailed elaborated statements for strengths **and** weaknesses. • Uses specific examples from the candidate's own fieldwork about sustainability.
2	**3-4**	The candidate writes a **detailed** response that: • Uses elaborative statements for strength (s) **and/or** weakness(es). • Use one or more examples from the candidate's own fieldwork.
1	**1-2**	The candidate writes a **basic** response that: • Uses simple statements based on general data collection methods. • Is in the context of the candidate's own fieldwork.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Valid answers will be specific to the candidates own collection methods. Areas might include an evaluation of the strengths and weaknesses of data collection methods, using the criteria below:

- Sampling
- Suitability to aim
- Range or not of methods
- Using adapted not generalised methods
- Mix of primary / secondary data
- Equipment
- Qualitative / quantitative

At Band 3, some candidates might develop different aspects of one method in depth.

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Part C

3(a) Tick two (✓) correct statements in the table below. Use the information in Map 3.1	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit these answers only. More than two ticks award zero.	Aberdeen and Middlesbrough have the highest potential per person to produce food at 280 kg/yr Bristol has the equal lowest potential to produce food of the urban areas on the map.

3(b) (i) Calculate the percentage decrease in hedgehogs from 1950s to 2024.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					2		**2**

Credit clear working / process for one mark One mark for the correct answer	Percentage decrease = (34/35) x 100 = (1) 97% / 97.1% / 97.14% (1) Accept any number of decimal places. Accept a negative figure, if correct.

3(b) (ii) Give one limitation of the data given in Diagram 3.2.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					1		**1**

Credit other suitable answers	• Not all have dates (1)/timescales (1) • Numbers not given for all species (1) / only percentages (1) • No locations given (1) • No information given on species type (1) • Different years used for different species (1) • Limited range of species (1)

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3(c) Explain why the redevelopment of brownfield sites can have benefits for urban areas in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6				**6**

Band	Mark	Band descriptor
3	**5-6**	• **Detailed** response where the candidate shows a clear understanding through relevant chain(s) of reasoning. • Must include a range of benefits or depth on one benefit.
2	**3-4**	• **Some** elaboration in the response shows a clear understanding. • Could refer to more than one benefit but may not be detailed.
1	**1-2**	• Valid **simple** but basic points are made with no elaboration.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Reasons given may include:

- Preventing urban sprawl/ not building on greenfield
- Reducing out-migration
- Creation/ retention of jobs
- Increase tax base
- Removal of contamination/ improved environmental quality.
- Access to housing/ services/ whatever is built in its place.
- Aesthetics/ cultural or historical preservation
- Mixed-use development / walkability/ well-connected communities

3(d) Study Graph 3.3. Tick the three correct statements	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
					3		**3**

Credit these answers only	• In July 2023 there were more fast speed charging points than rapid and ultra-rapid combined. • All speeds of charging device have increased from July 2022 to July 2023. • Rapid speed charging devices have shown the slowest rate of increase between July 2022 to July 2023

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3(e)	Explain why population increase can create challenges to sustainable urban living in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
			6					**6**

Band	Mark	Band descriptor
3	**5-6**	• **Detailed** response where the candidate shows a clear understanding through relevant chain(s) of reasoning. • Could include a range of challenges or depth on one challenge.
2	**3-4**	• **Some** elaboration in the response shows a clear understanding. • Could refer to more than one challenge but may not be detailed.
1	**1-2**	• Valid **simple** but basic points are made with no elaboration.
	0	Award 0 marks if answer is incorrect or wholly irrelevant.

Reasons given may include:

- Infrastructure stress e.g. transport, water and sewage supply, waste management systems
- Housing shortages
- Higher air pollution
- Traffic congestion
- Green space depletion / lack of well-being
- Health / over-crowding / social tensions
- Stress on health care / education facilities
- Loss of community identify / community cohesion

3(f)	Describe two changes in people's visits to green spaces from 2009 to 2019. Use evidence from Diagram 3.4 in your answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
						4		**4**

(2+2)
One mark for each change

- Further mark for elaboration/use of data

- Average distance travelled decreased (1) by 1.9 miles / from 6.8 to 4.9 miles (1)
- Visits less than 3 hours increased (1) by 7% / 79% to 86% (1)
- There was least change, with an increase of 3% / 61% to 64% (1) in visit destinations reached on foot (1)
- Visits to greenspaces in towns or cities increased (1) by 41-52%/11% (1)

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3(g) Study the information on page 2 of the Resource Folder. It shows three strategies to make urban environments and communities more sustainable. 1. Using local resources 2. Improving transport systems 3. Managing green spaces Evaluate which of these three strategies you think is the best to make UK urban environments sustainable. Use the information in the Resource Folder, the question paper and your wider geographical understanding to support your answer. Your ability to spell, punctuate and use grammar and specialist terms accurately will be assessed in your answer to this question.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	**Total**
				12		**4**	**16**

Band	**Mark**	**Descriptor**
4	**10-12**	The candidate writes a comprehensive response that: • provides **comprehensive** evaluation throughout with sophisticated chains of reasoning. • that is substantiated by a **range of evidence** in the Resource Folder and/or exam paper. • reaches a judgement / decision that **fully justifies** why the specific strategy meets **most** aspects of sustainability. • provides effective evaluation of the issue(s) • applies wider geographical knowledge and understanding to effectively **substantiate sophisticated chain(s) of reasoning.**
3	**7-9**	The candidate writes a detailed response that: • provides **detailed** evaluation with relevant chains of reasoning. • that is supported by **some** evidence in the Resource Folder and/or exam paper • reaches a judgement / decision that **justifies in detail** why the specific strategy meets **some** aspects of sustainability. • provides some evaluation of the issue(s) • evidence of some wider geographical knowledge and understanding to **support relevant chain(s) of reasoning.**
2	**4-6**	The candidate writes a response that: • provides **basic** evaluation with some elaboration. • that is supported by **occasional** evidence in the Resource Folder and/or exam paper. • reaches a decision about why the specific strategy meets an aspect of sustainability. • makes limited evaluation of the issue(s) • states some limited geographical knowledge/understanding.
1	**1-3**	The candidate writes a basic response that: • provides a simple but **unsubstantiated decision.** • uses/quotes mostly accurate information about sustainable communities in the UK. • Simple statements.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

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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
High	**4**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2-3**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the • threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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